



League Activities Thriving in Far West

HERE in west Texas we are looking forward to one of the best Interscholastic League contests in years and everyone is very enthusiastic about it. We plan, out here, to have our City Meet, also to have our Area Meet, then our Regional Meet and I believe that Ysleta will have their Invitational Track Meet which will give us in this locality four meets before those who have qualified go to the State Meet in Austin. I am wondering if those in other places are doing as much. Remember, we out here in the El Paso District and our neighbors really have transportation problems to solve where you folks in East Texas live so close that you could throw rocks at each other if you had any rocks. —L. W. McConachie, Manager, Interscholastic Activities, El Paso, Texas.

Favors Semester Rule To Cure Retardation

(By E. N. Dennard, Superintendent of Schools, Marshall)

AFTER talking with a number of school people in East Texas, I am of the opinion that the following changes in the rules and regulations would meet with a favorable response:

Limiting eligibility to ten semesters in high school from the ninth through the twelfth grades, inclusive, and permitting a pupil to take any subjects that he prefers, so long as he does not graduate from high school.

It occurs to me that we have an Interscholastic League rule now that encourages the falling or dropping of courses and in some instances withdrawing from school after the football season in order to retain eligibility. This statement is based on the rule relative to Undergraduates Only, under Article 8, Section 2 of the Constitution and Rules of the Interscholastic League, which says, "no one shall take part in any contest in this league . . . who has sufficient credits to entitle him to a diploma."

I believe the school people of Texas would rather see a boy graduate from high school with twenty or more credits than to have him failing courses, dropping courses, or withdrawing from school, to keep from meeting graduation requirements and to retain eligibility.

1944 Football List Has Been Mailed Out

THE tentative list of football schools for the 1944 season has been mailed to member-schools. If your school is planning on resuming football competition for the coming season the State Office should be notified immediately.

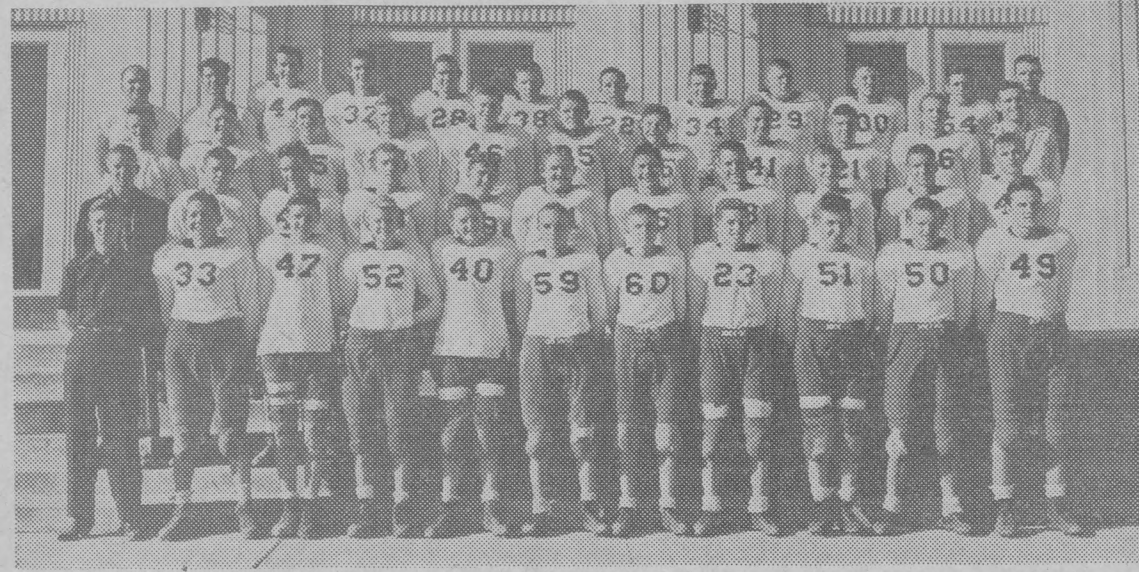
Rule 1 of the Football Plan of Competition requires that non-participating schools the preceding year desiring to participate in League football, make application one year in advance.

There have been a number of inquiries concerning the last week-end for determining the district football championship for the 1944 season. Rule 6 c of the Football Plan sets the time for closing district schedules. This rule states that district championships shall be determined by the Saturday following the last Thursday in November.

For next season the bi-district football schedules in all conferences will begin the second week in December instead of the first week, as is stated in Rule 9 of the Football Plan of Competition.

Teach Conservation but do not be silly about it. To spend a lot of energy and money to raise a brood of wild birds so that they may be wiped out with one blast of a shotgun, or to forbid the Botanists to pick flowers for their herbariums and two weeks later turn in a hundred sheep or tear up a whole region with some construction project, seems plainly dumb. True conservation is loving plants and animals so sincerely that we want to see them succeed in their place at all times. —H. E. Jaques.

1943 Conference AA Football Champions



SAN ANGELO BOBCATS

Front Row: H. Strain; B. Gibbs; J. Church; D. Dodson; E. Nicholson; L. Goode; M. Williams; V. Schulze; J. Fox; M. Box; B. Hemphill (Mgr.)
Second Row: R. Hall; F. Rosenthal; B. Hay; J. Landers; B. Wells; D. McSwane; H. Mercer; G. Graham; V. Horner; D. Nordyke; S. Helbing (Mgr.)
Third Row: J. Patterson (Ass't Coach); K. Carley; D. Miller; F. Wills; B. Adkins; J. Williams; H. Broome; S. Callan; B. Magee; J. Chitwood; D. Soechting (Mgr.)
Back Row: J. Wallace (Head Coach); E. Woods; R. Bennett; B. Broyles; D. Doyle; M. Rathbone; G. Hughes; M. Taff; H. Blackwood; J. Coffman; R. Overton; R. M. Erwin (Ass't Coach)

1943 Football Season Goes Through in Usual Fine Form

Climax in AA Came Christmas Day in Clash Between East and West Texas Teams, Lufkin 13, and San Angelo 26

THE 1943 football season of the University Interscholastic League was concluded December 25, in Dallas, by the State Championship game between San Angelo and Lufkin, San Angelo winning by a score of 26-13, before a crowd of approximately 11,000 people. East and West Texas went to bat.

Regional championships in Class A were concluded the week-end of December 11. In Conference B, district winners were determined before the last week-end in November. The date set by the League for closing bi-district matches in Conference B was December 4th. Eleven bi-district championships were reported to the State Office in Conference B. In Six-Man Football November 27th was set as the date for determining district winners. Thirteen district champions were reported in this conference, and four bi-district matches.

Following is a record of each of the four football conferences:

Conference AA
District Winners for 1943 follow, numeral indicating the district:

- (1) Pampa; (2) Vernon; (3) San Angelo; (4) Ysleta; (5) Sherman; (6) Highland Park at Dallas; (7) North Side at Fort Worth; (8) Sunset at Dallas; (9) Breckenridge; (10) Waco; (11) Marshall; (12) Lufkin; (13) Jefferson

(See—Football—P. 4)

Community Group Issues Own Paper

Medina Valley Towns Get Together on Co-operative Basis

PICKIN'S AND SHAKIN'S is the very unusual name of a news-letter devoted to the activities of a community-school program in the Medina Valley. Citizens from the various valley towns last summer gathered together to discuss their community problems and plans. Most of the participants were busy housewives, business men and teachers, and since it was gardening and canning season for most of them, they shelled their black-eyed peas and snapped their

(See—Medina Valley—P. 4)

Austin High School Sponsors Speech Meet Feb. 25-26

RECOGNIZING the need of events for speech practice, the Austin High School Department of Speech and Drama in collaboration with The University of Texas Speech Department offers a debate tournament, with divisions in declamation and extemporaneous speech, to be held Saturday, February 26, at the Austin High School. Events will also be offered for the evening of Friday the 25th for those able to arrive on Friday.

Practice Debates

Speech directors, coaches, or other school officials who are interested in securing practice for speakers are invited to write as soon as possible, and no later than February 15th, for materials giving full information, with entrance blank. Letters should be directed to C. S. Winfrey, Director of Speech, Austin Senior High School, Austin, Texas.

Following find a few points of information.

1. Tourist court accommodations will be available by reservation at very reasonable rates. This is being studied, and you will be sent list of courts, prices stated. The Austin High Department of Speech will attempt provision for some distant schools.

No Fees

2. There will be no fees. First and second place awards will be made in events in the form of war stamps or trophies.

3. There will be no restriction on the number of contestants a school may enter, unless enrollment proved too large, in which case schools would be notified.

4. Coaches or sponsors of Interscholastic League contests are permitted by ration boards to secure an extra allotment of gas. Ruling on this matter from the Regional Director of OPA will be furnished on request to the Interscholastic League, Box H, University Station, Austin 12, Texas.

University Coach to Lead Discussion

5. For all those able to arrive for the evening of the 25th a discussion of the current question will be led by Mr. Edd Miller, Instructor at the University, together with an exhibition debate by some of his squad members, on the high school question, followed by a practice round for debaters. Pre-arranged debates are scheduled for those wishing to come early or stay late provided sufficient advance notice is given Mr. C. S. Winfrey, Director of the tournament.

An effort will be made to utilize all time possible for speaking and information. Plan to get your statements of interest in as soon as is convenient so that complete information may be sent.

"Brick" Lowry In South Pacific

Warns Us of Australian Experience in Neglecting the Public Schools

FROM overseas, W. E. (Brick) Lowry,* formerly Principal of the Huntsville High School, and later superintendent of schools at Orange, comes a characteristic note, stressing the importance of carrying on the school program unimpaird during the war:

Australia Closed Schools

"War or no war, you can't neglect the kids. Australia has learned its lesson on that. And, what is more, they have suffered untold embarrassment. They tried to go on through the war with their public schools closed. In fact, this shutdown actually lasted about eighteen months. But they soon saw they were on the wrong track and re-opened this fall. You guys stay in there and pitch. We'll do the work on this end.

Texans Everywhere

" . . . You asked me about meeting people over here that I know. Gee whiz, the woods are full of 'em. There are Texans all over the place. I run into someone every week with whom I have a lot of mutual friends. It sure helps, too. The Yankees bellyache all the time about people from Texas. It seems that those people from up that way have no consciousness at all of their state heritage. So when they "butt-in" we always tell 'em, "Well, Bud, there is one thing you al-

*Address: W. E. Lowry, Captain, U.S. A.A.P. Commandant, Hqs. 25 Fighter Group, A.P.O. 715, Unit 1, San Francisco, California.

(See—Lowry—P. 2)

3-R Winner in 1943 From Bancroft School



Doretta Lynch

WINNER of the Three-R Contest at the State Meet in 1943 was Doretta Lynch. She is a student in Bancroft School, Orange, where she last term received an award for having made the highest class record in the school. This year Doretta is continuing her League work by entering Declamation and Ready Writers contests. She is the daughter of Mr. and Mrs. Fred Lynch, Orange, Texas.

Increasing Role of Art in Propaganda

ALL ART is propaganda in the sense that it is a direct appeal to the emotions. It can be nothing else. The whole force of art is this direct, complete, emotional appeal. . . .

"During the First World War every nation in Europe, for the first time in history, had mobilized its artists and hired them at an established wage for an educational purpose, realizing the tremendous emotional power of art to convert the masses to an idea. "These, then, are the factors which from now on may cause art the world over to play a somewhat more integrated role in the social life of the community. First, there is rapidly growing up a new or a very old conception of art—not merely as a speculative luxury, designed for the palate and purse of the few, the aristocracy, the very rich; but as a social service paid on cost basis, which can in certain instances be the most powerful instrument in educating the masses to an idea.

