



San Jacinto (Houston) Omitted by Mistake

ON THE FRONT page of the November issue of the LEAGUER will be found a picture and account of the accomplishments of Miss Annette Greenfield since entering The University of Texas. She was quite distinguished in Interscholastic League public speaking contests during her high-school career. After reading the story, T. H. Rogers, Principal of the San Jacinto, Houston, High School, sends the editor of the LEAGUER the following gentle reproof:

"I noticed with pleasure your article in November INTERSCHOLASTIC LEAGUER concerning Annette Greenfield. Knowing the young lady as I do, I am not at all surprised at her accomplishments, but I am wondering why in such a fine article concerning one of your students you could not have mentioned the high school she is from. Needless to say, we are proud of her, but we are like everybody else—we like to see our name in the press."

Physical Fitness Clubs In Jasper Schools

FROM the deep East Texas town of Jasper, Mrs. Osa Knight Snell, sponsor of physical fitness clubs, writes concerning the progress of the organizations this semester, as follows:

Some time ago you sent me forms and directions for reorganizing physical fitness clubs in our school, and asked me to send in names of our clubs so charters could be issued. I have done this and the members of my clubs are already busy.

I believe the physical fitness clubs are really worth while from several standpoints. I reorganized this year at the request of my students, ten of whom earned certificates last year. They knew what it was all about and wanted to do it over again. I believe on the whole that my students were physically stronger and healthier at the beginning of this term than they were in the fall of 1942.

I believe that the majority of my students who rejoined this year are living up to the pledge. Those who could not did not rejoin.

The names of our clubs are: "Health Commandoes," "The Jasper Flying Tigers," "The Jasper Spitfires," "The Junior Health Squad," and "Jasper Leathernecks."

Please send us our club charters.

All-Star Cast Choice 1938 Now in So. Pacific

APPEARING in "Pyramus and Thisbe," winning play from El Paso High School in the State One-act Play Tournament of 1938, Bill Goldfarb was selected as a member of the all-star cast that year.

Upon graduation from high school, Bill attended the School of Mines for two years before transferring to the school of business administration in the Main University at Austin. He was graduated with the degree of B.B.A. in June, 1942.

Thereupon he enlisted in the Navy, taking his midshipman's course at Columbia, New York, and being graduated in December of the same year. He is now serving "somewhere" in the South Pacific. His old friends may reach him through the Fleet Postmaster, San Francisco, U.S.S. Chanticleer.

THE conscience of the world at large has learned one thing in the past twenty-five years. There exist no "Have" or "Have Not" nations; there exist only "Have" and "Have Not" classes. And these are on the way to be relentlessly equalized.—Emil Ludwig

Contest-Winner of 1939 Is Now College Dramatic Tutor

Martha Morgan Has Distinguished Career in the University

MARTHA MORGAN was a senior at Weslaco High School when she came to Austin for the 1939 State Meet as a member of the one-act play cast which presented *The Perfect Gentleman*. Martha was selected the best actress of the year for her performance and was given the Samuel French award.



Martha Morgan

The play, which had not been published for general use at that time, won third place in the contest. The author, Mrs. Anna Best Joder, dedicated the play to Martha and Carson Hoge because of their fine performances.

New Art Study Ready for Use

Art Teachers Offered Bulletin and Loan-Packets of Classical Prints

AN ART APPRECIATION bulletin by Waldine Hunter, based on the Interscholastic League packet material, for grades one to eight (inclusive) is now in the press and will be issued shortly as one of the regular Interscholastic League publications. Twenty-five packets, each containing two or three excellent reproductions of classical pictures, are available for loaning to schools on a circulating library basis just as soon as the bulletin itself is ready for distribution.

The bulletin and packets are built strictly on the art curriculum recommended by the State Department of Education, and have received the enthusiastic endorsement of Miss Edgar Ellen Wilson, State Director of Elementary Education. She says, in part: "I have examined the Sugges-

Social Studies Units Give Dallas Pupils Sound Views

Aim to Arm Youngsters Against Propaganda, Insure Unity

THE Dallas Public Schools, as early as October 22, 1941, decided to do something about enemy propaganda which for years has been at work (and still is) seeking to divide and conquer this country. The problem was attacked in typical schoolmaster fashion, viz., by instituting a "unit" in social studies. Not finding material handy and suitable for the classroom, the

Wins Key Award
In September, 1939, Martha enrolled in the College of Fine Arts of the University. She was admitted to the Curtain Club as a probationary member, and in May of the same year she was made an active member of that club. During the school term of 1942-43 she was on the Board of Governors and Secretary of the Curtain Club. That same year she received the Curtain Club Key Award, the highest award bestowed upon any member of the Club. As director-actress, she gained much experience with productions of the Curtain Club, Theater-in-the-Round, Laboratory Theater, and the Experimental Theater. She was graduated from the University in May, 1943.

Each year Martha served as property manager for the State One-Act Play Contest of the Interscholastic League. This job is one of the most difficult involved in the production of the League plays at the State Meet, but she proved very capable and endeared herself to the participating casts.

Summer Tour
During the past summer Martha toured with a stage show for a short time. In September, 1943, she returned to the campus as dramatics tutor and was elected president of the Curtain Club. This is the first time in the thirty-four year history of the Club that a girl has had the honor of becoming president. In her new position she will be production manager of every show staged by the University Drama Department. At present she is producing the musical, "The Cabaret Revue," which is touring nearby army camps after its run at the University. Martha says her plans for the future are indefinite at present, but she plans to continue in theater work. In spite of her many other activities, she is finding time to take a special course in play-production and radio drama.

There is nothing more dangerous than to leap a chasm in two jumps.—Lloyd George.

tions to Teachers for the teaching of art and art appreciation in this bulletin. I am very pleased to recommend the intensive use of this material to all elementary teachers in the state. The suggestions for 'teaching art' is very worthwhile, and I believe that if use is made of these suggestions the children in our public schools will have a much better understanding and appreciation of the artists and of art.

"I especially appreciate the suggestions in the bulletin of the 'studies' as they have been divided into grade levels. Through the years music and art has been divided too much by grades and for this reason there has been a great deal of overlapping in the age groups. I think the teachers will find it to advantage to have the two divisions instead of a number of divisions."

Prints Cover Wide Range
The prints which are used as illustrative material cover a wide range of subject matter and represent the principal art movements of the last six hundred years. "They have been grouped," according to Miss Hunter, "by subject matter in packets of from three to five pictures each. They are arranged as to grade levels, and the pictures should," she declares, "be presented for the children's enjoyment, for their growth in appreciation of art quality, and for their development in understanding of art as a means of expression."

School System undertook the publication itself.

Texts at Cost

There has resulted a number of so-called bulletins, each containing a "unit" and designed for students on the junior and high-school levels. The first bulletin, which, please note, was pre-Pearl Harbor, is mimeographed; later ones are printed and well-printed in the Dallas High Schools Printshop. They are sold at cost to the pupils.

The purpose of this series of studies is well-expressed by W. T. White, Assistant Superintendent, in the Foreword to the first bul-

(See—Social Studies—P. 4)

Class Polls Opinion On Educational Reform

WHAT are the most needed reforms in Texas education? A graduate class in education at The University of Texas is seeking to find the answer.

Under the direction of Dr. Frederick Eby, that class is polling the opinion of nearly 600 representative Texans in all walks of life, with a questionnaire on the subject.

The inquiry is going to school superintendents, newspaper editors, school board presidents, university and college presidents, chambers of commerce secretaries, secretaries of local trade councils, clergymen, bankers, police commissioners, parent-teacher association presidents, professors, county agricultural agents, and nurses.

It asks "in the light of the probable economic, moral and international conditions following the war, what changes would you recommend in the educational system of Texas?"

Aspects covered by the questionnaire include: elementary, secondary and higher education, State Department of Education, financing of public education, improvement of teachers, improvement of instruction, delinquency, and health of Texas children.

The survey was "conceived and undertaken wholly for the advancement of the interests of our great state," Dr. Eby declared today.

Two thousand summers have imparted to the monuments of Grecian literature, as to her marbles, only a maturer golden and autumnal tint, for they have carried their own serene and celestial atmosphere into all lands to protect them against the corrosion of time.—Thoreau.

There is nothing more dangerous than to leap a chasm in two jumps.—Lloyd George.

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Aggies Win Over LSU With 17-Year Olds in the Line-Up

"There's a Reason" for Youthful Talent in Texas Sports Writer Says

(By Richard West, in the Dallas News)

IT WAS a big night for the Texas Aggies. It was a bigger night for the State Interscholastic League. For when the youthful Cadets walked off the dew-topped turf of Louisiana State's massive stadium last Saturday night—upset winners over the powerful Tigers, 28 to 13—many a Texas football fan grinned with satisfaction.

He had believed something for a long time. Now he was more convinced—that high-school football in Texas is better than that played in any other part of the country.

Easy Victory
The Aggies, with a talented group of kids just out of high school, defeated L.S.U. with comparative ease. Seven of their starters were 17-year-olds, boys who would ordinarily be playing freshman football this year. They were used at Aggie land because nobody else was available.

Tailback Earl Beesley played for the local Adamson Leopards last fall. Monty Moncrief and Goble Bryant, starting Aggie tackles, were on the winning Sunset squad a year ago.

The youthful Aggies quickly adapted themselves to college football and were molded into a speedy, spirited unit which is undefeated. In beating L.S.U. they defeated a team which had trounced Georgia and was believed to be one of the best Tiger squads in recent years.

Tribute to League
The work so far is a tribute to the far-flung Interscholastic League—a marvelous organization primarily responsible for making Texas so well-known in the nation's football picture.

In normal years there are around 800 high-school teams in the State, with more than 20,000 players participating. Annual paid admissions to high-school games exceed 6,000,000.

Col. R. R. Neyland, famed coach of the Tennessee Vols, who is now

Directions for Using Slide Rule

Bulletin by Mathematics Professor Now Available for Teachers

MATHEMATICS teachers interested in initiating club or class into the mysteries of the slide rule will welcome a new bulletin just off the press by L. W. Ramsey, Assistant Professor of Mathematics and Engineering, Texas Christian University, entitled "How to Use a Slide Rule."

Prepared at the request of the League for assistance to teachers and pupils who are this year entering the new Slide Rule Contest, it wastes no time with preliminaries or padding and gets right down to fundamentals from the start. The first chapter tells how the instrument is made, and identifies all its parts. Next the "C" and "D" scales are treated, and the following operations explained: multiplication of two numbers; powers of ten and how to find them; placing the decimal point; how to multiply more than two numbers; division and combinations of multiplication and division.

Next the author explains the use of the slide rule in finding roots and powers involving the "A" and "B" scales, and how to multiply with them. Finally the "K" scale is explained, and how to find the cube of a number and the cube root.

Those teachers who have reported on introducing the slide rule to club or class are enthusiastic

(See—Slide Rule—P. 4)

Debate Sponsor Says Season's Prospect Fair

THE new debate coach at Sam Houston High School (Houston), Miss Helen Batte, is quite hopeful of winning a share of League honors this year. She has not only debate, but is in charge of all the speech work in the school. Miss Batte has a bachelor's degree from Rice Institute, a Master



Helen Batte

of Arts degree from Columbia University (New York), and has completed all work on a Ph.D. degree there except the thesis. She spent fifteen years of her life in Mexico (half of it), speaks Spanish fluently, and is much interested in the Latin-American countries and peoples. She has traveled a great deal, being especially fond of ocean voyages to romantic places. Summer times she works on newspapers, in offices for the Army, or just travels around on this side of the world.

