

Rural Winner Makes College Honor Roll With Regularity



Lydia Ann Eisenhauer
First Place, Ready Writers Contest, 1940,
Kirby Rural School (Bexar County)

AT fourteen years of age, Lydia Ann Eisenhauer, then a student in Kirby rural school (Bexar County), won the State Interscholastic League Ready Writers contest in the rural division. That was in 1940.

The next year, Lydia entered Brackenridge High School, San Antonio, as a junior. During her years in Kirby and again in Brackenridge, she stood very high scholastically, and during her senior year at the big San Antonio High School, she was chosen valedictorian of her class.

She attributes her success at Brackenridge largely to the training she received in Kirby where she practiced faithfully writing in preparation for participating in the Ready Writer's contest each year. She entered also other writing contests besides those scheduled by the League.

Completing the course at Brackenridge, she entered The University of Texas in the fall of 1942. "Again," she says, "my essay writing helps me in my English courses." She is now a junior and has made the honor roll in the University each semester.

"I plan to leave the University in June," she says, "and enter John Sealy hospital at Galveston in July. Then, if everything proceeds as I have planned, I shall graduate in '45 with a B.S. and R.N. After that my plans aren't so definite, but I would like to take part, as a nurse, in the post-war reconstruction of Europe."

National Magazine Shows How "Kids" Get That Way

Life Makes Pictured Contribution to Juvenile Delinquency Problem

LIFE (Dec. 20) published a lavishly illustrated article entitled, "Our Kids are in Trouble," seeking to impress the responsibility upon the home and community of supplying the "kids" with wholesome entertainment under proper supervision, as a means of getting them out of trouble. This is a notable contribution to the problem of Juvenile Delinquency (Extemporaneous Speakers please note), and we republish below several letters from readers extolling the article:

Fay Randolph Wilson, Junior Welfare League, Beaumont, writes: "Here are two pictures of a typical teenage club like some of those mentioned in the article on juvenile delinquency. (Photos are reproduced.)

"This one is in Beaumont, Texas, a town booming with the wealth from shipyards, gasoline and rubber plants. To give our kids a

Jap Propaganda in Their Arithmetic Texts

HERE is the kind of "Number Sense" problems the 13-year old Jap children were given for solution in 1939, according to Otto Zoff, in his recent book, "They Shall Inherit the Earth":

"An airplane has a speed of 260 miles per hour and can carry a load of 1550 pounds in addition to the crew. An incendiary bomb weighs three pounds. It takes 15 incendiary bombs to cause a fire.

(1) Calculate the distance between Formosa and Hawaii on the map.

(2) In what time can that distance be covered by the plane?

(3) How many fires can be started in Hawaii by 25 planes?

"In the last two years of school the elements of ballistics are studied. The pupils learn to chart the trajectory of a bomb released from a plane, given the wind velocity and the speed of the plane. They receive instruction in tactics and lectures on military history."

What Is "The Wealth of Nations"

Adam Smith called his book the "Wealth of Nations," and we have thought ever since that our wealth lies in resources and industry. It lies in our children. They alone are the true economics of a nation.—Max Lerner.

Point in Slide-rule Grading Is Cleared Up

MISS FAY NOBLE of Sherman sends in following query concerning grading slide rule papers:

"In the Grading of the answers, it is not stated in the rules that the first digit of the number must be correct to count the 2nd and 3rd digits as being correct. You stipulate the first digit must be correct before the placing of the decimal point will be counted. Don't you think it necessary that the first digit be correct before the other digits can be counted?"

Professor L. W. Ramsey replies to this question as follows:

"Miss Noble is entirely correct. The first significant digit should be correct before the others are counted. In fact, before any significant digit can be counted, all preceding digits must be correct."

Valley School Plans Spring Sports Show

A spring sports show in which 1,300 students in the Pharr-San Juan-Alamo schools will participate will be staged March 31, Coach Bill McWilliams, high school athletic director, announced recently.

The event will be designed, he said, to show parents how the physical fitness program at the school has operated this year and what it has done for the students.

Eight events will be included in the show for boys, seven for girls and one for both boys and girls. All grades from the first through the 12th will have participants.

Miss Nancy Ward, physical education instructor for the girls, will assist McWilliams in staging the show.

Why Not State Contest in Chess? Asks Chess Sponsor

QUITE enthusiastically, James A. Creighton, of the history department in the Corpus Christi High School, urges the inclusion of chess in Interscholastic League contests. It seems that Mr. Creighton sponsors a chess club in his high school, and has become so impressed with its educational value that he believes the game should be actively promoted as an extracurricular activity.

We invited Mr. Creighton to state the case for chess as an activity and as a contest for publication in the LEAGUER, and he responded, as follows:

Whether the fact is commonly known or not, chess has spread rapidly throughout Texas wherever boys and girls have had a chance to be introduced to it, and I think that an interschool statewide contest would have few equals in the benefits it would entail.