"In certain great epochs of the world's history art entertained as well as educated the people: Homer's Iliad and Odyssey, Aristophanes' comedies, the plays of Shakespeare. Today in this hemisphere Walt Disney's films are enjoyed by two hundred million people. Walt Disney's art may not be the greatest art, but it is not second-rate. And I prophesy this: that unless highbrow art takes into consideration this potential audience of two hundred millions—if highbrow art is content, as it sometimes has been, with twenty or a hundred patrons—then highbrow art will tailspin in a world of millions that have an appetite and that can be fed." —George Riddle, "The Victory and Defeat of Modernism," Harper's Magazine, June, 1943.

This Boy Was a "Participator"

School Record of Famed Fighter Pilot Shows He Was "in for" Everything



Col. Neel Earnest Kearby

HE WAS one of those boys who was in for everything,"—so writes Myrtle Lee Thornton, teacher in the Arlington High School, of Col. Neel Earnest Kearby, who has shot down fifteen Jap planes at last report, and is now Chief of Staff in General Wurtsmiths division of the Fifth Fighter Command of the U.S. Army Air Corps.

What Miss Thornton means is that Kearby as a boy in school was a participator. He was in for everything. "He took part," she says, "in both athletic and literary events of the Interscholastic League, although he didn't get past the county meets. He liked to play football, and played continually, but on account of his parents' objections, he did not become a member of the school team. He graduated from high school in the highest ten per cent of his class." His parents, Dr. and Mrs. J. G. Kearby, reside at 4043 Cole Avenue, Dallas.

"Since this account of Col. Kearby was set up in type, the War Department has issued the following announcement, as reported by the Associate Press: "Col. Neel E. Kearby, a fearless Texan, who braved enormous odds to shoot down six Japanese planes in a single combat over Wewak, New Guinea, has been awarded the Congressional Medal of Honor, the country's highest decoration."

Martin High School Takes 1st & 2nd in Copy-reading



Santiago Sanchez

Patricia Brennan

PATRICIA BRENNAN of Martin High School (Laredo) won two awards in the Journalism Contest at the State Meet in 1943; first place in Copy Reading and third place in Editorial Writing. She graduated from high school in May, 1943, with highest scholastic honors, and was awarded a scholarship to The University of Texas, where she is now continuing her studies. During 1943, Patricia was editor-in-chief of the high school *Journal*, secretary of the Radio Club, secretary of the Courtesy Service, president of the Pettit Poetry Club, and was voted the "Best All Around Girl" of the Senior Class for the 1943 Annual. She was one of the four Texas students who received honorable mention in the 1943 National Talent Science Search Contest conducted by Westinghouse. In addition to these school honors, she has won awards in events sponsored by civic organizations of Laredo. She is the daughter of Mr. and Mrs. Clyde Brennan, 1509 Santa Maria Avenue, Laredo.

Santiago Sanchez

Second place winner in the Copy Reading event of the Journalism Contest at the 1943 State Meet was Santiago Sanchez of Martin High School (Laredo). In 1942 Santiago won the district championship in the League typewriting contest. He is editor-in-chief of the high school paper, sergeant-at-arms of the Senior Class, and secretary of the English Club. He has also shown considerable ability as a poet. When he graduates in May of this year, he is expected to be one of the highest ranking students. His parents are Mr. and Mrs. S. A. Sanchez, 2307 Davis Avenue, Laredo.

Want to Buy 37 Band Uniforms?

Blue and Gold, Also Complete Outfit for Drum Major and Majorette

IN THE September issue of the LEAGUER, an offer was made to announce school articles "wanted" or "for sale" or "for trade." The following letter from H. A. Clift, Superintendent of Schools, Megargel, is self-explanatory:

"The Board of Trustees of this district has asked that I try to find a buyer for the band suits that this school owns. We have thirty-seven blue and gold uniforms that were made by the Fechtmeier Brothers of Cincinnati, Ohio. Included in this is a complete outfit for the drum major, also a majorette suit. "For the past three years we have been unable to secure a band director, and many of the people have left to work in war indus-

tries. Therefore, the suits have been used only one season and part of another. They have been cleaned and well preserved and are like new.

"If you know of a school, or civic organization that might be interested in buying them at a very reasonable price, please have them write me. If a notice could be run in the LEAGUER I would appreciate it."

Fee Schedule in Wisconsin \$7.50 to \$50

ACCORDING to Article II, Section 3 of the Wisconsin Interscholastic Athletic Association, regulations, member schools are divided into five classes for the payment of dues.

Class A, schools of more than 1,000, \$50.00; Class B, schools of from 600 to 1,000, \$40.00; Class C, schools of from 250 to 600, \$20.00; Class D, schools of from 100 to 250, \$15.00; Class E, schools of less than 100, \$7.50.

The enrollment on which the above report is based is on the "total enrollment" for grades 9 to 12 inclusive as reported to the State Superintendent of Public Instruction in the high school report for last June.

Suggestions for Selecting And Using Educational Films

(By Dr. B. F. Holland*)

USED improperly, an educational film does more harm than good. It may develop habits of inattention and passiveness in pupils; and it may foster the notion of entertainment and fun. If this is the outcome, the use of a film is a waste of time, energy, and money.

Used properly, on the other hand, the educational film is a definite aid to instruction and learning, making clear many processes and activities that could not be observed otherwise and broadening the experiences of pupils in a number of respects. A school that is committed to the use of films,

therefore, should make wise selections and plan for their effective use in every class.

Selection and Booking
The difficulties encountered in distributing films to many schools require that bookings be made near the beginning of school session, preferably before school starts in the fall or summer. Otherwise, the most popular films may not be available when they are needed. Nearly all bureaus recommend, therefore, that someone in each school take the initiative in booking films whether superintendent, principal, director of visual education, or other designated person. Whoever takes the initiative, however, should secure the help of all the teachers who expect to use films, and let them decide what films they want and when they

Quizz Session And Discussion

U.S. Troops in England Encouraged to Think and Speak in Public

(By J. Frank Dobie)

A FEW weeks ago American camps in this country (England) inaugurated what are called "Army Talks." Small groups of men in every camp, led by one of their own number who has informed himself on the subject, discuss all sorts of historical, geographical, economic, social subjects. The idea is the opposite of that of propaganda. The idea is to give and get information, to get men to exercise their own minds, to stimulate them away from being negatives and to be positives, economic, historical, literary, scientific.

Adapted from British

The plan is an adaptation of a plan that has certainly been working in British forces. Furthermore, among civilians of this country all sorts of groups are engaged in political, economic, historical, literary, scientific and other subjects.

A favorite form of machinery for conveying information and arousing interest is the "Brains Trust." The "trust" usually consists of a director and four other members. Last night I took part in a "Brains Trust" that performed for a British tank regiment about 30 miles from Cambridge. I shall describe it.

The director was a British major of the intelligence department. Besides myself, the "brains" consisted of a sergeant from Ohio who is married and was a college instructor of history in civilian life, a 32-year-old corporal who was selling life insurance in Indiana two years ago, and a Cambridge professor of European history. A car provided by the British army took us to the camp. There the officers welcomed us with liquid refreshments.

Quizz Session

At 6:30 we entered an assembly hall where enlisted men, with some officers, were assembled. The "brains" sat at a long table on

(See—Group Discussion—P. 3)

Small School Raises Question of Awards

(Supt. D. U. Buckner, Pharr, Texas)

HERE comes the voice of a small school located in the southern tip of Texas with a suggestion. I wonder just how popular it would be among the schools of Texas.

This thing of awards is one of the biggest problems of the small school. It is unfortunate that a school does not realize hundreds and thousands of dollars from their football schedule each year. I do not know just what per cent of those who play football make enough money to spend several hundred on awards at the end of the season. I know many of them do and feel that it is their business if and when they wish to buy awards for their boys.

However, I think the Interscholastic League of Texas should foster democratic practices. If it is true that most of the schools want to continue this practice—then smaller schools, with inadequate funds, must take the rap. But it seems hardly fair to the boys of the schools who are not able to make these awards.

I would favor a regulation set up by the Interscholastic League of Texas which would "ration" the use of funds for awards. In many states this plan is used and I think advantageously. The letter, which is won by reason of meeting the standards of good sportsmanship, etc., is enough—that is, if it is all that is given by any other school.

What is the attitude of the Interscholastic League on this matter?*

*The Legislative Advisory Council discussed this problem at its November meeting and its recommendations are published in the November issue.

(See—Educational Film—P. 4)



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ROY BEDIKCH, Editor

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IN ANOTHER column, Mr. Chase Winfrey, Director of Speech in the Austin High School, announces a practice speech tournament including all the forensic events offered in the League's schedule. He is requesting interested schools to advise him before February 10.

TWO LETTERS are published in this issue concerning changes in rules proposed by the Legislative Council. One comes from D. U. Buckner, of Pharr, giving the small school's reaction to the proposal to limit the value of awards. The other is from Superintendent Dennard, of Marshall, summing up his conclusions in the proposed revision of the graduate rule. It will be noted in the High School Coaches' Association column, on page 4, that the Executive Committee of that organization adopted at its recent meeting a resolution opposing any change. The columns of the LEAGUER are open to further discussion, either pro or con, of any of the recommendations made by the Council.

AS THIS issue is being mailed, there is going out to each member-school a circular letter enclosing a "General Entry Card." We understand that circular mail is generally treated with great disrespect. It serves to litter up the Principal's or Superintendent's desk, collect dust, and get in the way of other circular mail which will also remain unopened until there is time, and when is there ever time? Nevertheless, we just don't have the money to send this entry card out under a first-class stamp, which, as many know, now costs three cents. Now, in case this envelope does happen to be opened, there will be found in it a circular letter of about ten lines. Besides there will be a self-addressed postcard with a list of the contests for which contestants may be qualified to the next higher meet. Each school is requested simply to check the contests which it expects to enter, sign and mail the card. This information is quite necessary if the State Office is to be able to arrange in an orderly manner the more than 100 Conference Meets which the Emergency Plan calls for.

DR. L. H. HUBBARD, formerly Dean of Men at The University of Texas and now President of the Texas State College for Women, has studied youth-problems all his life. During his long tenure as Superintendent of Schools at Belton, he was distinguished as a friend and counselor of youth. We had from him the other day a letter in the course of which he says:

"I am enclosing copies of three articles that have appeared in the 'Dallas News' during the past several weeks in the hope that you will become sufficiently interested in this problem of furnishing wholesome recreational facilities for high school boys and girls to push it through the columns of THE INTERSCHOLASTIC LEAGUER. The idea is to afford the boys and girls of high-school age a program similar to the USO program now in effect for the armed forces. You will notice from Miss Sager's article that we have had such a program here on our campus for several years, and it is an honest fact that after it was inaugurated the two night clubs that were operating outside of the city limits closed down for lack of patronage. In my judgment, such a program for youth represents an effective means of solving the problem of juvenile delinquency. It is for that reason I hope that you will be able to advocate it in the LEAGUER.

The three articles to which Dr. Hubbard refers are entitled, "Lufkin Teen-agers Solve Own Delinquency Problem," "College Club and Date Bureau End Several Campus Problems," and "Kids Themselves Give Answer to Their Delinquency Problems." Dr. Hubbard thought so much of these three articles that he had them mimeographed for distribution. If you want a copy of them, we suggest that you send a stamped and addressed envelope to Dr. Hubbard.