"But," she says, "I love speech work, and am especially interested in radio. As a child I was exposed to several revolutions in Mexico, met countless people of all nationalities, cut my eye teeth on an oil well bit, had poetry published in newspapers when I was twelve, was taught several languages, graduated from high school when I was fourteen, and acquired the wanderlust."

Her present address is 1300 Capitol Avenue, Houston.

We must have some measure of government control over the nation's commerce after the war. If each business seeks to run its own affairs according to its own single interest, I see little hope of avoiding rigid state control at every point. . . . The main problem is achieving a balance between the organizing power of the state, and the driving force of the free individual.—Sir George Schuster, in *New York Times*.

University Conducts War Service Community School

Medina Valley Project Sponsored by Extension Division

(Dr. Harry Moore, Professor of Sociology, The University of Texas)

WAR breaks many molds of social action and thus forces pioneering in many fields. While attention has been fixed on the changes in technology growing out of the war, social experimentation has been going on at an equal pace, though often not branded as such and therefore not recognized. In the field of education new courses have been instituted in colleges and high schools throughout the nation. Now The University of Texas has made the experiment of holding a summer session in a number of small towns in the Medina Valley, southwest of San Antonio, which came to be known as the Medina Valley War Service Community-School. This program was sponsored by the Extension Division of The University of Texas under the guidance of Dean T. H. Shelby.

A campus committee organized for the purpose of studying community programs for small Texas towns was asked to look into the situation. It was noted that here was the other side of the war boom town situation—a series of small towns which had lost much of their technical skill and a high percentage of their population. Here, too, was an area interesting in that its people are divided between "dry" and irrigated land farmers and living within the shadow of a metropolis. Both be-

(See—Community School—P. 4)

Magic Valley Gets Down to Business

Famous Writer Tells of Transition from "Promotion" to "Production"

WRITING recently in June Harper's Magazine, John Dos Passos described a conversation he had with a farmer in the Rio Grande Valley, illustrating the transition from "land promotion" to "land utilization" in the Magic Valley:

"An elderly man six feet tall and more under his dusty broad-brimmed hat, who stood very straight in his rancher's boots, showed us around the place. He came from the Panhandle of Texas and had been ranching and farming all his life. 'There are two things you can do,' he said, 'you can sell land or you can build up the country. They used this place to sell land in the worst way . . . now we are tryin' to use it to build up the country.'"

Contour Plowing
"He showed us his various varieties of papaya trees, his fields contour-plowed into strips where he was trying out rye and barley and hot-weather legumes. 'The rows ain't straight, see?' he said. 'The aim of contour plowin' is to make runnin' water walk. . . . I have a tough time gettin' some of these fellows to try it. It near breaks their hearts not to be able to make straight rows. . . . I never argue with 'em. I just tell 'em to go ahead and do it their own way. One feller I did ask if he was farmin' for straight rows or if he was farmin' for crops.'"

Flowering Flax
"We were standing in front of a magnificent stand of pale-blue flowering flax that stretched waving in the wind as far as you could see across the flat land. 'I brought that seed down from the Dakotas. . . . I never argue with anybody,' he said, 'I just try things out an' let 'em see how they work. When we used to have all the room in the world in this country it didn't matter what any one man did. He could go off on the range an' get drunk an' do any fool thing an' be as free as he liked in his own way. There was still plenty of room. It was devil take the hindmost. Now what I try to tell people is that we can't be free that way any more in this country. We've got to learn to cooperate . . . in farmin' like in everythin' else. But don't never argue with 'em, I say. Just find a chance to try it out and let 'em see the results, in yield to the acre.'"

Administration
But such was not always the case. The present system of insti-

*Address delivered at Interscholastic League Breakfast and Section Meeting, Nov. 21, 1941, at Houston, Texas. Next installment will appear in the January issue.

(See—Athletics—P. 4)

Ease of Oratory Churchill's Forte

Philosopher Appraises Style of World's Greatest Public Speaker

(By Prof. T. V. Smith)

CHURCHILL is more comfortable than Roosevelt, because he loves life as it is more than he yearns for the life that might be made more ideal through sustained effort. He is better at nerving a strangely self-satisfied people to defend their island home (with all the purring comforts of that word "home") than at exciting them to offense in the hope of something dimmer in lustre than what they've already got. To live and let live is the deepest reverie of the British soul, following discontentment with the "Great Illusion" of a century of uneasy and perhaps only half-intended conquest.

Radiates Contentment
Churchill radiates contentment with life as it is. He seems, in all his easy undertone, to be asking only to be let alone. He rises to truculence against only the "evil ones" who will not let him enjoy what life already has to offer. This makes his overtones singularly prepotent for the kind of world men would want after the war, if all the men were as replete as Churchill. If my suspicion be right, he will require a Roosevelt to help him at the wind-work against a Hitler while the war is

(See—Churchill's Oratory—P. 3)

Athletics: Asset* or a Liability?

I. History

By Professor Philip O. Badger

Concerning the Author

At the time the address (which will be published in four installments) was delivered, Professor Philip O. Badger was President of the National Collegiate Athletic Association, Chairman of the Board of Athletic Control of New York University, and Assistant to the Chancellor.

For many years Professor Badger has been identified with those forces which have been instrumental in lifting intercollegiate athletics up on a higher plane, and emphasizing educational values of athletic activities in schools and colleges.

He is a native of Maine, having been born in Augusta September 16, 1891. He was graduated from Phillips-Exeter Academy in 1916, and from Yale in 1915. Although he has been doing purely administrative work in the central administration of New York University since 1926, he still holds his title of Professor of Marketing in the School of Commerce, Accounts and Finance. He has been a member of the Executive Committee of the National Collegiate Athletic Association since 1924; was second Vice-President of the NCAA for 1937-39, and, as above noted, was in 1941 its President.

I THINK it is quite useless to discuss at length whether athletics "belong" as a part of education and yet there was a time when lengthy discussions centered about just this topic. The fact stands forth that the program of athletics is now ingrained and incorporated in the very life of school and college and is administered in the main by faculty and department direction.

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ROY BEDICHEK, Editor

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IN THIS issue of the LEAGUER you will find the assignments to conferences for contests in tennis, track and field and in the various literary and academic contests held annually, heading up in the final state meet in May. Look well to the conference to which you are assigned. Every effort has been made to make the assignments on a travel conservation basis, but no doubt improvements may be made in some instances. Of course, it is not possible to break up a given conference in order to make it a little more convenient for one or two schools. We are sure no member-school will expect such a concession, but, with the interests of all in mind, constructive suggestions are earnestly requested. Area and regional meets will be announced in the January issue.

THE PLAN for social study units in the Dallas junior and senior high schools described in this issue of the LEAGUER is worthy of study by public school authorities throughout the state. That there is an immediate and pressing need for combating the race and class prejudice which is being fanned by foreign propaganda is obvious to anyone who is in a position to know anything at all about public sentiment. Ignorance plays into the hands of the enemies of the country who seek to create as many divisions and as much hostility between various groups within the country as possible. The study is designed not only for the youngsters but for the adults as well; and certainly adults need such enlightenment just as much as the school children do. Especially important is the emphasis on propaganda analysis. The weapon used against us is comparatively new and our defenses have been neglected. Every high-school pupil in the country, in our opinion, should be taught insofar as possible, to recognize enemy propaganda, detect its origin, analyze its purpose, and thus be in a position to build up a defense against it in his own mind and in the minds of those with whom he associates.

DISCUSSION of the recommendations of the Legislative Advisory Council made at its November meeting are now in order. A full report of the meeting was published in the November issue of the LEAGUER. These recommendations are to be laid before the State Executive Committee which will, in all probability, authorize the referenda in each case as proposed in the minutes. So schools will be called upon to vote "yes" or "no" on some very important legislation within the next two or three months. Time now to discuss these proposals. As announced in the November issue, the columns of the LEAGUER are open for either affirmative or negative arguments, or for constructive suggestions in the area covered by the recommendations. Perhaps the reason why more discussion of proposed legislation is not had is that a school must be under the immediate pinch of an abuse before it is stirred to any sort of action. However, it is well to remember that the pinch administered to any school in the League under present rules may come to you next year or the next. The legislation proposed touches some fundamental matters and should not be voted upon without due consideration.

IN CASTING about for a contest in mathematics especially suitable for wartime, we engaged in much correspondence and in many conferences with teachers of mathematics both in college and in high school. We also got opinions from instructors in the armed forces, especially from those in charge of recent inductees. It developed that the arithmetical drill most needed in the opinion of all was that of handling numbers easily without the use of pencil and paper. In various situations in the armed services, facility in calculating rapidly with at least approximate accuracy was found to be extremely important. Teachers, as a whole, approved of a contest in "number sense" and one in the use of the slide rule. Many wanted an algebra or a geometry contest, but the different years in which these subjects are taught in our school system made the organization of a contest in them impracticable. It was decided to take the contest a little out of the regular curriculum and dramatize by its means the importance of developing a "number sense" and also the use of the slide rule which is as necessary in engineering and in many other military services as an ordinary rule or compass. It was pointed out that these two contests will provide a proper outlet for the time and energy of those pupils who have mathematical talent a little out of the ordinary, and will bring merited awards and distinction to a subject that has been too long neglected. Hence, these two contests are duly incorporated in the League's regular schedule, and it is hoped that they will show such promise that further extension of mathematics contests may be justified.

Democracy Rests on Free Speech
Thomas F. Woodlock in the "Wall Street Journal": Democracy rests ultimately upon 'public opinion' as its base. Public opinion follows upon free speech, free interchange of ideas, of judgments, of opinions; it is generated by these things. Men interchange these things by words. . . . Sound logic it was that put grammar and rhetoric as preliminary to

geometry, arithmetic, music and astronomy in the scheme of the seven liberal arts in an age which was notable for the clearness of its thinking and the exactitude of its expression. Both these things are absolutely necessary to the functioning of democracy as the best form of government. If we are going to 'educate for democracy,' we had better find the right way to teach them."

Quote & Comment

By the Editor

THE OLD QUESTION of whether rattlesnakes climb trees was raised when the State Board of Education met recently to revise textbooks. In one book was an illustration of a snake in a tree. Several members of the board declared that they had seen rattlers in trees, so the picture stayed.

Dr. T. S. Painter, professor of zoology at the University, declared that it was not an impossible feat, but that the tree would probably be very small and the snake very large. "I saw a rattlesnake in a tree the other day," he said. "However, close to the tree was a stone wall about three feet high. It is probable that the snake climbed onto the wall before climbing into the tree."—*Texas*, Dec. 10.

"CAN RATTLES climb trees?" This is a good problem for investigation by nature clubs. It's the kind of thing recommended by Judge O. W. Williams in his articles now appearing in the LEAGUER. It's a case in dispute; and, as Sir Roger de Coverley says, there's much to be said on both sides.

For illustration, the affirmative harks back to Audubon, one of the greatest American naturalists and our first if not greatest painter of birds. One of his most famous paintings portrays a rattlesnake up a tree attacking a mother bird who is vainly trying to protect her nest and little ones. How did the snake get there if he didn't climb the tree. Of course, the picture is a painting, not a photograph.

Besides, Audubon records actually seeing a rattlesnake climb a tree—and not only climb the tree, but jump out of the tree after a bird. Practically every scientist

thinks Audubon lied; and perhaps fifty per cent of our naturalists think that he was imposed upon by some tall-story teller, and that he took the tale and told it in the first person to make it more dramatic.

We have, however, a personal experience to contribute. A year or so ago, when the Marshall Ford Lake began filling up, a grove of pecan trees was submerged up to within about twenty feet of the tops. The lake was held at this level for several months, and a colony of Mexican cormorants seized the opportunity to build their nests in the partially submerged pecans.