Many Advantages

In the first place, chess by reason of its background is truly the royal game and carries with it manners and habits of gentlemen; it implies a courtesy not demanded by any other sport. It is truly a world-wide game; it jumps barriers of language and customs, and in the post-war world will play a large part in friendly contacts between nations.

Aside from these general observations, here are some specific ideas which I believe would be worth considering:

1. Chess is inexpensive. A one-dollar chess set is just as good as the most expensive rarity, and every student can possess one.

2. Chess would offer an opportunity to the student of the very small school, since a one-teacher, one-pupil school could very easily produce the state champion.

3. There would be no expense to the Interscholastic League if it were adopted. As a director of the Texas State Chess Association I can assure you that a suitable trophy would be provided both for the team and individual tournament.

Trains Mind

4. Chess trains the mind in habits of reasoning, caution, and imagination as probably no other single game can.

5. Chess has no taint of gambling or undesirable feature connected with it, now or in the past.

Oklahoma Adopts Football Playoff

Plan for Championship Modelled Somewhat After That in Use in Texas

FOR SOME time the Oklahoma High School Athletic Association considered a state playoff in football, finally adopting it by a vote of 102 to 83. During the campaign, the supporters of the plan called on the League office for information and advice, which was cheerfully given. In acknowledgment, Truman Stacey, of the "Daily Oklahoman," writes as follows:

"Some time ago you were kind enough to send me statistics and information on the Texas Interscholastic League, to use in formulating a proposed high-school football playoff plan for Oklahoma. For this reason, I thought you might like to know that, at a recent meeting of the Oklahoma High School Athletic Association, the proposed playoff plan was adopted by a vote of 102 to 83, and it will go into effect during the 1944 season.

"I would like to thank you, for the playoff committee, and for the Oklahoma Coaches' Association, for the help you gave us during the campaign for the adoption of the plan, and for the very helpful suggestions you advanced, most of which were incorporated into our version. We feel that the Oklahoma plan, in many respects, is one of the best ever devised, and is particularly fitted for the state athletic program."

Former League Debaters Now Students in Yale and Temple



Chas. Moskowitz
First Place, Debate Team, 1940 State Meet
from Lamar High School (Houston)

Neil Burch

Athletics: Asset or a Liability?*

IV. Wartime Contribution

By Professor Philip O. Badger

WE SHOULD all be concerned with this whole national problem of physical fitness and of competent leadership both in military and civil affairs.

The need for aggressive leadership has never been greater in the history of the nation due in part to the gigantic size of both the military and economic affairs facing us. This assertion holds equally well for the conditions which must be faced after the present war is terminated.

The military records of the Army and Navy covering the first World War strikingly demonstrate the fact that those who had received fine athletic training had proved themselves especially competent for officerships in our several armed forces.

We know that the Government is intensely interested not only in the problem of providing adequate leadership, but also with respect to the problem of physical fitness of the entire nation. Relative to the latter, I'll not inflict upon you statistics dealing with the percentage of rejections under the operation of the Selective Service on account of physical unfitness and the rejections arising therefrom. These statistics have been rather widely

*Continued from December, January, and February issues of the LEAGUER. For biographical sketch of the author, see December issue.

(See—Athletics—P. 4)

Each of These Boys Is Making Brilliant Record

IN the final 1940 debating contest Lamar High School (Houston) was represented by Charles Moskowitz and Neil Burch, a senior and a junior, winning the handsome trophy for Lamar, which is shown above. Each of these boys has since made a brilliant record.

Charles graduated from Lamar High School May 21, 1940, and entered Rice Institute in September 1940. In high school Charles was a member of the National Honor Society of Secondary Schools and ranked in the highest ten per cent of his class. Last April he was called into service in the Army. Just recently, he was one of six men making the highest grades on an army test to determine future assignment. As a result of this achievement, he is now studying medicine in Temple University. His father, J. L. Moskowitz, resides at 315 West Gray Street, Houston.

Neil Burch graduated from Lamar High School June 4, 1941, and entered Rice Institute in September 1941, remaining there for two years until called into service. He is at present taking a premedical course at Yale University in the Army Specialized Training Program. In high school, Neil was also a member of the National Honor Society of Secondary Schools and ranked in the highest ten per cent of his graduating class.

Neil's father is J. F. Burch, and he resides at 1014 Kipling, Houston.

Sam Continues Courses in Labor Problems at College

(By Jack Stenbuck)

ARRIVED at Harvard Square,* he gazed with awe at the gates of the famous yard, at the ivy-clad houses of learning. Timidly, he inquired his way to Dunster House, even more hesitatingly made his way inside. Panic seized him as he entered. For one wavering moment, he even thought of retreating, returning to his home and his work bench. Young students were staring at him. He felt like an interloper.