The University Interscholastic League Directory

Organizing Agency: Extension Division, The University of Texas, Bureau of Public School Service.

State Executive Committee: T. H. Shelby, Chairman; Roy Bedichek, R. J. Kidd, J. O. Marberry, B. C. Tharp, C. A. Wiley, DeWitt Reddick.

Legislative Advisory Council: R. W. Matthews, Lubbock; A. L. Fabion, New Deal (Lubbock); H. S. Fathore, Abilene; Nat Williams, Ballinger; W. T. Graves, Coleman; Jack Ryan, McKinney; W. J. Stone, Nocona; Ivan Stone, Weatherford; La Rue Cox, Jacksonville; Frank Moran, Commerce; W. C. Cummings, Bonham; V. W. Miller, Dayton; E. K. Barden, Sugar Land; H. A. Moore, Kerrville; E. T. Robbins, Taylor; J. D. Fulton, Prairie Lea; Ben Bright, Brownsville; J. W. Roach, Alice; Walter Coates, Orange Grove; Murry Fly, Odessa; B. F. Meek, Kermit; J. E. Gregg, Marfa. (Two vacancies.)

Director: Roy Bedichek

Director of Athletics: R. J. Kidd

Tennis: Dr. D. A. Penick

Director of Public Speaking: F. L. Winship

Dramatics: Mrs. June Moll

Debate: Edd N. Miller

Declaration: Howard Townsend

Extemporaneous Speech: Graydon L. Ausmus

Commercial Contests: Miss Florence Stultken

Ready Writers: Dr. R. A. Law

Region I: Mr. Boone McClure, Regional Directors

Region II: Superintendent L. E. Dibley, Abilene

Region III: Dr. C. L. Wiseman, Southern Methodist University, Dallas

Region IV: Superintendent H. L. Foster, Longview

Region V: Mr. J. O. Webb, Assistant Superintendent of Schools, Houston

Region VI: Mr. Pat H. Norwood, Southwest Texas State Teachers College, San Marcos

Region VII: Professor S. W. Bass, College of Arts and Industries, Kingsville

Region VIII: Dr. C. E. McCarver, College of Mines, El Paso

*Absent on Leave, Military Service.

One always, when he o'er his threshold steps,

Laughed at the world; the other always wept.—Juvenal.

If a democratic society does not take bold action to achieve full employment, including the use of fiscal policy to the extent necessary, our system of free enterprise is doomed.—Alvin Hansen.

We judge ourselves by what we feel capable of doing, while others judge us by what we have already done.—Longfellow.

Quote & Comment

By the Editor

"... The precision involved in settling the exact length of the year, entitles this achievement to be regarded as one of the half dozen great culture feats in the history of mankind."—Lawrence Hogben.

THOSE mathematics teachers who read Hogben need not want for projects which will engage the enthusiasm of pupils who make up the mathematics Club. He tells us* that the primary social function of the Egyptian priesthood was the custodianship of the calendar. Egyptian priests established a year of 365 days by 4241 B.C. The original obelisk was a shadow clock. "In counting the shadow-hours and learning to use the star-clock, man began to use geometry." By consulting the above reference the enterprising club sponsor will find directions for making a sundial, a star-clock, etc.

The recordings of the sun-cast shadow at different seasons, the tracing of the star-paths, and the transmitting them by scale to paper will be found to be a most absorbing project for the youngsters. It is quite revelatory as an educational principle, the point which this author makes that social change creates the demand for new knowledge, not the other way around. For illustration, mapping the heavens for the seasons came before the mapping of the earth's surface. Agriculture caused the demand for calendar information and calendar information was obtainable only by careful observation and precise recording of natural phenomena.

"The social necessity," says Hogben, "of measuring time arises from the seasonal fertility of man's biological allies, and the earliest explanations of celestial events were frequently mixed up with man's preoccupation concerning his own fertility."

Really, all science rests on the painstaking recognition of the uniformities, and by the same token, non-uniformities of nature. Interpretation of a natural phenomenon, if it accords with known facts, is called science. When known facts, says Hogben, overthrow the interpretation, the former interpretation appears as magic and of course, the new interpretation as science. Thus, when primitive herdsman conceived of stars as rising and revolving around the earth, it was an explanation or interpretation which accorded with known facts, hence was science of that day; when further observations showed that it was the earth which did the revolving, that also explained natural phenomena (observed facts) and became science, and the old interpretation appears as magic. Thus, in a sense, magic, or superstition, is constantly giving birth to science; or, to change the figure, we should call "progress" the continual overcoming of magic, or superstition, by science; thus, in short, proceeds the slow and painful march of the mind of man towards some nearer ascertainment of truth.

What an inspiring project it would be for a Math Club to follow out, step by step in actual experiment, retracing the course man's mind pursued towards such a definite achievement as the building of a calendar! And what if there were dozens of such clubs in various parts of the country, each engaged in similar observations recorded on prescribed forms, and corresponding and matching results one with another? Really, mathematics teachers are overlooking something here.

Lieut. Col. Jay Dykhouse, of the Eighth Service Command, told a conference of educators in Austin the other day that the public schools should have a physical training program for all students, not merely for a few football players. In saying this, Colonel Dykhouse called attention to a serious defect in our school athletics program, and one that seems difficult to remedy. Perhaps the Colonel, like others who complain of the overemphasis on football, will be accused of being a spoilsport.

Football is a lucrative revenue producer and the gridiron contests are highly interesting to the public. Other sports are, most of them, not exciting enough to draw large crowds of spectators. Only football and basketball, which is gaining ground, are given publicity enough to enable the players to win fame as heroes. Baseball, as a school sport, is on the decline.

Yet it is rare for more than 20 per cent of the boys in any school to share in the physical training that football gives. This leaves the huge majority of the student body as grandstand sitters. Football, in spite of the fact that it is rather strenuous for immature boys, deserves a place in the public school athletics program, but, when it is allowed to monopolize faculty attention and public and student

interest, it is a hindrance rather than a help to cause of well-rounded physical education. The observation of Colonel Dykhouse was timely. His advice should be heeded.—Editorial, *Dallas Times-Herald*, Jan. 9, 1944.

The editorial quoted qualifies towards its close by condemning immoderation, and is therefore on perfectly safe ground. "Nothing overmuch" is an ancient and universal maxim. But as we read Colonel Dykhouse, his criticism covers much more ground than the mere caution against going hog-wild over football. His, indeed, is the classic criticism of interscholastic and intercollegiate sports from a physical education standpoint; and, without knowing anything of the Colonel's antecedents or training, we are willing to hazard a guess that he came up as an instructor in this field.

Now this is not meant to depreciate in any way formal physical education. Indeed, in a way, it is a compliment; and the statement is made merely to explain a point of view.

The Doctor of Philosophy in physical education has had impressed upon him the very wholesome lesson that it is his business to look after the health and development of the group. He uses competitive games, of course, but only as a means to an end. He looks at the mass, at percentages, at statistics which show trends, etc. He does not center his attention upon the individual so much as the coach does, nor does he value superior performance with such gusts of enthusiasm as does the average fan.

Hence he becomes critical, often unduly so, of any high-powered competitive sports program. The few are developed; the many are sacrificed, he thinks. It would be better, he believes, to have ten thousand people taking mass-calisthenics than for them to be filling the stands to witness an exciting football game.

He is aghast at the money lavished on sports in schools and colleges. What a wonderful program we could have, he says, if we had that much money to spend on our physical education department. Hence, arises a kind of jealousy of the affluence of what he falsely conceives to be a rival program.

The point is, however, that a highly competitive sports program of school against school or institution against institution is the physical education program for a group of individuals especially gifted in those qualities which go into the making of (from a physical standpoint) really superior individuals. Give them this kind of a program, or they will not have the opportunity to develop to the high level of which they are capable. Try to put them through the ordinary grind of purely "physical development" of the classroom variety, and you are simply wasting native ability.

But there are some who think the more genuine athletic ability wasted the better. This is a quite erroneous point of view.

Superior performance sets standards. Standards are necessary to hold up the general level of physical accomplishments. Lower your standards, and the whole mass relaxes content with less exertion, and a kind of degeneracy sets in. A comparatively few individuals competed in the ancient Olympics, which were held only once in four years, but the superior performance at these games under the most strenuous competitive conditions, furnished the inspiration and held up the standards of the whole athletic nation for 800 years.

Superior performance has another function—it entertains. Wholesome entertainment in our society is not so plentiful that entertainment of this kind can be neglected. If one takes a critical look at the commercialized entertainment that is now offered, he places a higher and higher social value on anything wholesome which really entertains and relaxes. Stick your head into the muck of the current movies, and hold it there as long as you can, and when you come up for fresh air you will place a higher value on the clean amusement of amateur sports, or even of professional sports. People need this. In fact, it is a prime need, a necessity.

These social values are often overlooked by some of our physical education specialists, intent as they are and as they should be upon mass-achievement, the health of the whole, the many as against the few.

The simple truth of the matter is that an abolition of competitive sports would not make one penny more money available for the general health and physical education program. It would, however, boost commercialized entertainment, whether wholesome or unwholesome. Commercialized entertainment would be relieved of one of its keenest rivals.

Moreover, the physical education regime would suffer by a general

lowering of achievement standards, and be deprived of that splendid stimulus to exertion which superior performance imparts to the mass.

And, finally, as a theme of universal conversation, as an ice-breaker for social intercourse, uniting all classes in one democratized whole, what topic, except perhaps, the weather, stands comparison with sport?



Rule 2, Shorthand

In Representation Rule, page 60, there is a misprint in the third line which should read "shorthand" instead of "typing."

Error in Spelling Rules

Page 42, Constitution and Rules, last paragraph of Rule 4, should read, "Bulletin No. 4233," instead of 4133.

Wrong Reference—Page 21

On page 21 of the Constitution and Rules, the second footnote should refer to Rule 8, page 88, instead of to the rule and page given.

Assignments to Spring Meets

In the December issue of the LEAGUER, it was stated that "each Conference A will qualify direct to Regional Meet, unless otherwise specified in the January issue," and that "each Conference B will qualify to the Area Meet unless otherwise specified in the January issue." It has been impossible to collect this information for this issue, so it will be published in the February issue.



HAS creative writing any place in the school paper? School newspapers were first organized as adjuncts to English courses to give outlet to the writing of students. Now, they have assumed professional qualities and are primarily concerned with presenting the news of the school. Does there still remain a small but vital place for the stimulation of creative writing?

Creative Writing

A survey of recent issues of Texas high-school papers shows an overwhelming "Yes." Creative writing, when placed in forms that fit the limited space to be found in the paper and when of such a nature as to have general student interest, has been reserved a space in the publications. Ways in which creative writing may be made to fit into school papers are as follows:

1. When a student from your school wins a literary prize offered by some out-of-school agency, print not only the news announcement of the prize but also the literary composition, if it is not too long. For example, "The Port Arthur Pilot" printed the poem, "Ghosts of Luckless Men," written by Juanita Schell, junior, which won honors in a state poetry contest sponsored by Mary Hadin-Baylor.

Contest Winners

2. Print the winners in literary contests held within your school, space permitting. In the "Hats Off" department must be mentioned the "Highland Park Bagpipe." The "Bagpipe" offered prizes for the best drawing, best poem, and best short story centered around Christmas; and printed the winners in its Christmas issue. Haul that issue from your exchanges and look at the winners; the quality of work well justifies the contest.