Since the nest of the Mexican cormorant is quite a curiosity in this section, we decided to collect a specimen for the Texas Memorial Museum. Accordingly, one afternoon, in company of a perfectly credible witness, we rowed over to the trees and proceeded to climb from the boat up to the nests. About five feet above the surface of the water, we encountered a full-grown rattler clinging to a limb. We got an oar from the boat and killed him. About three feet above him we encountered another, rather smaller, rattler. With the same oar we felled him. Now if rattlers can't climb trees, how did they get there? Maybe while the water was at a higher level, the rattler swam out to the tree and took a wrap on a limb; and, as the water receded, he was left up there. Which raises another question, can rattlers swim? And, if so, do they voluntarily enter the water in search of prey?

Another question about rattlers for investigation by your nature club: Can a mockingbird kill a rattler? We have the testimony of one excellent witness to the effect that he actually saw this happen. Remember that we used to laugh off the tales of the roadrunner killing a rattler as folk-lore, until a naturalist found this taking place in nature and secured a motion picture of it as his evidence.

service for the school in calling citizens' attention to the school system. It was good promotion for the school paper, as it caught the attention of junior high-school students who are potential subscribers in the future if not now, of the *Sandstorm*.

Drive Out Monotony
The most deadly enemy of the newspaper is monotony. Occasional special issues or special pages do much to offset monotony, and to stimulate reader interest. Like the *Sandstorm*, your paper may be used occasionally to commemorate a special week or a special event. National Music Week might be commemorated, or Fire Prevention Week, or Texas Flag Day on March 2.

The *Lariat*, of North Side High School, Fort Worth, recently printed the results of a survey which showed that 23 per cent of the students are holding part-time jobs, mostly in war work. How many of your students are participating directly or indirectly in war work? A survey would furnish a good news story, and in addition might give clues to some unusual features about students in odd or important positions.

Flowers for Citizenship
The *Athenian* recently printed the story of eight students being chosen for the Good Citizenship Honor Roll of Athens High School. Such an award has merit. If one of the functions of the school is to encourage good citizenship, certainly that good citizenship should begin while students are in school. Periodic selection of individuals for mention as Good Citizens of the school community could place a premium on good workmanship in classrooms as well as interest in extracurricular functions.

Michel de Montaigne

IN TIME of war Montaigne has much to say to us. Himself a soldier, he knew the virile joys and hardships of military life. Living for years on end in the midst of strife and bloodshed, he went through the strain of wondering every night whether he would be murdered before he woke. Determined to keep his peace of mind in time of war, he found the way to that inner harmony that is so hard to destroy. If we wonder whether the cause is worth the cost, he is there to remind us that cruelty is the most hateful of vices; that freedom is the dearest need of man; and that humanity, loyalty, truth, and justice are worth a sacrifice. "There is nothing so beautiful and legitimate as to play the man well and properly."—Donald M. Frame.

Reason and sense remove anxiety. Not houses that look out upon the sea.—Horace.

With many authorities agreeing that much of our country's influence in Latin America will hinge around our being able to work out equitable relations with those of Mexican and other Latin-American extractions in Texas, is your paper doing anything to promote proper relations within your school?

Heart's Delight, mimeographed paper from Falfurrias—now entering its twentieth year of publication—prints a column in Spanish. Besides serving as a gesture of friendship for those of Latin-American extraction the column should stimulate the interest of students of Spanish. Several other Texas high-school papers print similar columns.

Are You Good Neighbor?
If students with a Mexican background are enrolled in your high school, your paper might show friendliness and respect for them by seeking for opportunities to mention their names in news and feature stories. A student who has lived in Mexico should furnish an interesting interview on contrasts in customs. Some of the ancestors of Mexican students may be unusual or distinguished personages that would be worth considering for stories. Interpretations of Mexican customs observed in your community should bring the students to a better understanding of the cultural background of their neighbors.

El Nopal deserves flowers for its steady and rapid improvement in the last few years. Today it brings journalistic credit to Sidney Lanier High School, San Antonio, and ranks among the better papers of the State. Gaynor Van Shaw of Amarillo, secretary of the Interscholastic League Press Conference in 1941-1942, is now a co-editor of *The Ranger* of Amarillo College, as well as being business manager of the Amarillo College Players.

Robert Mead, sports writer for the *Lariat*, can claim to be the State's youngest barber. He received his barber's license in 1940 after going to barber college the summer of 1939 and working weekends during the next school year. If your paper has not yet been enrolled in the I. L. P. C., remember that January 15 is the last date for enrolling.

BOOKS
MAGAZINES
Picture-Key Nature Series: (1) Plant Families, How to Know Them; (2) How to Know the Insects; (3) How to Know the Trees; (4) Living Things, How to Know Them. H. E. Jacques, 709 N. Main St., Mt. Pleasant, Iowa. Spiral binding, per volume, postpaid, \$1; Cloth binding, postpaid, \$1.80.

THESE four convenient volumes, ranging from 140 to 175 pages each, provide the Nature Study teacher for club or class a source of rich material. Boy and Girl Scout leaders who have a desire to do something a little more than the minimum of merit-badge study should also become acquainted with Professor Jaques. (pronounced jay-kwis).

The Pictured-Key
As suggested by the title of the series, its distinctive feature is the pictured key. It is little short of amazing to consider how much information the author has packed into the illustrations, often four or five to the page. An illustrated key may be an old idea, but we have never seen it used anywhere else with so much detailed elaboration. The average key depends upon a few illustrations in the back of the book, but in this series they accompany every page of the text. For illustration, on page 42 of the volume containing the insect key, we find three illustrations: (1) The Bald-faced Hornet; (2) The Greenhouse Thrips, illustrating Thysanoptera; and (3) a typical specimen of the order Ephemera. The illustrations are carefully chosen and drawn to emphasize distinguishing features of the order described in the key. Thus page after page of each of the volumes contains condensed text and illustrative charts and figures, all drawn with exceptional skill. A valuable feature of the illustrations in the book on trees is a small map of the United States with shaded areas showing the general areas in which the species occurs. For instance on page 44 of "How to Know Trees," we find a species of persimmon and the shaded map indicates that this particular species occurs only in the eastern portion of Texas. On page 75 of the same volume, we

find the Black Willow and Ward's Willow covering practically every section of the State.

No "Royal Road"
We do not recommend these keys as a "royal road" to nature lore. There is no royal road. The keys require much study if they are to be useful in teaching; but they provide an exceptionally easy approach to the rather difficult field of identification of orders, genera, and, in the case of the trees, to the species.

Anyone who has had experience in trying to interest the young in Nature Study, knows that identification is of prime importance. The child asks, "What bird is that?" "What flower (or tree, or insect) is that?" To stymie this natural curiosity with an "I don't know" is an educational crime.

Under the caption "Charts and Pictures as Aids in Teaching Students to Use Identification Keys," Professor Jaques says:

Two-Fold Aim
"To do any task well, aims and purposes need to be clearly defined. The application of biology, like many other subjects, is two-fold; professional and cultural. The majority of the students pursuing biological studies in our schools will never make a direct application of this knowledge in a professional way. On the other hand, cultural ideas secured from the field prove just as valuable to the professional biologist as to those who are interested only in broadening their experiences. Cultural interests for all, plus technical excellence for the minority who plan to make definite use of biology in their life work, would then seem to be a wise aim for instructors in biology.

"Some knowledge of the living things that are in the world and of their orderly relationship is basic to all other biological interests. The person who recognizes many of the plants and animals which he sees is not only in position to get a lot of satisfaction from this knowledge, but will also be a more intelligent worker in any specialized field where biology is involved. Out-of-door relationship to indoor teaching with frequent emphasis on classification, together with careful observation of habits and ecological associations, should be included in beginning courses in biology.

Best Way to Learn
"The best way to learn about plants and animals is to live with them. The making of herbariums and other collections of plants and animals may seem 'old fashioned,' but such schemes when wisely directed by good teaching get highly favorable results.

"For classification studies, beginners need keys that are easily understood. Ample illustrations and explanations of terms likely to be misunderstood add much to the value of keys.

"The securing of sufficient material with which to work sometimes makes a difficult problem for the teacher. It is at this point that we get to our subject. In the dead of winter, we have been starting or continuing key identification of plants from charts, and have found the results gratifying. An entire class, each member supplied with a key, may work together on the determination of the family and species of the plant pictured. It offers unusual opportunities to clear up hazy points.

"When it is desired to make the students individually responsible, they are required to indicate by numbers and letters the steps taken in going through the key. Their papers may then be checked in the class for mistakes, or may be turned in for grading. Pictures may often be found in bulletins and other publications that show sufficient detail to permit key determination. Such pictures may be passed out in class or laboratory for purely individual assignments.

"Carefully selected pictures of insects have been used in this same way. A series of cards, each bearing an enlarged drawing of an important insect, has been prepared for this work. The drawings are true to life and show the necessary distinguishing characters plainly. No magnification is needed, which offers an advantage where microscopes are limited.

Plan Is Adaptable
"In winter months, if specimens should be scarce, these pictures offer abundant material with which to work and give the student an ability to recognize the families of insects at sight when he gets into the field. The use of the card teaches the student where to look and what to look for in classifying the smaller specimens.

Committees and Directors Duties Definitely Outlined

A Field Guide to the Birds, Giving Field Marks of All Species Found East of the Rockies, by Roger Tory Peterson. Houghton Mifflin Co., Boston, \$2.75; Texas Book Store, 2244 Guadalupe St., Austin, Texas, school price \$2.20 postpaid.

A Field Guide to Western Birds, by Roger Tory Peterson. Houghton Mifflin Co., Boston, \$2.75; Texas Book Store, 2244 Guadalupe St., Austin, Texas, school price \$2.20 postpaid.

THESE TWO volumes go together, and supplement each other, especially for the amateur ornithologist whose investigations in the field take him over any considerable portion of Texas. Those who pursue their investigations in Eastern Texas can get along very well with the first volume listed above; those west of the 100th meridian will find the second volume more helpful; while those bird lovers of the great black land belt of central Texas, as well as those living south of a line stretching from Del Rio through San Antonio and on to the coast, should have both volumes.

The sub-title of the first volume, "giving field marks of all species found east of the Rockies," is misleading. All of Texas, roughly speaking, lies east of the Rockies, and yet there are probably fifty species found in Texas which are not included.

Peterson has endeared himself to the amateur by giving field marks which distinguish one bird from another with which it is ordinarily confused, not bothering with differences which are discernible only when one has the two specimens in the hand for comparison. He presumes that you are hunting with field glasses and not with a shotgun.

For instance, it is quite comforting to the puzzled student in the field to find pictures of three vireos, Black-capped, Hutton's and Solitary, grouped together with the statement, "These three vireos have conspicuous wing-bars." So when you find a vireo with conspicuous wing-bars in the area covered by the "Western" book, you have limited the identification to three. The author then carefully distinguishes between these three.

Dozens of such groupings followed by careful distinctions within the group make these volumes invaluable for the purpose of field identification.

In frankness, however, we must say that the Eastern book is, in our opinion, superior to the Western. It seems that the author is much more at home in his identifications of eastern species than of western. For illustration, within forty miles of Austin, Texas, one may find three species of titmice. They are easily separated in the field, but Peterson dismisses two of them as so similar as not to be distinguishable. Again, the Rock Wren, very common along the cliffs of the Colorado River as it cuts through the Edwards Plateau, is not listed in the Eastern book, and according to the range given in the Western volume, does not occur in Texas at all.

But these are minor matters. The truth is that the student of birds when he becomes independent of Peterson is no longer an amateur. He has become a professional.

R. B.

Brain Power, Says Prof., Is Wasted

Economic Status, not Ability, Gives Opportunity of College Training

DUE TO economic barriers that stand in the way of a college education for the able boys and girls who graduate from high school, America is losing annually the largest portion of the most promising brain power of the nation.