3. Editorials offer many opportunities for real creative writing, and in too many high-school papers those opportunities are neglected. In the Christmas issue of "The Mercedes Tiger," Betty Jean Schwarz's editorial, "Peace on Earth," is a fine piece of creative writing. Description, dialogue, narration are combined with a fine sense of restraint; and the author wisely refrains from pointing a moral to her tale, letting the tale point out its own lesson.

How About Humor?

4. Humor even when not so well done sustains reader interest while a serious bit of writing, if not well done, tends to discourage reader interest. Clever parodies, while not as difficult to write as some other forms of verse, often produce better reader response. Heriberto de Leon, in the December 20 issue of "The Mercedes Tiger," parodies "The Night Before Christmas"—

"'Twas the night before Christmas
When all through the home
The radio went full blast
With news from London and Rome;

Synthetic silk stockings were hung with great care,
Since genuine nylon were all much too rare; . . .
And Mama and her pistol, and I
With my gun
Had just settled down after having
some fun. . . .
And so on for 38 more lines.

5. Literary departments may serve to stimulate interest in creative writing. The "Laredo Journal" and "The North Side Lariat" (Fort Worth) are two papers on my desk now in which I find literary departments. There are many others, I am sure. Caution should be observed: No literary department should be maintained if the material therein fails to have reader interest. In a small paper it seems advisable to have a literary department once a month rather than in every issue, else the news may be crowded out.

To Improve Ads

To stimulate improvement in the selling power of advertisements appearing in our high-school newspapers, the Texas Student Publications has now volunteered to give a prize loving cup to the business manager of the school paper which prints the most effective single advertisement or series of advertisements during the current school year, contest to close on March 1. Details of the contest will be mailed directly to the sponsor of each paper enrolled in the L.L.P.C. Plan your ads carefully, and try to win that cup.

To date about 90 per cent of the school papers in the L.L.P.C. have received one detailed criticism. As soon as we complete the other ten per cent, we shall issue periodic criticism sheets touching on current issues of a number of papers. We should like your response to our criticism. If we have misjudged your paper in some way, let us have your viewpoint; and if we made suggestions that will lead to improvement, we hope that you will put them into effect.

"Lowry"

(Continued from P. 1)

ways can expect from a Texan, he doesn't worry about outsiders."

Meets Old Pupils

I've run onto five of my old school boys from Huntsville. It gives you a supreme thrill, too, to know kids that you carried through grammar school, high school, and college, and with whom you then went to war. You love 'em like they were your own kids, and you admire their courage and manhood. It's one of the most inspirational things I ever have experienced. I guess one of the reasons I get such a "bang" out of things of this kind is because of the youth of our boys on the front lines and in the forward areas. Very, very few are over twenty-seven or twenty-eight. You see, I'm forty, and that's old in this man's league. Actually, I am the oldest man in our entire outfit. There are only two others who crowd me. I spoke of the men being under twenty-seven or twenty-eight. Actually, the men of that age are the commanders of the show up in the front lines. The pilots and ground crews are much younger. All of them are sharp as a needle, too.

The Moral Crisis
Underneath all these crises, says Carr, is the moral crisis. The moral crisis arises from the fact that people no longer have anything to believe in. They once believed that the right-to-vote would give them all necessary rights, but they find themselves helpless before a military dictator; they once believed that laissez-faire gave them freedom to compete and earn, but they no longer have the opportunity to compete or earn; they once believed that a nation could live alone, but when war comes all fight together. All their beliefs are shattered. The stage of their mind is occupied by ghosts who have no power and the real stage by powers who are not ghosts. The people are confused, uncertain, and oftentimes afraid—afraid of change. In his discussion of this loss of faith, Carr is not considering religious faith. He thinks our faith can be restored only by strong resolution to make democracy work by assuming the obligations necessary to do so.

Little States Done For
Carr believes that little states are done for, and that they might as well strike camp and march into the economic shelter of a larger unit. The League of Nations atomized Europe, but the New League of the New Democracy must unify Europe. At the base of the political problems is the economic problem. All people must have rights: bread, work, and personal liberty.

The last part of the book deals with Britain and the many problems that confront that country. It is of no especial importance here. In Chapter VII, however, he deals with the United States, and what he has to say is worth reading and pondering by every thoughtful American. He says that the United States will "almost certainly" emerge from the war as the strongest world power. It has the power to lead the world, but there is doubt of the willingness to do so.

Will U. S. Follow England?
The statement often made that the United States will play the role of leadership in this century that England played in the last is in his opinion wholly uncritical. It requires careful scrutiny, and

Car scrutinizes with much acumen. He points out that the United States lacks a seafaring tradition which England had when she set out as a dominant power. England had territory on every continent. England lacked self-sufficiency at home. England had a mature governing class, wise in the ways of the world. England had a large commercial class and a weak landed interest. Not one of these favoring factors is present in the United States today, says Carr. He inquires whether the United States is willing to pay the price of leading the world that England had to pay when she was leading it in the nineteenth century. The questions require no answers here:

Is America willing to build an overwhelmingly powerful navy and use it to police the world?

Are Americans willing to leave their own country and eagerly spend their lives in developing the backward countries of the world?

Is the United States willing to change the Constitution so as to make possible an active and intelligent foreign policy?

Is the United States willing to admit foreign goods to the markets of the United States where there is already a surplus?

Will American financiers or the government be willing to become the bankers of the world, lending far and wide for long periods at low interest rates?

Will the United States undertake permanent military and political obligations outside the Western hemisphere?

The answers the United States makes to these questions are important here, in England, and to the entire world. This reviewer feels that the United States can lead the world, but before it does so, it must make some sweeping changes which will enable it to have a real foreign policy. This book by Carr is a tough book, full of stuff to think about. Prescribed for intelligent people only. It will shake them well.

W. P. Webb.

Prizes, Awards, Honors Used in Soviet Union

TO BOOST production, the Reds have wedded incentive to compulsion. The incentives are many and generous. A man does not have to wield a bayonet to have his picture on *Pravda's* front page; he might do it by mining more coal, plowing more land, raising more pigs. The cream of the cream may become Heroes of Socialist Labor. The next best receive the coveted Order of Lenin, medals, bonuses. For the efficient factory, there is the Russian equivalent of an "E" pennant, the Red Banner.

Another device is interfactory "Socialist Competition," for better, bigger, faster output. Such competition becomes especially fierce on the eve of Red anniversaries. Then the entire nation watches the progress of the contests with the anxiety of a Broadway bookie studying Belmont handicaps.—*Time*, Sept. 6, 1943.

All-Star Cast Winner Is Jr. College Graduate

CONSTANCE APPLEBY, representing Wichita Falls High School, appeared in the play "The Happy Journey" in the State Contest of 1939. The play won first place and Constance was chosen as a member of the All-Star cast. Her acting as the mother in the play was highly commended by the judge.

"Many things," writes her father, A. F. Appleby, "of interest and importance have happened in her life since 1939. But there is little, I'm afraid, which would make an interesting sketch in connection with the activities of those carefree youngsters who were fortunate enough to win honors in the Interscholastic League contests in high school."

Quite the contrary, however, there has been a lot crowded into the years between. Immediately after her graduation from high school, she entered Hardin Junior College, taking courses leading to a degree in sociology.

While attending that institution, she was secretary of the freshman class and a member of the Social Committee. In her sophomore year she was president of "Pencil Points," the art club. She graduated in the spring of 1942.

The following fall she married her childhood sweetheart, Douglas R. Venable, Jr., who was at that time a navigator in the United States Army Air Corps. Later he was sent across into active combat. On May 15, 1943, he was killed in action in a raid over Germany.

It has been hard, of course, for her to try to adjust herself and to know what to do since this tragedy. She contemplates going ahead now and completing her work for a degree.

TEACHERS' GUIDE TO GOOD PLAYS



(By Mrs. James Moll)

LISTED below are new plays received since September, 1943. Some of these titles have been reviewed in recent issues, and others will be reviewed at an early date. "R" indicates that a play requires a royalty, and "NR," no royalty. The Drama Loan Service will be glad to lend any of these plays for a period of one week. However, only ten plays can be sent at one time.

Baker—Three-Acts
Annabelle Lee, NR.
Anne Make-Believe, NR.
Bright and Early, NR.
Danny Boy, NR.
Dutch Detective, The, NR.
Educating Esther, NR.
Father Spills the Beans, NR.
They Gave Him a Co-Ed, NR.

Baker—One-Acts
Alias Santa Claus, R.
And so They Came to Bethlehem, NR.
Banner of Faith, NR.
Beggars' Charity, NR.
Christmas is for Children, NR.
Christmas Memories, NR.
Crimson Cocoon, The, R.
Crown of Thorns, The, NR.
Doubting Thomas, NR.
Home the Star Shone on, The, NR.
Is There a Manger Here? R.
Joseph and Mary, NR.
Promise and the Fulfillment, The, NR.
Where Lies the Child? NR.
Why the Angels Sing for Joy, NR.
Wise Men at the Well, The, R.
Women of the Bible, NR.

Denison—Book
Indian and Famous Scout Plays, NR.

Dramatic Pub. Co.—Three-Acts
Act Your Age, R.
Border Buckaroos, NR.
Johnny on the Spot, R.
Mind of her Own, A, R.
Tomorrow the World, R.
Wildcat Willie in the Doghouse, NR.

Your Face Is Your Fortune, R.
Dramatic Pub. Co.—One-Acts
Americans Are Lucky, NR.
Miss Sally and the Home Front, NR.
Paul Loses the Ration Books, NR.
Real American Girl, The, NR.
Soldier for Susie, A, NR.
Wallflower Cuts in, The, NR.
Wildcat Willie Plays Santa, NR.
Four Freedoms, The, NR. (Book)

Dramatists Play Service—Three-Acts
Junior Miss, R.
There Shall Be No Night (Revised), R.
National Drama Co.—Three-Acts
Absent-Minded Professor, The, R.
Bargain Is a Bargain, A, R.
Feudin' in the Hills, R.
Henpecked Husband, The, R.
Seeing Double, R.

Penn Play Co.—One-Acts
Billy Boggs Takes a Licking, NR.
Four of Us Meet Again, The, NR.
Missing Link, The, NR.
Sister Seraphina's Schiaparelli, NR.
Samuel French—Three-Acts
Damask Cheek, The, R.
Doctor Has a Daughter, The, R.
Keep Your Fingers Crossed! NR.
Little Darling, R.
You Said It!, NR.

Samuel French—One-Acts
Apple of His Eye, The, NR.
Bridegroom Waits, The, R.
Christmas at Home, R.
Hills of Bataan, The, R.
Thompsons, The, R.

Miscellaneous
Flag Day of the United Nations—Pageant.
Radio Script for Flag Day—Pageant.
War-time Manual for High-School Dramatics Directors (Book).

There Shall Be No Night by Robert E. Sherwood. Dramatists Play Service, Roy. on application, 13m4w, drama, 75c, 3-act.
This is a revised edition of the Pulitzer Prize winner of 1940-41 which brings it up to date, changing the situation from Finland to Greece. In revision, it has not lost any of the truth it tells nor the quality of its presentation.

"BLURB" STYLE

WE THINK English teachers may use the following quotation as a good example for their classes of what may be called the "Publishers' Blurb Style":

"One can read the Rubaiyat again and again—and still not exhaust its bottomless wells of beauty, imagery, reading pleasure. A single one of its haunting

Mr. Sherwood's play is simple and direct in its message. Should the production be undertaken, its three different scenes could be simplified considerably. It's a high challenge to both the director's and actor's art. However, to do full justice to Mr. Sherwood's script, requires a mature, highly accomplished cast. But it is so worthy of consideration as a piece of literature, if for no other reason, that it should be mentioned here.

You Said It, by Dorothy Conover, French, Non-roy., 5m8w, farce, 60c, 3-act.

A farce based on the tried and true method of a case of mistaken identity: A meek, studious youth whose physical similarity to a well-known criminal causes him to be kidnapped by mistake. Inevitably the criminal shows up and plays his part to the confusion of all concerned. There are some valuable jewels and a beautiful young girl involved, and the complete confusion that results can't fail to amuse. A preponderance of women in the cast, a single interior, and the non-royalty aspect simplify the production problems. Each of the characters is drawn broadly enough so it can be cast with ease with almost any age level.

Little Darling, by Eric Hatch, French, Roy., \$25, 7m3w, comedy, 75c, 3-act.

Another play from Broadway that could be used for the Senior Class play or for any upper class high-school group. The daughter of a widower-writer is unhappy because her father needs modernizing, so he goes modern to gain her affections only to nearly lose them again. The four young people are typical of youth, and the other older characterizations are not too difficult to be achieved. The play is quite sophisticated, but with astute direction can be played anywhere.

The Doctor Has a Daughter, by George Batson, French, Roy., \$25, 5m7w, comedy, 75c, 3-act.

The doctor has an adolescent daughter and she has a finger in every pie! She answers Lonely Heart Advertisements, tries to rewrite the school play, tries to get money for her father's clinic, plus patching up a few broken hearts. Needless to say, the complications, tears, and laughs are many, but all ends well and Tommy, the doctor's daughter, is vindicated. No production problems and obviously it is adapted for high-school performance both from an audience and a production standpoint.

The Apple of His Eye, by Millard Crosby, French, Non-roy., 3m4w, comedy, 35c, 1-act.

Another one-act by the author of "The Little Red Schoolhouse." Trying to extricate his older brother from a romantic dilemma, young Joey Lane nearly brings about complete catastrophe for himself and family. But the various complications straighten themselves out and reach a happy conclusion. An easy-to-stage play with a minimum of set and directorial problems.

Sister Seraphina's Schiaparelli, by George S. Kaufmann, Penn. Non-roy., 8w, farce, 25c, 1-act.

The brevity of this play makes it a possibility for an assembly black-out skit. Could be very easily combined with a fashion show or coordinated with any miscellaneous type of entertainment.

Addresses of Publishers

Walter H. Baker Co., 178 Tremont St., Boston, Mass.
T. S. Denison Co., 225 N. Wabash Ave., Chicago, Ill.
Dramatic Publishing Co., 59 E. Van Buren St., Chicago 5, Ill.
Dramatists Play Service, 6 E. 39th St., New York, N.Y.
National Drama Co., Box 797, Memphis, Tenn.
Penn Play Co., 1617 Latimer St., Philadelphia, Pa.
Samuel French, 25 West 45th St., New York, N.Y.

verses is enough to carry your imagination far out beyond the four walls of everyday existence. Another four-line lyric expresses in a simple song the whole of life, its ends, its ideals. See with what luxurious enjoyment you will turn to the Rubaiyat—sometimes for leisurely contemplation; again for soul-restoring comfort; another time for revitalized inspiration."

President Dodds Talks of League

Princeton University Head Gives Pointers to High School Debaters

DURING a recent visit to Texas, Dr. Harold Willis Dodds, President of Princeton, dropped some hints in a speech made in Austin which may be of service to high-school debaters who are now working on a re-constitution of the League of Nations. He said, in part:

As the first step toward organizing for peace after the war, Dr. Dodds asks for a simple beginning in international government with the stress placed on administration of a few problems instead of on legislation.

Pick a few controversies such as air transportation, he suggested, and stress the administration of their solutions. Government is mostly administration, anyway, he said.

Organize for Peace

"If we are to have peace, we must organize for it. Unless we can incorporate it into a political institution to arrange matters before they reach the stage of national honor we must look forward to more wars."

He recalled that there has been a lot of loose talk about a world police. Asking what law will this police enforce, he pointed out that that law must first be accepted by the people upon whom it is being enforced.

Three Choices

Mr. Dodds offered the international government as one of three alternatives the United States may choose as a policy after the end of the war, the others being isolationism and military alliance.

"Historic isolationism must be backed by constant and great preparedness. With the impact of that on the American way of life, there will not be very many people who will stand for it."

A military alliance with an attempted balance of power is an alliance pointed for war. It contemplates the next war as inevitable, he said, and each country is anxious to be prepared as one of the strongest when that war comes.

Defeat Militarism

The defeat of Germany must be a defeat of the cultural heritage for militarism. This philosophy has always been a success, which Hitler is only carrying a further step to its logical conclusion. After World War I they claimed that they were not beaten but merely lost the war.

"The government should accept the responsibility of the reign of law in international affairs, just as citizens must accept after responsibility in their own government."

Stressing citizen's responsibility as basic to political liberty, Dr. Dodds pointed out the reason for his interest in non-political civic groups of all kinds.

"Unless those of us who have no political ties take our responsibility in government, our birthright will drift away," he said.

Government Controls To Remain

He warned his listeners not to expect government controls that have grown up in the last 15 years to disappear after the war. After the war we must decide what the scope of government will be. At that time it must be realized that the decisive question should be not how much control the government should have but the purpose for which that control is intended. Regulations must be for the purpose of preserving the right of the small man, he pointed out.

Extemporaneous* Speech

THE only additional topic assigned in Extemporaneous Speech this month is "Moscow, Cairo & Teheran," referring of course, to the famous conferences at those places. The world has been shaken with the significance of the announcements emanating from these ancient centers of civilization, and nearly every organ of news or opinion in a hundred different languages have been discussing the momentous

*Previous topics have appeared with bibliographies in the November and December issues of the LEAGUER. Besides, an 8-page folder is available, listing articles, pamphlets, etc., covering practically every phase of the topics assigned. Back numbers of the LEAGUER are sent free on request, and a copy of the folder is also available for the asking.—Editor.

decisions of the leaders of the Allied Nations.

Hence, the material is abundant, in fact, its abundance tends to become embarrassing to the student. We have tried to confine the short bibliography which follows to articles of especial value and to those which seem to be most readily assimilable by our high-school speakers.

New Topic: "Moscow, Cairo, Teheran"

"Blueprint for World Order Result of the Moscow Parley," *Newsweek*, p. 28, Nov. 8, 1943, 2 pp.

A full text of most fundamental agreements reached at the Conference. Alliance formed to grow into international body designed to preserve peace.

"The Promise of Moscow," *New Republic*, p. 669, Nov. 15, 1943, 2½ pp.

The Conference as a true foundation for winning the peace as well as the war. Explanation of the main points agreed upon.

"The Meaning of Moscow," by Freda Kirchwey, *The Nation*, p. 545, Nov. 13, 1943, 2 pp.

The far-reaching effects of the Moscow Conference in allied countries and in enemy held territory. Importance of understanding between Britain, United States and Russia.

"Shape of Victory," *Time*, p. 18, Nov. 8, 1943, 2 pp.

List of main points covered at the Conference. Plans made for future meeting of statesmen and leaders of allied countries.

"United (at Last) Nations," *World Week and Senior Scholastic* (teachers' ed.), Nov. 29-Dec. 4, 1943, 2 pp.

The points covered by the Four-Power Moscow Conference and the significance of these declared aims. Importance of the Council Resolution which was passed five days after the Conference.

"Britain, Russia, China and United States Plan for a Long Peace on Earth," and "V-Men," *Junior Scholastic* (teachers' ed.), Nov. 29-Dec. 4, 1943, 2 pp.

Brief summary of main points of Four-Nations Declaration at Moscow. Background of statesmen participating in Conference.

"Pentecostal Words?" *Time*, p. 26, Dec. 13, 1943, 3 pp.

Cairo and Teheran Conferences discussed in detail—nations taking part in each conference and decisions reached. Personalities of leading representatives of each nation.

"Big-Four Powers to Enforce Peace After Victory," by President Roosevelt, *Vital Speeches*, Jan. 1, 1944, 3½ pp.

President's report on war conferences, and action to be expected as result of decisions.

"Four Men Reshape the World," *New Republic*, Dec. 13, 1943, 2½ pp.

The real significance of Cairo and Teheran declarations. The part each of the four men will take in shaping the future.

"Cairo and Teheran," by Freda Kirchwey, *New Republic*, p. 683, Dec. 11, 1943, 1½ pp.

Far-reaching effects of main decisions reached at Cairo and Teheran Conferences. Importance of meeting of four great leaders.

"New Turn in the War: Strategy of Big-Four," *United States News*, p. 15, Dec. 10, 1943, 2 pp.

New strategy and war leadership agreed upon at Cairo and Teheran Conferences. Decisions concerning future of aggression nations. Part to be played by each of four great powers.

"Death Knell for the Axis," *Senior Scholastic and World Week*, Jan. 10, 1944, 3 pp.

The plans made at Moscow, Cairo, and Teheran Conferences and how they will be carried out by each member of the "Big-Four." Turkey's expected place in future war strategy.

"Meaning of the Moscow Conference," by Sidney B. Fay, *Current History*, Dec., 1943, 6 pp.

Aims of the Conference and points agreed upon. Explanation of each point of the declaration and expected effect on satellite, neutral, and conquered nations. Complete text of Conference on p. 335 of same issue.

"Moscow Pact a Basis for World Organization," by Cordell Hull, *Vital Speeches*, p. 100, Dec. 1, 1943, 2½ pp.

Secretary of State's report on the Moscow Conference. Pact seen as basis for reshaping of world affairs. Winning of peace depends upon full international cooperation when war is over as well as during the war.

"The Tripartite Conference in Moscow," *Vital Speeches*, p. 98, Dec. 1, 1943, 3 pp.

Declarations of Moscow Conference given in complete detail. List of representatives of four nations taking part in meeting.

Addresses of Publishers

Current History, Events Publishing Co., Inc., 5528 W. Oxford St., Philadelphia, Pa. 25c per copy, \$3 per year.
The Nation, Nation, Inc., 55 Fifth Ave., New York. 15c per copy, \$5 per year.
New Republic, 40 East 49th St., New York. 15c per copy, \$5 per year.
Newsweek, Newsweek Bldg., 152 W. 52d St., New York. 15c per copy, \$5 per year.
Senior Scholastic, Junior Scholastic, World Week, 220 E. 42d St., New York. 7c per copy, \$1 per year.
Time, Circulation Manager, 330 E. 22d St., Chicago 16, Ill. 15c per copy, \$5 per year.
United States News, 2207 M. St. N.W., Washington 7, D.C. 10c per copy, \$4 per year.
Vital Speeches, City News Publishing Co., 33 West 42d St., New York.

Debaters Given Place in Reagan's "Hall of Fame"



Virginia Hardy Celeste McCullough

THE DEBATE team of the Reagan High School (Houston) won its way through a particularly difficult tournament in 1943 to final State Championship of the Girls' Division of the Interscholastic League.

VIRGINIA HARDY is a senior in Reagan Senior High School of Houston. Because of the honors won at this contest in the 1943 State Meet, her picture was placed in the Hall of Fame at Reagan High School. Virginia takes a great interest in school activities, serving as member of the Advisory Board of the "Student Life Magazine," Editor-in-Chief of the "Pennant" (Reagan Yearbook), President of the Reagan Red Coats, and member of the National Honor Society of Secondary Schools. She has also won a scholarship for having an all "A" average. Her parents are Mr. and Mrs. T. George Hardy, 1311 Harvard Street, Houston.