This was charged by Prof. Eli Ginzberg of Columbia University at the Third Annual Conference on Science, Philosophy and Religion held in New York.

"We are oblivious to this one serious shortcoming in our educational system that costs us dearly in progress, both material and spiritual," Prof. Ginzberg said. "For the inventions that will never be developed, for the art that will never be produced, we have been and are paying a very high price. The democracy for which rich and poor, superior and average are laying down their lives can only be brought closer to realization if steps are taken to reform the educational system so that inheritance of brains can cancel out some

Debate, Tennis, Track and Field—All Contests On Conference Basis

THE DUTIES of conference executive committees and contest directors derived from the Constitution and Rules, are formulated for the convenience of those committees and contests directors, who organize and conduct the conference meets in literary, academic contests, tennis, track and field:

Executive Committees

1. Each participating school is to have one representative on the Executive Committee. (See Art. IV, Sec. 4.)
2. The superintendent or principal of the host school is to serve as the Director General of the meet. (See Art. IV, Sec. 4.)
3. The Director General calls a meeting of representatives from interested schools and at this meeting the Executive Committee is organized.

4. The Executive Committee determines what contests will be held at the meet. (See Art. VI, Sec. 1.)
5. The Executive Committee appoints a director for each of the contests; such as (1) Director of Choral Singing; (2) Director of Number Sense; (3) Director of Athletics, etc.

6. The Executive Committee decides whether there shall be an all-round championship determined at the meet. (See Art. X.)

7. The Executive Committee advises each participating school whether or not there will be an all-round championship.

8. The Executive Committee arranges the schedule for the contests, setting the date, place and time for each contest, and notifies each participating school.

9. The Executive Committee makes available for the contest directors the necessary facilities and equipment for holding their respective contests.

10. The Director General furnishes to the League Office a list of the contest directors.

Contest Directors

1. To have immediate direction of his particular contest.
2. To work out with the coaches the schedule for determining the various championships.

3. To see that facilities and equipment are ready and available for the contest.

4. To secure officials and judges.
5. To keep the necessary records and reports the final results to the Director General.

6. To inform coaches and schools of the time, date and place for the contest.

7. Each director should be thoroughly acquainted with the League rules governing the particular contest under his supervision. The State Office will furnish to the director, free of charge, a copy of the Constitution and Rules.

We must be free or die, who speak the tongue

That Shakespeare spake; the faith and morals hold Which Milton held.

—Wordsworth.

You have sat too long here for any good you have been doing. Depart, I say. Let us have done with you. In the name of God, go.—Cromwell to the English Parliament.

of the advantages of the inheritance of property."

Economic Bias

Although approximately half of all college students are enrolled in institutions supported by public funds, Prof. Ginzberg points out, that fact should not obscure the very serious economic bias in our higher educational structures, as evident from the fact that the college entrance group is composed of approximately one-quarter of the high school graduating classes. But it is not the best quarter when best is defined in terms of intelligence tests and academic achievement. This means, he explained, that most of the able members of graduating classes fail to go to college, a failure largely based on their lack of economic resources. When one allows for the considerable number of able students who drop out while in college because of economic pressure and further makes allowance for the reduction in academic efficiency of two-thirds of the boys and one-half of the girls who support themselves in whole or in part, he said, the immensity of the bias is placed in perspective.—*Science News Letter*, September 5, 1942.

TEACHERS' GIVE TO GOOD PLAYS



(By Mrs. James Moll)

THE opportunities for the high-school dramatics director to make a very real contribution to the war effort are daily becoming more evident. More and more plays, pageants, and choral dramas are being received that are timely and worthwhile. High schools and communities can now be made aware of the values of drama in the educational process of a democracy as well as a purely recreational activity. It is heartening to note that so many directors are taking advantage of their opportunities and emphasizing the importance of the war effort in their productions.

The Bridegroom Waits by Marri-jane and Joseph Hayes. French. Roy. \$5, 8w, comedy, 1 act, 35 cents.

A bride-to-be grows up and learns real values in this play of characterization. A one-act play that is intelligently written. Probably more satisfactory for presentation to older groups. Not difficult to do if well cast.

Keep Your Fingers Crossed by Edith Loring. French. Non-roy., 4m6w, comedy, 3 act, 60 cents.

A comedy on the amusing habit of wives to interfere with their husbands' careers. As the play progresses the situations become more and more involved to the point of very broad, ludicrous farce comedy. No casting or production difficulties.

Joan's Ark by Reid and Ochsner. Row-Peterson. Roy. \$5, 3m2w, comedy, 1 act, 50 cents.

The eternal struggle between Art and the desire for a home, a good husband, and respectability. The decision seems to be in favor of the former as two girls "find themselves." Recommended for older groups.

Radio Scripts for Victory. U.S. Office of Education, Federal Security Agency, Washington, D.C.

This is the third edition of the Victory Catalog to which about sixty new scripts have been added. The scripts listed herein are available to those interested actively in educational radio. The scripts handled through the Exchange of the Office of Education are for loan only; none are sold and only one loaned to a borrower at a time. However, additional copies may be duplicated if needed.

The scripts have been grouped into categories for selection: American Military Services at War, Nature of Our Enemy, Americana, American History, Latin-American, Nutrition and Better Health, Civilians at War, Schools at War, School Public Relations. Scripts for such programs as "You Can't Do Business With Hitler," "This is Our Enemy," "Cavalcade of America" and many others make available for study and production some of the finest dramatic works the radio has produced.

If you are doing any radio work at all, we urge you to make use of the services offered by the Script Exchange. They are of inestimable value both from an academic viewpoint and in promoting student activities in wartime.

A pleasant little comedy about an adolescent son who picks his mother to avoid taking a blind date to a dance. Simple exterior setting and easily executed characterizations.

This Night Shall Pass by Dorothy C. Wilson. Baker. Non-roy., 2m1w, drama, 1 act, 35 cents.

An exciting play; the story of Frank and his eternal struggle against his baser emotions. The play is beautifully expressed through the medium of an enemy aviator, a young girl, and a boy. In it is contained the hope of understanding and of the new life. It may need careful cutting, but it's a very worthwhile project.

Extemporaneous Speech

ONE NEW TOPIC is added to the list of topics prescribed in the Extemporaneous Speech contests, and it is one that would not be included at this time except for the wide discussion that it has provoked: subsidies.

There are "subsidists" and "anti-subsidists," and a very bitter controversy is being waged about the matter. This makes an ideal subject for discussion, for it is a matter of immediate concern to every man, woman, and child in America, and it is a subject about which there is a violent disagreement. Moreover, the magazines and newspapers are filled with arguments pro and con. You can get a fiery assembly debate on this subject at any time, and a forum discussion with plenty of spirit.

In addition to "Subsidies," this fall semester assignments in this contest include the following: Buy Bonds, Labor in War Time, Production, War Information, Rationing Manpower, Juvenile Delinquency, Race Relations, and Inflation.

An 8-page folder containing a descriptive bibliography on subjects previously announced is available for the asking, and it is supplemented by a short bibliography published in the November issue.

Additional items covering "subsidies" follow: Food Subsidies Versus Higher Wages," *World Week and Scholastic* (Teachers' ed.), Nov. 29-Dec. 4, 1943, 2 pp.

Danger of inflation increasing with rising prices and demands for higher wages. Scraping of "Little Steel Formula" fore-seeing if labor wins its fight for higher wages. Farmers' arguments advanced by food subsidies—arguments advanced by these groups. Food subsidies as a means of checking inflation.

"Subsidies or Chaos," *The Nation*, p. 544, Nov. 13, 1943, 1/2 p.

Failure of Congress to agree on adequate tax bill makes other forms of price and wage control more necessary. Farm bloc has prevented rollback of prices on food. Subsidies only means to adjust prices for farmer and consumer, and prevent price-wage spiral leading to economic chaos.

"The Case for Subsidies," *The Nation*, p. 31, July 10, 1943, 1 p.

A clear statement of how subsidies operate, why a breakdown of stabilized costs and wages undermines the war effort. Refuting the arguments against subsidies.

"What We Can Expect From the Use of Subsidies," by Ralph Robey, *Newsweek*, p. 76, June 21, 1943, 1 p.

A seven-point argument against subsidies. An explanation of the difference of subsidies in England and in the United States—why practical in England and not here.

DEBATE FORUM

By Edd Miller

THIS PAST WEEK has been a busy one for the University Debate Squads. As usual, teams from Texas debated against a team from the University of Kansas in a series of intercollegiate debates sponsored by the high schools at Denison, Temple, and San Antonio. Also, Texas sponsored again this year the Annual Southwest Debate Tournament in which Kansas, Southwestern University, South West Texas State Teachers College, and The University of Texas participated. The question used in these intercollegiate debates was the League of Nations was the best possible plan. Here the affirmative would want to consider briefly some of the other leading proposals, such as world federation, regional organizations, etc. and show that the League would be superior to any one of them.

This, in general, then, is the attack that the affirmative usually makes on the current proposition. Such a case would take care of all the stock issues and adequately handle the affirmative burden of proof. Realize, of course, that this is simply an outline of a possible affirmative case, and that there are many variations of it. This case does cover the essential points, though, and with some filling in, should prove successful.

on, and the world (especially of the "have-nots" and the "did-haves") will require a Roosevelt at the peace table to make the Four Freedoms applicable to all races and conditions of men.

Mr. Churchill is representative of a minority view as touching the role of oratory. This art has long been said by most to exist for the sake of collective action. The orator arises, as they observe, when there is something to be done, but which to get done at all must be done together. Men are reluctant to do things to keep their attention focused upon a common point. Mussolini, as example, has pointed toward the master ideal of resurrected empire. Hitler, as example, has pointed toward the terrible provincialism of a master race in the future. Roosevelt, as example, has pointed roscately toward fullness for all in the future, freedom from fear, from want; freedom to worship, and most of all freedom to talk as one will, to say whatever it pleases one to say.

It would take Mr. Churchill to live richly and well in the world which Mr. Roosevelt promises. Churchill alone goes back on the ideal of oratory for action. He seems to radiate what I have called the minority view of the matter: oratory for ease. Even when he summons the British to blood, sweat and tears, it does not feel bloody or sweaty or lachrymose. It feels "comfy" in one's own "island home." In part, this impression, if I get it right, is created by the fact that Churchill is such a master of words that he actually enjoys using them for their own sake, even if there were nothing else to be achieved through their use. One can easily imagine him talking as interestingly about push-ball or poetry, about hunting or fishing, about drinking or dining—as about fighting and ruling.

I hope that we shall at length hear Churchill's voice—from Valhalla if he live not long enough to say it here—Churchill's rich voice amblying leisurely along to remind idealists in victory that half the fun of life is merely in flowing freely at the mouth. It may be but a bubble at the tea table, rising to a bubble before the liquored bar, and striding to a bickering before the ennobled bench. It may be whispered retinues of sweet nothings, all-important, it is said, in the high art of making love. It may rise to a nobler gushing from the rostrum and the stump. It may become an avalanche of foam and fury in the presence of hardly suffered wrong. In whatever form the flowing flows, the heart is eased of fullness so that it may enjoy itself to fullness once again, and back again—again and again. For they also serve the joy of life who only stand and orate, they too who only sit and talk.—*New York Times*, August 30, 1942.

An Enduring Peace
GIVING the world back to its inhabitants is too big a job for the merely practical; too brave a task for pessimism. The architects of an enduring peace must be capable of hope. They must believe in people—all the people. They must face the unimaginable vistas of man's destiny. God grant them steadfast hope—and the rest of us enduring patience. For we must not expect from any leadership a shiny, ready-made millennium in our time. No one of us will live to see a blanketed peace. We strive and pray and die for what will be here when we're gone. Our children's children are the ancestors of a free people. We send our greetings ahead of us, to them.—To history yet unmade, our greetings.