CELESTE MCCULLOUGH was the other member of the team. She was graduated with high honors in June, and is now a student at Rice Institute. She was given a scholarship because of her all "A" average. Her picture appears in the Reagan Hall of Fame, and she is a member of the National Honor Society of Secondary Schools. In addition to maintaining her high scholastic record, Celeste has found time to become a talented musician. Parents are Mr. and Mrs. Byron G. McCullough, 224 W. 18th Ave., Houston.

York. 15c per copy, \$3 per year. Back copies 25c per copy. (Most publishers charge 10c extra for back copies.)

ADDITIONAL "SUBSIDIES"

"Milk Muddle," *Newsweek*, p. 59, Oct. 4, 1943, ½ p.

The demand for higher milk prices by dairymen, and the subsidy program approved to help take care of increased feed costs. Objections raised in connection with milk subsidy payments.

"President on Food," *Newsweek*, p. 49, Nov. 8, 1943, ½ p.

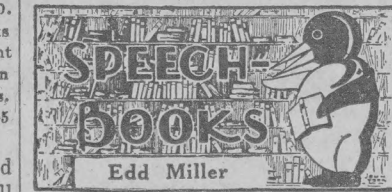
Brief resume of the President's message to Congress on food and food subsidies. Prospects for continuation of the subsidy program.

"The President Uses Funny Figures" by Ralph Robey, *Newsweek*, p. 74, Nov. 15, 1943, 1 p.

Criticism of the President's message to Congress on food subsidies and figures used to prove need for continued use of the subsidy plan. Writer disagrees on two main arguments presented by the President in support of the plan.

"Food Subsidies vs. Inflation," *New Republic*, p. 680, Nov. 15, 1943, 2½ pp.

A list of the food items that are now handled under the subsidy plan. How much has been saved the consumer through these various subsidy payments. An explanation of incentive payments to increase production. Charges against subsidies denied and facts presented to prove fallacy of farm bloc claims.



Symposium Concerning American War and Peace Aims. Published by the Arterraft Press, Columbia, Missouri, for the Committee on Debate Materials and Interstate Cooperation of the National University Extension Association, 1943. Interscholastic League, Box H, University Station, Austin, Texas, 10 cents per copy, postpaid.

This symposium is a transcript of a national discussion conducted over the Blue Network, Friday, November 12, 1943, and sponsored by the Committee on Debate Materials and Interstate Cooperation of the National University Extension Association. The speakers in the symposium were: Carl A. Hatch, United States Senator from New Mexico, whose topic was: "Should the United States Associate with Other Powers to Maintain World Organization?"; and Clare E. Hoffman, Representative in Congress from Michigan, whose topic was: "Should the United States Maintain a Policy of Independent Nationalism?" The chairman of the symposium was Loren D. Reid, Associate Professor of Speech, Syracuse University.

The symposium is organized in the following fashion: Each speaker presents a short talk on his phase of the problem, and attempts to answer the question assigned to him; after the three speeches, there is a short informal

discussion of the problem as a whole, with particular reference to the Reconstituted League of Nations. In the first speech, Senator Hatch, one of the four authors of the so-called E.H. Senate Resolution for postwar world cooperation, answers affirmatively the question of whether or not the United States should associate with other powers to maintain a world organization. His answer is based on historical reasons and on the present world conditions.

Professor MacIver believes that there are two reasons why the United States should enter a world government: (1) "... modern science and modern invention, modern industry and modern finance have made the whole earth for certain purposes a close-knit unity"; and (2) "... a world government offers the only strong hope of lasting peace." Professor MacIver believes that it is urgent and vitally necessary that the United States join in a world government.

On an historical basis of independent nationalism, Mr. Hoffman maintains that the United States should remain out of European affairs at the close of the war. It is the congressman's contention that through the policy of independent nationalism, the United States has been able to develop to the high point where she is today.

In the informal discussion, Mr. Hoffman believes we should not join in reconstituting the League of Nations, Professor MacIver believes we should go farther than a league and establish a stronger government, and Senator Hatch is in favor of reconstituting the League with necessary changes.

It can readily be seen that three completely different viewpoints are here represented. For that reason the symposium has a lot of good material to offer. On the other hand, there is a real lack of evidence, and in some instances, sound logical reasoning, to back the proposals of the three gentlemen. The best presentation of the three, in our belief, is that of Professor MacIver, who presents his material in a clear, forceful manner with a good deal of sound logic to back him up. For the most part, Congressman Hoffman's material is simply repetition of the usual, rather outdated arguments for isolationism. Senator Hatch attempts to combine the idealistic with some realistic plans for putting his ideals into actual operation.

For a clear delineation of three important points of view, this little booklet has much to offer to the high-school debater on the current debate question.

—Edd Miller.

Let us stop this hysterical chatter of calamity and invasion. No one wishes to attack us and no one is in a position to do so.—Chas. A. Lindbergh, May 19, 1940.

DEBATE FORUM

By Edd Miller

IN ANOTHER place in the LEAGUER an account will be found of a debate tournament to be sponsored by Austin High School in February. Since this event will probably be of interest to a great many of you, I hope you will read Mr. Winfrey's announcement appearing on this page.

Tournament Practice Valuable
This year, the number of tournaments and contest debates, generally, have declined. This tournament and a few others still being held seem to me to provide an excellent opportunity for getting in some worthwhile practice on the debate question. All the schools in Central Texas and within driving radius of Austin should seriously consider attending this tournament. This is one of the best ways to get a lot of practice in a short time.

Since the publication a few months ago of a bibliography on this year's debate question, several items have appeared which seem to be exceptionally good. Most of you have heard the broadcast of the symposium on postwar planning sponsored by the National Debate Committee. The material presented there offers fairly good background material for the current debate proposition. One of the best sources I have run across on the Reconstituted League of Na-

tions is the *Congressional Digest** for August-September, 1943, on this question. As usual, the *Digest* is divided into three divisions: (1) Explanatory material, (2) Pro arguments, and (3) Con arguments. The explanatory portion is very good, giving in a short space all the necessary background material about the last League and about the proposal of a reconstituted League. Likewise, the articles, both pro and con are good, and most of them have a lot of real evidence and sound reasoning in them.

Reference Shelf Series
Various numbers of the *Reference Shelf* series on various postwar plans are very good. Those that at first glance do not seem to apply to the revised League, do have a lot of good material of a related nature and nearly always, some valuable material for the negative. If you haven't investigated these possibilities yet, be sure and do so as soon as possible—you'll find them to be real additions to your present store of information.

The time is approaching for some concentrated work on the debate question, since League contests are not very far distant. Try to get in as many practice debates as possible between now and the time for the first contest. Let me remind you again of the Austin High tournament, as well as any others you might know about, and the opportunity it offers for some constructive work on the debate question. And even if your squad cannot attend this or other tournaments, have as many intra-squad debates as you can. At any rate, debate as often as you get the chance.

*LEAGUER office furnishes this at 20 cents per copy.

The Speech Arts In Texas Schools

THIS column belongs to the Texas Speech Association for discussion of speech problems and news concerning the Association, its members, or its work. Communications should be sent to Miss Rebecca Thayer, High School, Killeen, Texas.

College Little Theater, the Children's Theater, and the Verse Speaking Choir. Each of these organizations has contributed its part in wartime entertainment. A showing of the Little Theater Play, Cyril Campion's "Ladies in Waiting," was given at Camp Howze, and the Verse Speaking Choir has appeared at Camp Barkley. The Children's Theater has entertained in Fort Worth with the play, "The Emperor's New Clothes," as one of a special series of juvenile entertainments in that city.

Speech Adapted To Wartime Need

In Changing Conditions Flexibility of Program of First Importance

(By Frank C. Rigler)

WITH new courses that fit wartime needs and special work in connection with the war, the department of speech at Texas State College for Women, Denton, is continuing its part in the training of young women of Texas.

This is the 14th year in which the department has been directed by Earl C. Bryan and the 17th year in which it has sponsored the College Little Theater. Staff members of the department often have served as judges and consultants in Interscholastic League contests.

"Group Discussion" Course
One of the most interesting of the courses based on wartime needs is that of "Group Discussion and Leadership," open to junior students who have completed 12 hours of social science. It is taught especially for those students expecting to lead or direct forums, panels and other kinds of group discussions and deals with the psychology and philosophy of group discussion and the principles of application by leaders in the formation of public thought and opinion as a democratic process.

One of the group discussions, "The Place of the College Girl in the Morale of Servicemen," recently brought much favorable comment when presented by four members of the class at a meeting of the Denton Rotary Club. Rotarians got a new picture of the part students at TSCW have in entertaining the servicemen who visit the campus when the likes and dislikes of both the girls and the men were discussed.

A special course giving one hour of credit and open to any student of the College also has been installed by the Department of Speech. Titled "Group Discussion of Current Topics," it has been interesting and profitable to a number of students.

Wartime "Content" For Classes
Regular classes have used wartime material as much as possible. Mr. Bryan reports. Those students taking debate have used the "World Police Force" question throughout the semester and material suggested by the home economics department in its "Food Fights for Freedom" campaign has been used by more than 100 freshmen taking work in extemporaneous speaking. Special panel discussions on wartime problems also have been sponsored by the department.

Much of the work of the department is exhibited through the

New members of the department this year are Dr. Charles Niemeyer, who came to TSCW from the University of Ohio, and Josh P. Roach, who formerly taught at Hillsdale College, Hillsdale, Mich.

"Group Discussion"

(Continued from P. 1)

a platform. The director introduced us and then read out questions that had been submitted by members of the regiment before our coming. After the director read out a question, he would call upon this and that member of his "trust" to rise and express himself. Information and not opinion was generally required. No discussion was prolonged. We did not get a third through the questions proposed before an hour had passed. Then questions from the floor were called for, and general discussion ensued.

THE CLASSICS

Defined as Noblest Recorded Thoughts of Man

IT IS WORTH the expense of youthful days and costly hours, if you learn only some words of an ancient language, which are raised out of the trivialness of the street, to be perpetual suggestions and provocations. It is not in vain that the farmer remembers and repeats the few Latin words which he has heard. Men sometimes speak as if the study of the classics would at length make way for more modern and practical studies; but the adventurous student will always study classics, in whatever language they may be written and however ancient they may be. For what are the classics but the noblest recorded thoughts of man? They are the only oracles which are not decayed, and there are such answers to the most modern inquiry in them as Delphi and Dodona never gave. We might as well omit to study Nature because she is old. To read well, that is, to read true books in a true spirit, is a noble exercise, and one that will

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 Stitler, Waco, President; W. C. O. Harris, Fort Worth, Vice-President; Bill Carmichael, Bryan, Secretary-Treasurer.—Editor.

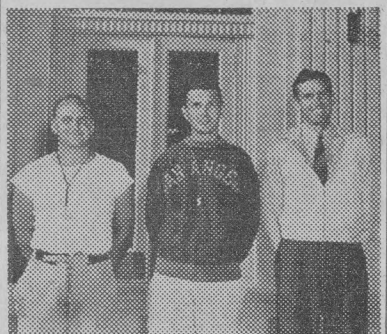
(By W. C. O. Harris, 3001 Cockrell St., Ft. Worth, Texas)

THE DIRECTORS of the Coaches Association made plans for the annual coaching school and all-star game at the January 8 meeting in Austin. All officers and directors were present. A new plan for the selection of the all-stars was adopted for a year's trial. The new plan, which replaces the selection on basis of basketball regions, was adopted in an effort to more nearly equalize the manpower between the North and South. The North has had sixty seven AA schools to

schools under the plan to be used this year. The new basis for selection calls for the men to be selected by football districts—the first eight AA Districts to be in the North, and the rest to be in the South. The A and B Districts are to be similarly divided as a selective division.