To the generations sleeping in our loins: Be of good heart! The fight is worth it.—Orson Welles.

Churchill's Oratory
(Continued from P. 1)

Each Conference A will qualify direct to the Regional Meet, unless otherwise specified in the January issue of the LEAGUER.

Each Conference B will qualify to the Area Meet, unless otherwise specified in the January issue of the LEAGUER.

Caution: If your school is not assigned, or not properly assigned, advise League Office at once. To be eligible to compete in any League contest, memberships must be paid by January 15.

The following assignments are tentative because the official list cannot be made up until after the closing date for becoming a League member, which is January 15.

Conference AA
1. Center: Amarillo. Chairman, R. B. Norman. Principal, High School, Amarillo. Schools: Amarillo, Borger, Childress, Pampa, Quanah.

2. Center: Lubbock. Chairman, R. W. Matthews. Superintendent of Schools, Lubbock. Schools: Brownfield, Lamesa, Lubbock, Plainview.

3. Center: Abilene. Chairman, L. E. Dudley. Superintendent of Schools, Abilene. Schools: Abilene, Brownwood, San Angelo, Sweetwater.

4. Center: Midland. Chairman, G. E. Rush. Principal, High School, Midland. Schools: Big Spring, Midland, Odessa.

5. Center: Ranger. Chairman, G. A. Boswell. Superintendent of Schools, Ranger. Schools: Breckenridge, Cisco, Mineral Wells, Ranger, Stephenville, Weatherford.

6. Center: Wichita Falls. Chairman, S. H. Rider. Principal, High School, Wichita Falls. Schools: Burk Burnett, Electra, Graham, Olney, Vernon, Wichita Falls.

7. Center: Denison. Chairman, B. McDaniel. Superintendent of Schools, Denison. Schools: Arlington, Denison, Denton, Gainesville, Highland Park (Dallas), McKinney, Sherman.

8. Center: Ft. Worth. Chairman, O. D. Wyatt. Principal, Paschal High School, Ft. Worth. Schools: Amon Carter-Riverside (Ft. Worth), Arlington Heights (Ft. Worth), Ft. Worth Technical, Masonic Home (Ft. Worth), North Side (Ft. Worth), Paschal (Ft. Worth), Polytechnic (Ft. Worth).

9. Center: Dallas. Chairman, Walter J. E. Schiele. Principal, Crozier Technical (Dallas), Forest Avenue (Dallas), Big North Dallas, Sunset (Dallas), W. H. Adamson (Dallas), Woodrow Wilson (Dallas).

10. Center: Hillsboro. Chairman, L. W. Hartsfield. Superintendent of Schools, Hillsboro. Schools: Cleburne, Corsicana, Ennis, Hillsboro, Mexia, Waxahatchie.

11. Center: Bonham. Chairman, I. B. Carruth. Superintendent of Schools, Bonham. Schools: Bonham, Greenville, Paris, Sulphur Springs, Texasiana.

12. Center: Tyler. Chairman, S. B. Burk. Principal, High School, Tyler. Schools: Athens, Gladewater, Kilgore, Longview, Marshall, Tyler.

13. Center: Naacogoches. Chairman, C. K. Chamberlain. Superintendent of Schools, Naacogoches. Schools: Henderson, Jacksonville, Livingston, Lufkin, Naacogoches, Palestine.

14. Center: Houston. Chairman, T. H. Rogers. Principal, San Jacinto High School, Houston. Schools: Stephen F. Austin (Houston), Jefferson Davis (Houston), John H. Reagan (Houston), R. A. Lamar (Houston), Charles H. Milby (Houston), Sam Houston (Houston), San Jacinto (Houston).

15. Center: Beaumont. Chairman, C. W. Binzman. Superintendent of South Park Schools, Beaumont. Schools: Beaumont, Orange, Port Arthur, South Park (Beaumont).

16. Center: Conroe. Chairman, H. N. Anderson. Superintendent of Schools, Conroe. Schools: Bryan, Conroe, Goose Creek, Galveston.

17. Center: Austin. Chairman, W. A. Guinn. Principal, High School, Austin. Schools: Austin, Kerrville, Temple, Waco.

18. Center: San Antonio. Chairman, T. Guy Rogers. Principal, Thomas Jefferson High School, San Antonio. Schools: Brackenridge (San Antonio), San Antonio Vocational and Technical, Thomas Jefferson (San Antonio).

19. Center: Corpus Christi. Chairman, E. W. Smith. Principal, High School, Corpus Christi. Schools: Corpus Christi, Kingsville, Laredo, Robstown.

20. Center: Harlingen. Chairman, Ernest H. Poteit. Superintendent of Schools, Harlingen. Schools: Brownsville, Edinburg, Harlingen, McAllen, Mercedes, San Benito.

21. Center: El Paso. Chairman, W. W. Wimberly. Principal, El Paso High School, El Paso. Schools: Austin (El Paso), Bowie (El Paso), El Paso, Ysleta.

Conference A
1. Center: Canyon. Chairman, J. B. Spear. Superintendent of Schools, Canyon. Schools: Canyon, Dalhart, Dimmitt, Dumas, Friona, Hereford, Tulla.

2. Center: Shamrock. Chairman, W. O. Morrow. Superintendent of Schools, Shamrock. Schools: Canadian, Lakeview, Lefors, McLean, Memphis, Panhandle, Perryton, Phillips, Shamrock, Wellington, White Deer.

3. Center: Lockney. Chairman, H. L. Clemons. Superintendent of Schools, Lockney. Schools: Floydada, Lockney, Matador, Paducah, Falls, Spur.

4. Center: Littlefield. Chairman, Purvis F. Williams. Superintendent of Schools, Littlefield. Schools: Denver City, Leveland, Littlefield, Norton, O'Donnell, Olton, Seagraves, Seminole, Sudan, Tahoka.

5. Center: Anson. Chairman, E. M. Connell. Superintendent of Schools, Anson. Schools: Anson, Baird, Colorado, Hamlin, Haskell, Lorens, Merkel, Roby, Roscoe, Rotan, Rule, Stamford, Throckmorton.

6. Center: San Saba. Chairman, W. M. Campbell. Superintendent of Schools, San Saba. Schools: Goldthwaite, Llano, Mason, Richard Springs, Rochelle, San Saba.

7. Center: Dublin. Chairman, R. S. Vestal. Superintendent of Schools, Dublin. Schools: Comanche, DeLeon, Dublin, Eastland, Gorman, Hamilton, Hico.

8. Center: Ballinger. Chairman, Nat Williams. Superintendent of Schools, Ballinger. Schools: Ballinger, Brady, Coleman, Cross Plains, Lakeview (San Angelo), Mozelle (Fisk), Winters.

9. Center: Crowell. Chairman, I. T. Graves. Superintendent of Schools, Crowell. Schools: Archer City, Chillicothe, Crowell, Holliday, Munday, Seymour.

10. Center: Decatur. Chairman, Alton B. Lee. Superintendent of Schools, Decatur. Schools: Bowie, Decatur, Henrietta, Jackboro, Newcastle, Nocona.

11. Center: Birdville High School (Ft. Worth). Chairman, O. H. Stove. Superintendent of Birdville Schools (Ft. Worth). Schools: Alvarado, Azle, Birdville (Ft. Worth), Diamond Hill (Ft. Worth), Grandview, Grapevine, Handley, Midlothian.

12. Center: La Vega High School (Bellmead). Chairman, W. A. Porter. Superintendent of La Vega Schools (Bellmead). Schools: Clifton, Gatesville, McGroeg, Itasca, La Vega (Bellmead), McGroeg, Marlin, Mart, State Home (Corsicana), Teague, West.

13. Center: Garland. Chairman, E. D. Busby. Superintendent of Schools, Garland. Schools: Buckner Home (Dallas), Carrollton, Garland, Grand Prairie, Irving, Pleasant Grove (Dallas), Kaufman, Mesquite, Plano, Rockwall, Whitewright.

14. Center: Honey Grove. Chairman, E. A. Barker. Superintendent of Schools, Honey Grove. Schools: Commerce, Cooper, Honey Grove, Leonard, Royce City, Van Alstyne.

15. Center: Willis Point. Chairman, G. D. Station. Superintendent of Schools, Willis Point. Schools: Canton, Edgewood, Van Willis Point.

16. Center: Mt. Pleasant. Chairman, P. E. Wallace. Superintendent of Schools, Mt. Pleasant. Schools: Altamir, Daingerfield, De Kalb, Deport, Gilmer, Mt. Pleasant, New Center, New Boston, Pittsburg, Talco, Winochboro.

17. Center: London (New London). Chairman, Troy R. Duran. Superintendent, London Schools (New London). Schools: Ayr, Carlisle (Price), Carthage, Center, Gaston (Joinerville), Levert's Chapel (Overton), London (New London), Overton, Rusk, Salem (Troup), San Augustine, Troup.

18. Center: Union Grove (Gladewater). Chairman, M. E. Irby. Superintendent, Union Grove School (Gladewater). Schools: Big Sandy, Brownboro, East Mountain (Gilmer), Hawkins, Judson Grove (Longview), Lindale, Pine Tree (Longview), Sabine (Gladewater), Union Grove (Gladewater), White Oak (Longview).

19. Center: Huntsville. Chairman, R. M. Hawkins. Superintendent of Schools, Huntsville. Schools: Corrigan, Crockett, Elkhart, Grapeland, Huntsville, Madisonville, Trinity.

20. Center: Jasper. Chairman, J. F. Parnell. Superintendent of Schools, Jasper. Schools: Burkeville, Hemphill, Houston, Jasper, Kirbyville, Newton.

21. Center: Wharton. Chairman, T. A. Roach. Superintendent of Schools, Wharton. Schools: Bay City, Boling, Eagle Lake, El Campo, Richmond, Rosenberg, Wharton.

22. Center: Pasadena. Chairman, H. A. Jackson. Superintendent of Schools, Pasadena. Schools: Aldine (Houston), Alvin, Angleton, Bayou, Crosby, Cypress, Fritch, Galena Park, Pasadena, Texas City, Tomball, Webster, West Columbia.

23. Center: Liberty. Chairman, Fred N. Mathys. Superintendent of Schools, Liberty. Schools: Cleveland, Dayton, French (Beaumont), Humble, Hull-Daisetta, Liberty, Nederland, Port Neches, Silsbee, Vidor, Stephen F. Austin (Port Arthur).

24. Center: Giddings. Chairman, R. C. Donaho. Superintendent of Schools, Giddings. Schools: Bastrop, Bellville, Brenham, Caldwell, Giddings, La Grange, Navasota, Smithville, Somerville.

25. Center: Cameron. Chairman, E. A. Perrin. Superintendent of Schools, Cameron. Schools: Belton, Cameron, Franklin, Edinburg, Hearne, Lampasas, Killeen, Rockdale, Rosbud, Taylor.

26. Center: Luling. Chairman, R. A. Box. Superintendent of Schools, Luling. Schools: Gonzales, Lockhart, Luling, San Marcos, Seguin, New Braunfels, Fredericksburg, Yoakum.

27. Center: Edison High School (San Antonio). Chairman, G. B. Meeks. Principal, Edison High School (San Antonio). Schools: Alamo Heights (San Antonio), Burbank (San Antonio), Edison (San Antonio), Harlandale (San Antonio), Hot Wells (San Antonio), Sidney Lanier (San Antonio), South San Antonio.

28. Center: Uvalde. Chairman, C. D. Landst, Superintendent of Schools, Uvalde. Schools: Carrizo Springs, Castalia, Crystal City, Del Rio, Eagle Pass, Hondo, Pearsall, San Felipe (Del Rio), Uvalde.

29. Center: Victoria. Chairman, J. P. Moore. Principal, High School, Victoria. Schools: Beville, Cuero, Edna, Karnes City, Kennedy, Refugio, Victoria.

30. Center: Alice. Chairman, J. W. Raath. Superintendent of Schools, Alice. Schools: Alice, Aransas Pass, Benavides, Falfurrias, Free, Sinton, Taft.

31. Center: Weslaco. Chairman, Fred E. Kay. Superintendent of Schools, Weslaco. Schools: Donna, La Feria, Mission, Pharr-San Juan-Alamo, Raymondville, Weslaco.

32. Center: Monahans. Chairman, James W. Martin. Principal, High School, Monahans. Schools: Kermit, Monahans, Pecos, Wink.

Conference B
1. Center: Spearman. Chairman, L. H. Bond. Superintendent of Schools, Spearman. Schools: Adrian, Gruver, Plemmons, Spearman, Stinnett, Sunray, Stratford, Vega.

2. Center: Darrouzet. Chairman, H. W. Dean. Superintendent of Schools, Darrouzet. Schools: Booker, Darrouzet, Follett, Higgins, Miami.

3. Center: Quail. Chairman, Herman Moseley. Principal, High School, Quail. Schools: Briscoe, Claude, Goodnight, Hedley, Lissa Lake, Mobeetie, Quail.

4. Center: Turkey. Chairman, Lee Vardy. Superintendent of Schools, Turkey. Schools: Estelline, Flomot, Kirkland, Quilacua, Roaring Springs, Silverton, Turkey.

5. Center: Kress. Chairman, Lee Nowlin. Superintendent of Schools, Kress. Schools: Bernhardt, Hale Center, Haggart, Hart, Kress, Petersburg.

6. Center: Labudd. Chairman, R. E. Everett. Superintendent of Schools, Labudd. Schools: Bovina, Bula (Enochs), Labudd, Pettit, Spring Lake (Earth), Whitharral.

7. Center: Shallowater. Chairman, R. T. Rucker. Superintendent of Schools, Shallowater. Schools: Cooper (Lubbock), Frenship (Wolfthor), Idalou, New Deal (Lubbock), Roosevelt (Lubbock), Shallowater.

8. Center: McAdoo. Chairman, O. T. Lloyd. Superintendent of Schools, McAdoo. Schools: Dickens, McAdoo, Patton Springs (Afton), Lorenzo, Robertson (Lorenzo).

9. Center: Meadow. Chairman, Hamilton Still. Superintendent of Schools, Meadow. Schools: Meadow, New Home (Tahoka), Plains, Ropesville, Wilson, Sunday, Wellman, Southland, Whiteface.

10. Center: Klondike (Lamesa). Chairman, S. S. Carter. Superintendent of Schools, Klondike Schools (Lamesa). Schools: Ackerly, Dawson (Welch), Klondike (Lamesa), Sparenberg, Flower Grove (Ackerly), Union (Lamesa).

11. Center: Wehnert. Chairman, H. M. Stone. Principal, High School, Wehnert. Schools: Basarton, Goree, Knox City, Mattson (Haskell), Paint Creek (Haskell), Vera, Wehnert.

12. Center: Gordon. Chairman, P. A. Tanksley. Superintendent of Schools, Gordon. Schools: Copan, Gordon, Gustine, Lingleville, Lymn, Santo, Strawn.

13. Center: Alameda School (Ranger). Chairman, S. A. Davis. Superintendent, Alameda School (Ranger). Schools: Alameda (Ranger), Colony (Ranger), Moran, Morton Valley (Eastland), Olden, Scorpion.

14. Center: Zephyr. Chairman, Guy T. Smith. Superintendent of Schools, Zephyr. Schools: Bangs, Blanket, Early (Brownwood), Grovesnor, Sidney, Williams (May), Zephyr.

15. Center: Eden. Chairman, Howard J. Sanders. Superintendent of Schools, Eden. Schools: Bronza, Dooks, Edna, Eola, Melvin, Millersville, Novice, Paint Rock.

16. Center: Luaders. Chairman, C. O. Bragg. Superintendent of Schools, Luaders. Schools: Avoea, Bradshaw, Hawley, Jaxton, Luaders, Trent, Tuscola.

17. Center: Highland School (Roscoe). Chairman, C. S. Harris. Superintendent, Highland School (Roscoe). Schools: Highland (Roscoe), Fluvanna, Hermleigh, Highland (Roscoe), Ira, McCaulley, Sylvester.

18. Center: Water Valley. Chairman, H. H. Deck. Superintendent of Schools, Water Valley. Schools: Blackwell, Carlsbad, Crews (Talpa), Merton, Norton, Water Valley.

19. Center: Sterling City. Chairman, J. R. Hale. Superintendent of Schools, Sterling City. Schools: Coshoma, Sterling, Garden City, Garner (Knot), Forsting City.

20. Center: Sonora. Chairman, E. D. Stringer. Superintendent of Schools, Sonora. Schools: Eldorado, Menard, Rockspings, Sonora, Oona.

21. Center: Buffalo. Chairman, C. E. Lewis. Superintendent of Schools, Buffalo. Schools: Buffalo, Burkett, Centennial (Valera), Novice, Talpa.

22. Center: Oklaunion. Chairman, J. A. Anderson. Superintendent of Schools, Oklaunion. Schools: Fairview, Five-iron, One (Vernon), Harrold, Odell, Oklaunion, North Side (Vernon), South Lockett (Vernon), Thalia.

23. Center: Edwina. Chairman, G. E. McAllister. Superintendent of Schools, Edwina. Schools: Antelope, Bellevue, Bryson, Midway (Joy), Perrin, Petrolia.

24. Center: Alvord. Chairman, W. F. Barker. Superintendent of Schools, Alvord. Schools: Alvord, Bonita, Boyd, Forestburg, Park Springs, Prairie Vale (Nocona), Ringold, Sildell, Sunray.

25. Center: Hays. Chairman, W. B. Wheeler. Superintendent of Schools, Hays. Schools: Bells, Dorchester, Eas, Howe, Tioga, Tom Bean, Valley View.

26. Center: Frisco. Chairman, W. W. Cooley. Superintendent of Schools, Frisco. Schools: Allen, Anna, Blue Ridge, Celina, Frisco, Justin, Krum, Nevada, Lewisville, Pilot Point, Ponder, Princeton, Prosper, Sanger.

27. Center: Forney. Chairman, J. T. Matthews. Superintendent of Schools, Forney. Schools: Cedar Hill, Duncanville, Ferris, Forney, Lanesburg, Palmer, Red Oak, Richardson, Vickery-Hillcrest, Wilmer-Hutchins.

28. Center: Peaster. Chairman, C. S. Puryear. Superintendent of Schools, Peaster. Schools: Alamo, Avalon, Brook (Weatherford), Dennis, Euless (Arlington), Peaster, Poolville, Millisap.

29. Center: Blooming Grove. Chairman, J. T. Black. Superintendent of Schools, Blooming Grove. Schools: Barry, Bardwell, Blooming Grove, Dawson, Frost, I. O. O. F. Home (Corsicana), Italy, Kerens, Mildred (Corsicana), Embouse, Rickland.

30. Center: Bynum. Chairman, J. C. Kidd. Superintendent of Schools, Bynum. Schools: Abbott, Aquila, Bynum, Hubbard, Malone, Mt. Calm.

31. Center: Jonesboro. Chairman, P. T. Lemmons. Superintendent of Schools, Jonesboro. Schools: Coppans Cove, Evans, Jonesboro, Pearl, Walnut Springs.

32. Center: Fairfield. Chairman, W. D. Herring. Fairfield. Schools: Crawford, Moody, South Bosque (McGregor), Ben Hur (Mart), Chilton, Fairbairns, Fairfield, Kirvin, Lott, Wortham.

33. Center: Blossom. Chairman, Lynn C. Denton. Superintendent of Schools, Blossom. Schools: Blossom, Chiloita, Cunninghamham, Dodd City, Gober, Klondike, Midway (Howland), Roston, Sallitilo, Windom.

34. Center: Hooks. Chairman, H. R. Pemberton. Superintendent of Schools, Hooks. Schools: Avery, Hooks, James Bowie (Simms), Maud, Omaha, Redwater, Wildfield.

35. Center: Avinger. Chairman, W. W. Cooper. Superintendent of Schools, Avinger. Schools: Avinger, Hufines (Bivins), Hughes Springs, McLeod.

36. Center: Lone Oak. Chairman, F. P. Scott. Superintendent of Schools, Lone Oak. Schools: Roles Home (Quinlan), Campbell, Celestia, Golden, Lone Oak, Point, Quinlan, Wolfe City.

37. Center: Ben Wheeler. Chairman, Alfred Barfield. Superintendent of Schools, Ben Wheeler. Schools: Ben Wheeler, Cross Roads (Malakoff), Mabank, Malakoff, Martin's Mill, Trinidad.

38. Center: New Summerfield (Ponca). Chairman, W. D. Langston. Principal, New Summerfield High School (Ponca). Schools: Sloucum, Woodhouse (Palestine).

39. Center: Glenwood (Gilmer). Chairman, L. F. Rains. Superintendent, Glenwood School (Gilmer). Schools: Glenwood (Gilmer), Indian Rock (Gilmer), Leeseburg, Harmony (Gilmer), Union Ridge (Gadsburg).

40. Center: Harleton. Chairman, Stacy A. Newman, Jr., Superintendent of Schools, Harleton. Schools: Elysian Fields, Hallsville, Harleton, Karnack, Spring Hill (Longview), Waskom, Union Hill (Bettie).

41. Center: Mt. Enterprise. Chairman, Roy Cyphers. Principal, High School, Mt. Enterprise. Schools: Central (Polk), Custer, Llanillo, McEntegrie, Sulphur Springs (Cushing), Tenaha, Cross Roads (Henderson).

42. Center: Zavalla. Chairman, Floyd Dotson. Principal, High School, Zavalla. Schools: Bronson, Diboll, Hudson (Lufkin), Pinealand, Zavalla.

43. Center: Hardin. Chairman, C. R. Lindsey. Superintendent of Schools, Hardin. Schools: Anshutz, Barber's Hill (Mont Belvieu), China, Devers, Hardin, Sour Lake.

44. Center: Shepherd. Chairman, Jesse A. Owensby. Superintendent of Schools, Shepherd. Schools: Cold Springs, Colmesneil, Leggett, Richards, Shepherd, Splendor.

45. Center: Lovelady. Chairman, T. F. White. Superintendent of Schools, Lovelady. Schools: Apple Springs, Centerville (Groveton), Glover (Augusta),

Texas High School Coaches Association--News and Notes

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

(By W. C. O. Harris, 3001 Cockrell St., Ft. Worth, Texas)

Coaches, Directors To Have Meeting Soon

THE 1943 football season is now practically finished, and plans for 1944 are now the order of the day. The recommendations for 1944 all-star football personnel should be forwarded to the directors immediately. The mid-winter directors meeting is only a month away. The directors of your association need your help and suggestions. Be sure to send your ballot for instructors to be employed for our 1944 school by return mail to Bill Carmichael, Bryan, Texas. The school has been held under great difficulties the past two years, and it is proposed we carry on in 1944.