Opposed to Changes in Rules
The board adopted a resolution opposing all the proposed changes in the athletic code which are to be submitted in a referendum to the member schools of The League in April. The directors ask the coaches of the state to use their influence in an effort to defeat the measures which, in its opinion, are not constructive, and in all probability, destructive in nature.

Wallace Steps up To Head of the Class



Left to Right: R. M. Erwin (Line Coach) T.C.U.; Jewell Wallace (Head Coach) T.C.U.; Jack Patterson (Ass'n Coach) Rice Institute.

THE former Texas Christian University star, Jewel Wallace, stepped to the head of the class this year and took his place with the select group of coaches that have guided their teams to a state championship in football. Jewel and his San Angelo Bobcats are to be commended for the fine achievement in winning the 1943 Football Championship of the Interscholastic League.

champions in each region are to determine the regional championship by tournament play one week after the date set for determining the district championship.

The State Office has appointed a regional basketball chairman for each of the four districts in the state. These chairmen have been furnished with a list of the districts in their region and the names of the district chairmen. It is the responsibility of the district chairmen to certify to the regional chairmen the names of the district winners.

Regions and Districts
The regions and districts are as follows:

- Region I—Superintendent H. P. Clemons, Lockney, Regional Chairman. Districts: 1, 2, 3, 4.
- Region II—Superintendent R. A. McCollum, Merkel, Regional Chairman. Districts: 5, 6, 7, 8.
- Region III—Superintendent W. J. Stone, Nocona, Regional Chairman. Districts: 9, 10, 11, 12.
- Region IV—Superintendent M. F. Fleming, Mt. Vernon, Regional Chairman. Districts: 13, 14, 15, 16.
- Region V—Superintendent F. L. Singletary, Carlisle School, Price, Regional Chairman. Districts: 17, 19, 20.
- Region VI—Superintendent H. A. Jackson, Pasadena, Regional Chairman. Districts: 21, 22, 23, 24.
- Region VII—Superintendent E. A. Perrin, Cameron, Regional Chairman. Districts: 25, 26, 27, 28.
- Region VIII—Principal J. D. Moore, High School, Victoria, Regional Chairman. Districts: 29, 30, 31, 32.

Athletics: Asset or a Liability?*

By Professor Philip O. Badger

IN A BALANCE sheet the assets are listed first. I suppose this is because one always hopes for the best. You enumerate the assets and hope that they will outnumber the liabilities except as the double entry system permits the listing of a surplus to insure a balance.

War-time Application
However, I should like to reverse the process in analyzing the balance sheet because I feel that in times such as these of great national and international crises particular

*Continued from December (1943) issue of the LEAGUER. For biographical sketch of the author see that issue.

its place in the field of entertainment. But for thinking men, for educators, entrusted with the training of young men and women during the most impressionable period of their lives, to think for one moment that no harm is done and that no scars are left when practices are countenanced which are at variance with the code of good sportsmanship and when professionalism is permitted under the guise of amateurism, is utter folly and constitutes a violation of the basic principles of true education. It is so easy to excuse some current practice when immediate harmful results may not be in evidence because of the excitement and enthusiasm of the moment. "The mills of the gods grind slowly, but they grind exceedingly small." It is our duty to think beyond today.

Abuses Rampant
One good method of analyzing the liabilities of athletics and thus show how harmful these liabilities are, is to make some inquiry into the practices of athletic competition in schools and colleges. When this is done it becomes thoroughly apparent that certain practices now rampant have no place in our athletics now very generally incorporated as an integral part of our educational process.

I submit that athletics in schools and colleges are not designed as forms of entertainment, nor primarily as physical training courses, and yet I recognize that properly conducted, they may very certainly make distinct contributions in both directions. However, such contributions should be purely incidental and may well be described as by-products rather than as primary objectives.

"Strong Team" Fallacy

The failure to recognize this fact accounts for the justification made of recruiting and subsidizing in some quarters on the score that such practices result in producing stronger teams, and those in turn produce a better show for the edification of Saturday's crowds. Once such a program is launched, there is no end to the methods invoked to guarantee still more powerful teams in a mad race to "keep up with the Joneses." Ethics and true educational aims are forgotten in the scramble for national recognition, "Bowling" invitations and all the extravagant trappings and panoply of what amounts to the professional show business. Unless one stops to think it is momentarily all very exciting and exhilarating, but when one applies the formula of scientific fact finding to the boys playing the game, as the guinea pigs of the laboratory, it all resolves itself into froth and shavings insofar as any real educational value is concerned. As I stated earlier, the entertainment field belongs to the honest, out-and-out professionals.

Not Justified as Phys. Ed.

Nor should competitive athletics be pictured as educationally desirable on the grounds that they constitute physical training. May I quote on this score from a paper read by Professor George E. Johnson, of Harvard University, and read by the late Dean Briggs of that institution before the annual convention of the National Collegiate Athletic Association in December, 1916. This paper said in part: "Intercollegiate athletics did not originate in, never existed for, and never could have survived as a 'regime of physical training.'" The undergraduate has never been interested in intercollegiate athletics as physical training, nor have the alumni, nor the general public. Intercollegiate athletics originated as, and have continued as, an expression of loyalty, an endeavor to maintain and to exalt the dignity and honor of the college in those things in which youth is most deeply interested. Intercollegiate athletics as they exist in the interest and purpose of undergraduates are a social, a spiritual expression. To be sure, the vehicle of that expression is conspicuously physical activity and physical prowess, because they are and always have been the most intense and the most interesting means for the expression of loyalty in youth.

In that for which intercollegiate athletics really exist, namely, the expression of loyalty, they have far more to do with soul than with body, and they do serve 'all students,' those who need them most, and those who need them least as well.

Spiritual Values Paramount

I know that Professor Johnson has phrased far more effectively than could I, what I believe to be a very basic feature of athletics, a feature that warrants the inclusion of athletics as part and parcel of education, namely, that it is something dealing more with the soul than with the body. This intensifies our responsibility as educators in the supervision of athletics to take care that they are conducted in such a way as not to create moral scar tissue. A physical injury—a sprain or broken bone—normally heals quickly through the functioning of the body's marvelous maintenance department, but a moral lesion or abrasion suffered from exposure to poor standards and unethical practices usually

Professional Sport Has Place
I have no quarrel with professional sport as such because it has

McKinney Pupils Score High 1943 Commercial Contests



Mary Louise Petway Jean Rae Button Ruth Marie Hendricks

FIRST PLACE WINNER in typewriting at the State Contest of 1943 was Mary Louise Petway of McKinney. She is an eleventh grade student this year and is making an excellent record. Her parents are Mr. and Mrs. Fred I. Petway, RFD. 2, McKinney, Texas.

FIRST PLACE, WINNER, Jean Rae Button, of the Shorthand Contest at the State Meet, 1943, was graduated from McKinney High School in June with third honors in a large graduating class. The high school course was completed in three years instead of the normal four. During her high-school career, she was never tardy or absent. She is now secretary to the District Clerk, McKinney, Collin County. Parents are Mr. and Mrs. Garland Button, W. Davis St., McKinney.

RUTH MARIE HENDRICKS, second place winner in typewriting at the State Contest, 1943, is a twelfth grade student this year in McKinney High School. Her scholastic record is very good, and she is planning to enter the typewriting contest again this year. She is the daughter of Mr. and Mrs. Verdell Hendricks, RFD. 2, Anna, Texas.

Speech Training Is Basic Says Veteran Speech Teacher

(By Chas S. Winfrey*)

IN THESE days of necessary war restrictions—shortages in gasoline and tires and personnel—the active director of speech activities finds that he must be resourceful if the program is to be strong at a time when it is so much needed.

Stress Classroom Speech

First, a broad, active speech program in classes, as well as in activities, does at least as much as any other division of the school curriculum to keep busy minds, and bodies free of delinquent tendencies. No field of study and activity lends itself more easily to youth improvement, and even adjustment, than the field of speech and drama, where the director deems the effort worthwhile. Speech is a major tool throughout

Scope Not Limited

The comment is often made that such work and such activities are limited in scope. This is not necessarily so where administrators are at hand, understanding the value of such work to the student academically and personally, at all stages of his life. The English lay a mighty stress on training for the spoken word throughout their schools and universities. It will be a better day when no student in our schools fails to have careful speech training and correction from our lowest grades through our secondary schools and higher institutions.

Makes Better Students

Secondly, speech pervades the student's general study program and his life as a citizen. Through debate, interpretative speech classes, extemporaneous speaking, and other phases of the work he learns actively to analyze, to interpret meanings accurately, and to listen intently. Experience has shown this writer that the general ability of a student to study *any subject matter* is heightened by experience in speech. Why should ability to express, read accurately, and listen carefully not be of primary aid? We might venture to say that many are the students who lose interest, or fail in, history, the sciences, mathematics, and other courses, for lack of the fundamental tools of accuracy in interpretation and facility in proper presentation.

High Authorities Endorse

And what place does accuracy in expression, proper projection, voice, mental and physical poise, and deduction have in the present emergency? The U.S. Department of Education has constantly urged forums and discussions. The armed forces have found that training in presentation and the accompanying poise of mind and body add to the value of the individual. For example, Captain William C. Barker, U.S.N., in setting forth the courses the navy wants inductees approaching draft age to have, sets forth, among other courses, Public Speaking, especially for those having hopes of being commissioned.

Speech Improves all Types

It may sometimes be said that only the good students attempt such work and that, therefore, the results are naturally fine. Those of us who watch students of all types enter the process, watch their improvements, and see them pass on, know the value of the work in putting forth products well equipped to be fine citizens of this nation. Some of us, particularly, who have traced the careers of our speech products

*Head Department of Speech and Drama, High School, Austin, Texas.

proves to be a far more serious matter. I realize that much of what I am saying at this point may seem to a casual listener as quite academic and theoretical, but our duty as supervisors and overseers of sports is to dig into the fundamentals even though such a procedure is distasteful to and unpopular with those who take delight only in seeing the games and in thrilling over a spectacular exploit. Many of us are concerned with the framing of policies or in the administration of them. To do a good job we must understand the true purpose of athletics and not be blinded by the spectacular features of the contests.

(To Be Continued)

Biblical Botany

Adam and Eve fell, not through eating an apple, but an apricot. The "rose" of the Bible is perhaps an oleander, perhaps a narcissus, certainly not a rose. Lilies as we know them today are not native to the Holy Land. The lily of the Old Testament is usually the lotus or iris; the "lilies of the field" which outshone Solomon are anemones. The locusts John the Baptist ate are not bugs, but the flat seed pods of the carob tree—which are also the husks fed to the swine and the Prodigal Son. They can now be bought in the markets of Manhattan's lower East Side as "St. John's bread."

Thousands of fascinated spectators learned all this and many another bit of Biblical botany at the annual International Flower Show in Manhattan last week, where the most popular single exhibit was the New York Botanical Garden's show of some 75 plants mentioned in the Bible—everything from a young cedar of Lebanon to the sort of burbulushes (papyrus plants) among which the infant Moses was hidden.—*Time*, March 31, 1941.

"Medina Valley"

(Continued from P. 1)

beans as they sat and discussed local situations.