IAA Lays Down Specific Rules to Avoid Disputes

DISTRICT IIAA has a very complete plan for the avoidance of controversial questions. Much misunderstanding could be avoided if the executive committees of each district would take the time to compile a code to govern the relationship of the schools in their districts. The regulations adopted by the executive committee in District IIAA are as follows:

- Tie Game Rules**
1. Rules in regard to tie games
 - a. In district games should the score be tied, the number of 20 yd. penetrations will decide the winner. If tied in penetrations, the number of first downs will decide the winner. If tied in first downs, the game would count half game won and half game lost.
 - b. Two teams tied in percentage for district title and in their own game tied in score, penetrations, and first downs the two schools must meet and flip a coin to determine which team will represent the district. Both would be co-champions of the district.
 - c. In case of a three-way or more than a three-way tie between teams in the district, then these three or more teams are to be declared in this case co-champions and the representatives of the teams must decide the winner by the flip of a coin.
 - d. In the event of the existence of co-championship teams at the end of the district play, then the team chosen by the flip of a coin to represent the district in out-of-district play will receive all gate receipts in the out-of-district games played.
 - e. Each succeeding district chairman and secretary is directed to turn over the records for the district to each succeeding secretary of the conference.
- Form for Tie Games**
3. A form is prepared for reporting on score, 20 yd. penetrations, first downs and this form is

mailed to all schools of the district. Each school is directed to file a copy of this report together with their game report with the chairman of the district only in case of tie games, properly signed by the officials of the game and the two coaches of the opposing teams.

4. The secretary of the district is authorized to send each newspaper in the district two passes, good for out of town games.

5. All scouts are required to pay admission to all district games.

6. No passes are to be issued except to the press as provided in rule 4. Each school is required to pay for any passes given at the regular rate of admission.

Free Ticket Rule

7. Band members in uniform are admitted free.

8. The two schools concerned must agree among themselves as to the admission of drill teams and pep squads in uniform.

9. In case two schools are unable to agree on an acceptable basis for dividing gate receipts then the competing schools must split the gross gate receipts on a 50-50 basis.

10. The price of admission to home games:

a. Elementary (below Junior High) school children left up to individual schools.

b. Junior-Senior High School students minimum of twenty-five cents plus tax (minimum of 15 cents plus tax on season tickets).

c. Adult—a minimum admission of fifty cents, a maximum charge of seventy-five cents with tax additional in both cases.

Color of Jerseys

11. The home team is to have a choice of the color of jerseys and the visiting team is to be responsible for finding out the color of home team's jerseys and must provide themselves with a jersey that will not conflict with the color of the home team.

12. Four officials are to be used in all district games except by agreement of coaches of the two teams.

13. The League fee schedule is to be observed by all member-schools.

14. The field is to be lined off every five yards and dry lime is not to be used under any circumstance.

15. Each school is to handle the broadcasting situation as it deems advisable. However, it was the decision of the committee that all broadcasting must be limited to commercial advertising.

16. The home school must provide sufficient officials to prohibit the shooting of any kind of fire works or bombs on the field during the game.

Eject Drunks

17. The home team must provide a sufficient police force to curb use of intoxicating liquors and to eject drunks from the field. It was recommended that tickets bear the statement that no drinking will be permitted.

18. A suitable trophy is authorized to be purchased and awarded for district championship.

19. Member-schools may deduct ten per cent of the gross proceeds of the sale of season tickets sold before the day of the first conference game for sales promotion by the band or pep squad organization of the respective school.

has been open and notorious, but that was only an iota of the changes that have really come without their notice, simply because of lack of close, interested and trained observation. You can do better if you will begin now, and the training will be valuable to you later in a wider field.

Balance of Nature

When the fur traders and trappers of the Chouteaus followed their vocations, along the far flung eastern border of the Rocky Mountains, they entered a country which for centuries had not known the approach of any element calculated to disturb greatly what the naturalist calls the Balance of Nature. The proportionate numbers of the different species of animal and vegetable life remained practically stable year in and year out with only minor changes occasionally increasing one form of life at the expense of some others. The balance moved one way or the other slightly at times, to swing back later to another. When from some cause the wolves increased in number, their prey, rabbits, ground birds and prairie dogs suffered.

When the wolves decreased in number then their prey came back to a kind of normal number. In turn, when the prey decreased, the grass and small shrubs increased in proportion, and so a kind of equilibrium was kept up, with a slight but shifting and far-reaching variation among plants and animals.

Now the entrance of civilized man on this country brought about in time a great change in the stability of this Balance of Nature, and this has continued for more than a hundred years, and is still at work. It is going on right now here. The animal life here is greatly changed from that of earlier days, and the plant life to a smaller degree has been affected. It is this change to which I am calling your attention. It is going on now all about you, under your feet, and even in the air above you, so that here you have before you an unusual chance to exercise your powers of observation on things of some personal interest.

Why the Change

And when you have made your observation of any change in animal or plant life, then ask yourself the question, "How does this come about?" and there you have a chance to exercise your reasoning powers in a matter of some present interest to you. That will spur up your thinking powers much more than a problem in algebra, or a question about the story of Richard, the Lion Hearted, or Charlemagne's battle with the Moors. For unless you take up some highly technical profession, questions in algebra and history will carry little stimulus to your logic.

Let me cite a few of many changes now passed, or in passing, on which you can sharpen your wits, and yet feel such interest in doing so that it will seem like play rather than work.

Fifty years ago ducks in large numbers, many wild geese, and occasional swans wintered in the waters near Fort Stockton. Now only a few ducks winter here, but no geese or swans. Why?

Twenty years ago the Upland or Rocky Mountain plovers on their Southern migration, spent ten days in September with us. Do they do so now, if not, why?

Fifteen years ago September brought here a great number of swallows to fit from church roof to telephone wires for ten days or more. They come no more.

When did the English sparrow make its appearance here? From what country?

What is the story here of the Russian Thistle?

The Pecos River is now almost hidden by the shrub called by some Monterey Cypress. What is the story of its coming?

Then you might give attention to the wild pea vine and alfalfa; are they gaining or losing in this country?

The Government is now making a determined fight to exterminate the wolf, wildcat, and prairie dog. What will be the effect on our country?

The Mexican "Tule"

In former years both banks of our beautiful Comanche Creek were fringed with the cat-tailed rush (Mexican "Tule") from its head down some five miles, making a border of close growth some six to ten feet high. The plant is almost extinct along that border. How did that change come about?

These are only a few questions out of many along this line, and they have often a practical bearing on the future of our Country. Can you find any more useful practice in preparing yourself for the problems that will meet you later in life than by studying these problems? Studying them you will be getting a preliminary training at home that cannot be bettered by any college curriculum in foreign parts. And if you have an essay or a thesis to write, where will you find subjects to work on better than those, which I have suggested, and which will

League Winner Takes High Honors in College

MISS Pat McClarny, state winner in Extemporaneous Speech in the League State Meet of 1941 and member of the all-star cast in the League State one-act play contest in 1942, has gone forward in dramatic work in The University of Texas in the past two years.



Pat McClarny

The Texan recently published the following item concerning her: "Miss Pat McClarny of Amarillo, a junior drama student of The University of Texas, will give dramatic readings on the pre-luncheon program at the Austin Woman's Club, Thursday at 11 a.m."

"The Irish Miss McClarny, an active member in the Curtain Club, Radio House, the dance committee of the Texas Union, Light Opera Company, Gamma Phi Beta Sorority, Alpha Lambda Delta, freshman honorary fraternity for girls, and vice-president of the Newman Club, had her own program for servicemen last year. The program, 'Top of the Morning,' consisted of song, poems and chatter and got its Irish title because of her name and because it started on St. Patrick's day, her birthday."

"She is now working in the musical 'Curtain Club Cabaret,' which will be given in the Laboratory theater and then tour nearby army camps. She also works with the USO 'Starlight Revue,' which tours the camps."

Speech Program Proves Popular

Gonzales High School Especially Active in Dramatics

A NEATLY printed four-page dramatics program came into the office the other day which reminds one of old times. We are advised in this program that the Gonzales High School presents "The Speech Department in 'Nine Girls' by Wilfred H. Pettitt" followed by the names of the cast. The play was directed by Miss Freda Kenner with setting by W. W. Wendt.

The second page gives the cast of characters, the time, place, and synopsis of the play. On page 3 we find personal notes about the actors, written in a lively style, and serving as a kind of introduction of the actors to the audience. Page 4 is left to the staff, all pupils, with the names also of those who built the sets, and of the ushers.

We estimate that not less than forty pupils participated in this production.

Says Miss Kenner: "We have just had a successful production of 'Nine Girls' and on December 10 we presented the choral speaking play, 'They Also Serve.' We have had several one-acts for various occasions; and the public speaking and interpretation classes have done their share in individual numbers. We offer debating after the holidays."

Editor's Note: The LEAGUER is glad to publish accounts of what schools are doing in the field of speech, either curricular or extracurricular.

Socrates says that the young should get instruction, grown men should practice doing good, old men should withdraw from all civil and military operations, living at their own discretion, without being tied down to any fixed office.

call you into new fields "and pastures fresh?" The little story above set out of a name in use with us has been written in the hope that you will turn your youthful energies into a search for other, and more interesting, stories of our part of the earth, which lie waiting for you or some other parties to uncover.

Basketball Comes Back With a Bang

115 More Teams Enter Contest than Enrolled in This Sport Last Season

THE LEAGUE is beginning the 24th basketball season with 115 more teams than last year. Many schools discontinued interscholastic basketball last year because they considered such action in keeping with the demand to restrict all unnecessary transportation.

Because of the recommendations of the armed forces, resolutions such as the one that follows and student need for school activities, the program of interscholastic contests is being restored in the great majority of our schools.

At the second quarterly meeting of the National Committee on Physical Fitness, held at the Statler Hotel, Washington, D.C., a statement was issued calling on the Nation to increase and expand participation in all athletic sports. The prepared statement issued on September 16, 1943, was as follows:

"The Committee on Physical Fitness recommends that colleges, high schools and all other athletic organizations continue their sports program as a mark of patriotism despite shortage of personnel and facilities. It is the wish of the Committee that those which have abandoned athletic activities because of momentary complications resume their program at the earliest possible date."

It is in keeping with this resolution that schools are returning to keen, body contact competitive sports, such as basketball as a practical wartime "must" in the school program.

Slide Rule

(Continued from P. 1)

about the progress they are making with their pupils.

In the present bulletin (price \$20 per copy) will be found drawings illustrating the construction of the rule, and abundant exercises to keep the most ambitious pupils busy.

This Slide Rule contest will be scheduled in all the Conference meets, and rules governing the conduct of the same are found in a special circular issued from the League State Office, and sent to member-school free on request.

Concerning the treatise, Professor Ramsey says:

"This set of instructions on the use of the slide rule is intended primarily for the instruction of pupils at the high-school level, where only a limited amount of time is available for the purpose. It affords instruction in the use of the 'C,' 'D,' 'A,' 'B,' and 'K' scales, which are to be found on all polyphase type slide rules and also on most of the simpler ones now available. Most of the emphasis has been placed upon multiplication and division, employing the 'C' and 'D' scales. In order to hold the text material to a basic minimum, instructions for the use of the 'C' scale have been omitted. And, since perhaps most of the pupils who will study these instructions will not have had trigonometry, it was deemed advisable to omit instructions in the use of the 'S,' 'L,' and 'T' scales. It is hoped that this material will stimulate and encourage the study and use of the slide rule in the high schools."

Athletics

(Continued from P. 1)

tutional administrative control came about only after several decades of management, first by students alone, then by students and alumni combined, and then by various mixed boards of these various elements of students, alumni and faculties. I need hardly remind you that for many years school and college athletics occupied what might be termed an "orphan" position in relation to these institutions. Academic officials in some instances claimed no responsibility for the athletic program and took particular pains to expose themselves to it as little as possible.

Tragic Incident

I should like to give you an illustration of the point which I have just made. Some of you may recall that in 1905 the fate of intercollegiate football hung in the balance. With the system of "mass play" then in common practice under the rules for the game which obtained at that time, serious injuries were numerous and several fatalities had occurred. Perhaps it

is fair to say that matters were brought to a head by the death of a Union College football player participating in a game against the team representing New York University. It just so happened that this player was not killed during the execution of a "mass" formation. The accident occurred while he was making a tackle in the open on an end run.

Public Clamor Against Game

Chancellor Henry M. MacCracken of New York University, and the other governing authorities of the institution were deeply shocked at the fatality and resolved that something should be done either through changing the rules of play or by the abolishment of intercollegiate football. During the course of the season's play, public clamor against the game had increased in volume. President Theodore Roosevelt had announced that he proposed to take a hand in the matter and declared that the game might be ruled out by Federal legislation.

Conference Called

Chancellor MacCracken decided to call a conference of university and college presidents of institutions in the East to discuss the matter. In response to a telegram of invitation extended to President Charles W. Eliot of Harvard University, Chancellor MacCracken received the following reply:

"Your night telegram reached me this afternoon. I do not think it expedient to call a meeting of College Presidents about football. They certainly cannot reform football, and I doubt if by themselves they can abolish it. For example, I cannot on my sole authority put an end to football at Harvard. Even if I thought the Presidents could accomplish something by coming together, I should not favor a meeting now. There should be an interval for cooling down. Deaths and injuries are not the strongest argument against football. That cheating and brutality are profitable is the main evil."

President Arthur T. Hadley of Yale University wrote in part as follows in response to the invitation sent to him:

"Football at Yale is controlled by the graduates rather than by the Faculty; and this fact seems to debar us from sending a representative to a conference organized on such a basis as the one to which you invite us."

Though the staff included a home economist, a sociologist, specialists in health education, in home and family life education, in counseling, and in recreation, still others were called in. Tales of Big Foot Wallace, who formerly lived within the area and of Roy Bean were spun under the leadership of Stanley Banks of San Antonio. Dr. John Flowers, President of Southwest State Teachers College of San Marcos, a native of the district, led discussion on how the "Good Neighbor" policy might be applied in the Medina Valley.

Dr. Blake Smith, an outstanding minister and counselor in religious education sat in with a group of local pastors to discuss making the church a more effective agency. President Homer P. Rainey and Dr. Robert L. Sutherland discussed the future of the small town. Dr. Donald Coney, Texas University Librarian, and Miss Juanita Wells of Bexar County Library talked about the possibilities of library service for the area. Roy Bedichek aroused an immense interest in the birds of the area and Rodney Kidd emphasized the need of leaders in youth work. Drs. A. Caswell Ellis and Bernice M. Moore held a series of "grass roots" talks in the towns of the Valley. And there were still others: Dr. J. Will Harris of Dilley, for instance, who spoke from his years of experience in Puerto Rico on the problem of the Latin-American; and J. A. Kirm of Somerset, who had a wonderful collection of native bird skins, and reemphasized Bedichek's interest in wild life.

Class Goes to "Original Sources"

When the students were in class they were talking about the foods they were growing, cooking, and eating in the Valley, or about what the war was doing to their families, churches, PTA's, schools, recreation, and what not. When they didn't know they went out and asked their neighbors; as when the entire school visited a typical farm family one afternoon; or as when seven pastors came in to tell them about the church and what has happened to it. And they learned about one of the Valley products, black-eyed peas, by sitting in a circle and shelling them for lunch while class was in session. The instructor said the pea shelling was not nearly so distracting as knitting. Although most of the registered students were teachers, there were always

May be as equally proud of our competitive athletic standards!

The same ideals observed in the administration and teaching of the curriculum must obtain in the direction of athletics or the educational institutions are betraying their trust.

(To be continued)

Community School

(Continued from P. 1)

cause of the need of the community and because of the prospects for some valuable additions to observations concerning the effect of the war on community life, it was decided to sponsor a community-school program in the counties of Frio, Medina, and Atascosa.

Program to Fit Needs

Early in the planning it was determined that to be successful the program must be made to fit into the needs of the particular towns involved; that no attempt to impose any pre-determined program was to be made. Although formal courses which would carry University credit were needed to meet accrediting needs, it was thought they should be such as would allow a maximum of adjustment to the local problems. This resulted in selection of two courses, an elementary course in foods and an advanced course on the effects of the war on community life. The latter was a new course developed in the department of sociology in direct response to the war and Home Economics 307 was also adapted to the needs of that farm area. Formal class meetings were held daily but emphasis was placed on discussion and consultation for getting over the bulk of the course materials and of applying them to the local situation. Through conferences and Service Groups practical help was given the teachers for classroom readjustment.

Library of 400 Volumes

A small library of some four hundred volumes was taken to Devine school, where classes were held, and the students were encouraged to read them. Each day an hour and a half was devoted to discussion of problems growing out of the class discussions and the work of the service groups. This discussion was continued at luncheon, served by the local home economics teacher, where students and staff ate, talked, and played together. Afternoons were given over to work in the committees through service groups as were several of the evenings. The students were actively engaged six to eight hours per day—and liked it. Informality was the keynote of the entire school.

Regular Staff Gets Help

Though the staff included a home economist, a sociologist, specialists in health education, in home and family life education, in counseling, and in recreation, still others were called in. Tales of Big Foot Wallace, who formerly lived within the area and of Roy Bean were spun under the leadership of Stanley Banks of San Antonio. Dr. John Flowers, President of Southwest State Teachers College of San Marcos, a native of the district, led discussion on how the "Good Neighbor" policy might be applied in the Medina Valley.

Dr. Blake Smith, an outstanding minister and counselor in religious education sat in with a group of local pastors to discuss making the church a more effective agency. President Homer P. Rainey and Dr. Robert L. Sutherland discussed the future of the small town. Dr. Donald Coney, Texas University Librarian, and Miss Juanita Wells of Bexar County Library talked about the possibilities of library service for the area. Roy Bedichek aroused an immense interest in the birds of the area and Rodney Kidd emphasized the need of leaders in youth work. Drs. A. Caswell Ellis and Bernice M. Moore held a series of "grass roots" talks in the towns of the Valley. And there were still others: Dr. J. Will Harris of Dilley, for instance, who spoke from his years of experience in Puerto Rico on the problem of the Latin-American; and J. A. Kirm of Somerset, who had a wonderful collection of native bird skins, and reemphasized Bedichek's interest in wild life.

Class Goes to "Original Sources"

When the students were in class they were talking about the foods they were growing, cooking, and eating in the Valley, or about what the war was doing to their families, churches, PTA's, schools, recreation, and what not. When they didn't know they went out and asked their neighbors; as when the entire school visited a typical farm family one afternoon; or as when seven pastors came in to tell them about the church and what has happened to it. And they learned about one of the Valley products, black-eyed peas, by sitting in a circle and shelling them for lunch while class was in session. The instructor said the pea shelling was not nearly so distracting as knitting. Although most of the registered students were teachers, there were always

May be as equally proud of our competitive athletic standards!

The same ideals observed in the administration and teaching of the curriculum must obtain in the direction of athletics or the educational institutions are betraying their trust.

(To be continued)

others who came in and took part in class or discussion, usually half a dozen to a dozen. Several citizens were regular participants in the afternoon work.

Work Done of High Quality

After their return to Austin the two instructors declared themselves convinced that both the quantity and quality of work done by their students was higher than University standards call for. Other staff members declared the response of the community was excellent. This was particularly true of the recreational program, where community fun nights were organized in four of the towns. Through discussion certain community needs appeared and certain limiting factors were made clear. Living in the shadow of a large city seems not to have been conducive to maintenance of community spirit nor has been the high mobility of the farmers on the irrigated lands. It was evident that these villages face a most serious problem in re-accepting their members who have gone out to do war work.

Benefits of Co-operation

It is also evident that the community school aroused a desire to improve life and living in the several communities. Several youth recreational groups and adult groups have been organized. Definite plans had been made toward securing library service. The student-teachers declared their intentions of changing some things in their own schools, come the new year. Perhaps most important of all, the communities came together in a common venture for the first time and liked it. On the side of the University, the staff members got the chance to test out some of their ideas and understandings in concrete situations and to apply these to communities which were being carefully studied by them. They ought to be better teachers for their experience because the staff got a better appreciation of the community's contribution to education. And the people of these towns decided that university professors are just ordinary folks after all, and all need to grow together in their social and learning experiences.

Director and Staff

The organization of the program in the Valley and the coordination of the campus and Valley programs was directed by Jeanie Pinckney of the Extension Division. The teachers consisted of Harry Moore of the Sociology Department, and Jennie Wilmot of the Home Economics Department. Others assisting in the community activities were Thelma Dillingham, Mrs. Virginia Scarborough and Dorothy White. While the staff is convinced that the experiment was a success, they are not naive enough to believe that they have solved the problems of this area—on the contrary, one of the first things they did on their return was to request permission to continue the work in the Medina Valley and to try out the techniques that had worked there in another type of community. With a lot more practice they believe they can develop a way in which The University of Texas can be taken to the small town with mutual benefit.

Social Studies

(Continued from P. 1)

letin of the series, entitled "Americans All," as follows:

"Americans All" includes the many millions of people—each an individual,—living within the vast area of the United States, regardless of race, religion, or national culture. The Democracy of the United States was created as is expressed in the Preamble of the Constitution: "... in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity." In order to secure the blessings to our posterity, it is necessary for us to build lines of defense that will make it impossible for an enemy to enter our country, and use the technique of "divide and destroy, divide and rule." Therefore a national unity must be built through knowledge, experience and character of the many individuals that live within its boundaries.

Mr. White then goes on to point out that we are victims of many prejudices due to economic conditions, religious ideas, and race. "In our own city," he says, "we are aware of these prejudices, and shall try to teach the causes and effects of these prejudices upon our social, political, and economic life."

He announces that this unit of work is the first in a series in the study of Intercultural Education.

"The plan is to direct the pupil in his thinking, in his behavior, and in his living in order that we may continue to enjoy the privileges of our democracy."

Speaker Urges Teachers to Train Young in Observation

Says 'Habit of Accuracy Basis of Genuine Education'

(By O. W. Williams*)

IN RELATING the derivation of "Shinnery," I have a special word for you. You are now taking studies preliminary to your entrance into the world of action, and we call this your education. As a matter of fact your education continues through life.

This preliminary state is devoted to preparing you for the later stages; and may be taken as having three main purposes: first, to teach you how to acquire habits of careful observation; second, to give you something of the observation made by our forerunners during the centuries of recorded knowledge; and third, to train you in drawing correct conclusions from the facts

of your own observation and those of others. Now of these purposes, you probably get in your school more attention to the second item than to the others.

But it is really more important, as I look at it, that the special attention be given rather to the first and third purposes, because in your later life your success will depend more upon your training in them than in that in the other. Practical life is mostly filled with your own observations and the conclusion from them upon which you act. So I am stressing to you now the value of giving keen and close attention to whatever comes to your eyes and ears, and to draw inferences from your own experiences. The personal interest, which you will have in what goes on before you, will greatly stimulate the habits of observation and reasoning, while what you get from reading lacks in force and direct interest. I am, therefore, suggesting the following for your actions along these lines:

You are playing in a world of movement, and you look at one state of action today and a changed one tomorrow. Right around you there are today great changes going on in animal and plant life in our immediate country of which you have at best only a slight knowledge. This has been forced on the attention of "Old Timers," where the change

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*Editor's Note: This concludes the article by Judge O. W. Williams of Fort Stockton first part of which was published in the November issue of the LEAGUER. The original address, delivered in 1890 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.