Why the Name?
The impression of "picking" and "shaking" the best out of any situation whether it was library facilities, or canning or recreational facilities, permeated the program. The earnestness of these citizens was similar to that of the Marine in the Pacific who wrote home: "I have one hand on a pot and the other on a machine gun." Thus these citizens demonstrated that they, too, were capable of carrying on their home obligations as well as their community responsibilities.

When it became urgent to have some form of communication so these citizens could keep up with the various activities of the community school, it was decided to have occasional news-letters and a committee was asked to make plans for same. In a very short time, *Pickin's and Shakin's* made its appearance. It continues to serve and it carries the "goings on" of the various cooperative groups in the valley who through their programs are contributing to community life and living.

Prominent among the groups in action this fall are the recreation clubs for youth. The clubs at Natalia, La Costa, and Potete represent adjoining farm areas and youth-meetings from these centers are of special interest as they get acquainted with the whole area. Youth from Devine, Natalia, and Lytle meet twice a week in some spot convenient to all. In each instance, the youth plan their program and are finding that this procedure is an improvement over having adults do their thinking and planning. Hay rides, "possum hunts," scavenger hunts, Christmas parties, wrestling, organized games, hiking and many other activities are favorites with the young people.

"Live Most and Serve Best"

Pickin's and Shakin's indicates that the adults are cooperating effectively during this war period by pre-planning programs to prevent the growth of difficult problems in their community. At Lytle, the adults likewise have a fun club since they feel that the morale of the family and community is increased if they mix play in with some of the difficult farm responsibilities. Adult groups at Potete, Charlotte, Tank Hollow, and Jourdan have been meeting to discuss how they might best serve their community, giving special emphasis to the family's share in service to the community. At Dilley and Castroville interesting Community Discussion Groups are in progress. Current topics of interest to the local people are discussed, some of which are serious and some are less so.

According to Dean T. H. Shelby of the Extension Division, this program as set forth in the various issues of *Pickin's and Shakin's*, reveals the true expression of the Valley people in their purpose to "live most and serve best."

"Educational Films"

(Continued from P. 1)

want them. The selections should be made, therefore, in group meetings of interested teachers, or on the basis of data supplied by the teachers.

The following hints as to procedure may prove helpful:

1. Study the catalog to find films that relate definitely to specific units of instruction in each of the school subjects. Look for film titles first, under the general headings, and check those that might be used in the different subjects. Then look for additional titles under the subject headings of the topics or units taught in different subjects. After the titles have been checked, read the catalog description of each film, and determine, if possible, whether its content is definitely related to one or more units

of instruction and whether it is suitable for one or more grade levels. Select only those that are definitely related to the school curriculum.

Timing Important

2. Schedule each film to arrive at the school at the proper time for use in teaching particular units. Then make out a complete schedule for showing the films, and give each teacher who expects to use one or more a copy of the schedule. Then request the Bureau to book the films to be sent at the desired dates.

3. If further information regarding particular films is needed, write to the Director or consult such references as the "Encyclopedia of Selected Motion Pictures," compiled by the Motion Picture Project of the American Council on Education; "Catalogue," Association of School Film Libraries; "Educational Film Catalogue," the H. W. Wilson Company.

The Bureau will endeavor to secure new educational films as they come from the producers. Information regarding these will usually be found in the "Educational Screen," for which each school should subscribe.

In general, both the teacher and the pupils need careful preparation for the use of films. The teacher's preparation consists in previewing a film and in making definite plans for presenting it to the pupils. The pupils' preparation consists in being ready to view the film for definite learning experiences. When a film arrives at a school, therefore, it should be shown, first, to the teachers who expect to use it, and then to the pupils in the separate classes.

Each teacher should preview a film from a number of points of view:

1. She should determine the particular use she may make of it.
2. She should plan to arouse the pupils' interest in the content and to help them see the relation of this content to the curriculum content or unit of instruction in progress.

Outline of Uses

In general, a film may be used: (a) to introduce a unit, (b) to teach definite facts or principles, (c) to help pupils understand processes and activities beyond the range of direct observation, (d) to summarize or review a unit, (e) to arouse interest and activity in new fields of thought and endeavor, or (f) to achieve any two or more of these or any other educational purposes.

Films used to introduce a unit usually include a variety of scenes with which pupils are somewhat unfamiliar, such as the manners and customs of a people they expect to study. Films used as a direct teaching aid include numerous facts that are difficult for the teacher to explain and illustrate, such as the sources and nature of sound waves. Films of this type may also be used for review purposes.

While previewing a film, a teacher may also find it helpful to note: (a) whether the content is only generally or specifically related to the unit of instruction, (b) whether it raises and solves problems of interest or value to the pupils, (c) whether it enriches materials already covered or serves as a background for materials to be studied in the future, (d) whether it is adapted or needs adapting to the pupils of the grade level at which she contemplates using it, (e) whether it contains ideas that should be questioned or criticized and definitely rejected, (f) whether the continuity is difficult or easy to follow, and (g) whether she wishes to use the film or send it back.

The teacher should remember that when a child looks at a film for a purpose that is definitely his own, he usually gets a deeper impression than when the purpose is given or suggested to him. While previewing, therefore, the teacher should keep in mind the individual interests and needs of all the pupils in her class.

Organization of Procedures

Following the preview, each teacher may organize her procedure for showing the film. Making use of notes taken during the preview, and of the manual, if one accompanies the films, she may:—

1. Make a brief of the content to present to the pupils as a verbal introduction to the film.
2. List scenes that will need to be supplemented by globes, maps, still pictures, diagrams, charts, etc.
3. Formulate questions that the films help to answer, which the pupils may not think to raise.
4. Make out questions to refer to individual pupils, in which they are specially interested.
5. List scenes that are similar to scenes in the community with which the pupils are already familiar.
6. Note ideas that are to be questioned, criticized, or rejected.
7. Make plans for a variety of follow-up activities.

Dr. Holland will continue this discussion of the use of educational films in the February issue of the LEAGUER.—Editor.

"Football"

(Continued from P. 1)

Davis at Houston; (14) Goose Creek; (15) Thomas Jefferson at San Antonio; (16) McAllen.

Bi-district matches week ending December 4th, districts being paired, 1-2, 3-4, 5-6, etc.: Vernon, 20-7; San Angelo, 28-7; Highland Park, 20-6; Sunset, 30-0; Waco, 13-13 (on penetrations); Lufkin, 32-6; Goose Creek, 25-0; Thomas Jefferson, 44-12.

Winner's Season Record

San Angelo	38	Ballinger	7
San Angelo	40	Lubbock	0
San Angelo	27	Midland	0
San Angelo	25	Plainview	0
San Angelo	34	Cisco	6
San Angelo	13	Odeessa	7
San Angelo	45	Big Spring	14
San Angelo	13	Sweetwater	7
San Angelo	13	Ablene	7
San Angelo	71	Lamesa	7
San Angelo	26	Yaleta	7
San Angelo	28	Vernon	0
San Angelo	21	High Park	20
San Angelo	26	Lufkin	13

Quarter-final games were won as follows: San Angelo over Vernon, 26-0; Highland Park over Sunset, 14-0; Lufkin over Waco, 25-0; Goose Creek over Thomas Jefferson, 52-13.

Semifinal games won as follows: Lufkin over Goose Creek, 7-7 (on penetrations); San Angelo over Highland Park, 21-20.

In the State Championship game played between San Angelo and Lufkin at Dallas on December 25th, San Angelo defeated Lufkin 26-13.

Conference A

District winners for 1943, numeral indicating the district:

- (1) Dimmit; (2) Phillips; (3) Shamrock; (4) Spur; (5) Levland; (6) Seminole; (7) Wink; (8) Merkel; (9) Ballinger; (10) Dublin; (11) Stamford; (12) Crowell; (13) Nocona; (14) Handley; (15) Garland; (16) Royse City; (17) Cooper; (18) Van; (19) Gilmer; (20) Jefferson; (21) White Oak at Longview; (22) Londondan at New London; (23) Grapeland; (24) Carthage; (25) Stephen F. Austin at Port Arthur; (26) Cleveland; (27) Aldine at Houston, Rt. 2; (28) Pasadena; (29) Gatesville; (30) State Home at Corsicana; (31) Taylor; (32) Lampasas; (33) Navasota; (34) Bay City; (35) New Braunfels; (36) Alamo Heights at San Antonio; (37) Eagle Pass; (38) Victoria; (39) Benavides; (40) Mission.

Bi-district matches week ending December 4th, districts being paired, 1-2; 3-4; 5-6, etc.: Phillips, 26-6; Shamrock, 6-0; Seminole, 28-0; Wink, 12-7; Ballinger, 6-0; Crowell, 7-6; Handley, 35-0; Garland, 36-0; Van, 44-6; Gilmer, 47-6; White Oak-Grapeland, 43-0; Stephen F. Austin, 27-0; Pasadena, 13-7; Gatesville, 39-0; Taylor, 14-0; Bay City, 32-0; New Braunfels, 15-14; Eagle Pass, 13-0; Benavides, 8-6.

Regional championship games were won as follows: Phillips over Shamrock, 6-6 on first downs; Seminole over Wink, 19-12; Ballinger over Crowell, 19-0; Garland over Handley, 33-0; Van over Gilmer, 19-6; White Oak at Longview over Grapeland, 0-0 on penetrations; Stephen F. Austin at Port Arthur over Pasadena, 7-0; Taylor over Gatesville, 21-0; Bay City over New Braunfels, 13-7; Benavides over Eagle Pass, 20-13.

Conference B

District winners follow, numeral indicating district:

- (1) Pecosville; (2) Lueders; (3) McCamey; (4) Eldorado; (5) Bronte; (6) Paint Rock; (7) Strawn; (8) Blanket; (9) Frisco; (10) Pilot Point; (11) No schedule played; (12) Lancaster; (13) Ladonia; (14) Hallsville; (15) Kemp; (16) Hubbard; (17) No schedule played; (18) Rogers; (19) A. & M. Consolidated; (20) Marble Falls; (21) Bastrop; (22) Ganado; (23) Barbers Hill (24) Sealy; (25) Three Rivers; (26) Potete; (27) Ingleside; (28) San Diego.

Because of the restrictions on travel, a number of the bi-district games were not played in accordance with the usual schedule. A few districts decided not to extend competition beyond the district. The results of the bi-district games that were played are as follows: McCamey 7, Eldorado 6; Paint Rock 19, Bronte 13; Strawn 26, Lueders 6; Frisco 19, Pilot Point 6; Lancaster 27, Rogers 0; Hallsville 13, Ladonia 7; A. & M. 27, Marble Falls 0; Bastrop 31, Ganado 13; Sealy 25, Barbers Hill 7; Potete 39, Three Rivers 0; Ingleside 12, San Diego 6.

Six-Man Conference

District winners for 1943 follow, numeral indicating the district:

- (1) Quitaque; (2) South Lockett; Vernon; (3) Sundown; (4) Sparenberg; (5) Forsan; (6) Van Horn; (7) not reported; (8) Allen and Blue Ridge, tied; (9) Union Hill, Bettie; (10) not reported; (11) Danbury; (12) Katy; (13) East Bernard; (14) no schedule played; (15) Weimar; (16) Dilley; (17) not reported; (18) not reported.

The following bi-district matches were reported in the Six-Man Conference: Quitaque 60, South Lockett 13; Sparenberg 14, Sundown 13; Forsan 60, Van Horn 18; Katy 14, Danbury, 13.