*Continued from February issue of the LEAGUER. Reprinted from Magazine Digest, February, 1944, by special permission of the publishers. Title of the original article: "A Panic Pretext at Harvard."

Welcome to Harvard

Then he heard a voice at his elbow, saw a hand outstretched in welcome. "Hiya, fella," the voice said. "Welcome to Harvard. My name's Browning. Let's park the glad rags in the case and put on the feedbag. And while we're eating, you tell me what's wrong with Pegler and I'll give you an earful about John L. Lewis."

It was as easy as that—getting acquainted with roommates who weren't much different from boys in the block back home. They spoke the same language, wore the same odd trousers and sports jackets, even discussed the same things, serious subjects—and dates for the weekend.

At Dunster House, Sam found some of his union comrades. There were others at Adams House. One

(See—Labor Scholarship—P. 4)

Visual Aids; News & Guide

MANY very fine 16 mm. sound motion pictures, in the Government's War Information program, have been made available for schools and other organizations by the Office of War Information and the Office of the Co-ordinator of Inter-American Affairs. The immediate purpose is to keep the American people informed about the war, life in the homes and countries of our Allies and how we can help win the war and the peace to follow. A majority of the films will have a lasting value as documentary records of certain phases of the war and as educational aids for classroom teachers in the social study, science, and other related groups.

Seventy Subjects Released

About seventy subjects have been released by the Office of War Information, and about fifty subjects for the United States by the Office of the Co-ordinator of Inter-American Affairs. C.I.A.A. also distributes films to Latin-American countries, about the United States, with Spanish and Portuguese titles and narration.

April 14 is Pan-American Day. Why not book a film on Latin America for that day? A new brochure catalog, listing and describing all C.I.A.A. releases to date, is yours for the asking.

These Government agencies must justify their future releases and their existence by the results they are getting. Write to your Congressmen and Senators about the value and importance of the O.W.I. program. Fill out and mail the C.I.A.A. request cards. The cards are self-addressed and require no stamps. The production and distribution of Latin-American films depend upon proof that they are being used.

25-Cent Service Fee

All O.W.I. and C.I.A.A. films are available from the Visual Instruction Bureau, of The University of Texas, for a 25-cent service fee, plus transportation charges.

Have You Seen?

*Down Where the North Begins—C.I.A.A.; *U.S. News Review No. 5—O.W.I.; The Coast Guard Spars—O.W.I.; Defense Against Invasion—C.I.A.A.; When Work Is Done—O.W.I.; Day of Battle—O.W.I.; *Winged Scourge—C.I.A.A.; *Montevideo Family—C.I.A.A.; *South of the Border With Disney—C.I.A.A.; *Suggestion Box—O.W.I.; Guadalajara—C.I.A.A.; Vera Cruz—C.I.A.A.; Yucatan—C.I.A.A.; *Water—Friend or Enemy—C.I.A.A.; *Town in Old Mexico—C.I.A.A.; *Cuernavaca—C.I.A.A.; *Mexico City—C.I.A.A.; *Patcuaro—C.I.A.A.; *Desert Victory—O.W.I.; *Sicily—Key to Victory—O.W.I.; *Pincers on Japan—O.W.I.

This is only a partial list of some of the more recent releases received by the Visual Instruction Bureau.

23 Distributing Centers

The Texas War Film Program, under the leadership of John W. Gunstream, has been very successful in getting material to the people of Texas. Twenty-three distributing centers, located throughout Texas, have cooperated, thirty-five film programs are now available, and seventeen more are in the process of construction. The programs are made up of films released by the Office of War Information, the Office of the Co-ordinator of Inter-American Affairs, and other agencies. Contact your District War Film Co-ordinator for a list and available booking dates for the Texas War Film Programs. The limited number of 16 mm. sound projectors must be shared and their use extended, if possible. Every 16 mm. sound motion picture projector should be put to its maximum use in showing the war effort films.

If you desire additional information on O.W.I. and C.I.A.A. films, the Texas War Film Program, educational films, or visual programs, write to Visual Instruction Bureau, Division of Extension, The University of Texas, Austin 12, Texas, D. W. McCavick, Director.

*Films so marked are also available in the Texas War Film Program.

Principal Opposes Rule Changes Now

Declares a Few Will Beat Any Kind of a Rule That League Adopts

(By Lee Mitchell, Principal, Yoakum High School)

AM about to again be in stride after having enjoyed the State Basketball Tournament. It was doubtless the best ever held.

As to the proposed rule changes coming up soon, I should like to say what apparently a lot of men are thinking and, in many instances saying more quietly. In the first place, for a long time changes have been in the making for the betterment of the entire program. There has always been some opposition. But, with the present the best by far has been brought.

And, it appears that for the time being at least, the less changes the better for all of us. And, there has always been a small group who have been dissatisfied with everything. And, certainly all cannot be pleased in a program so great as that which we now have in Texas. But, it now appears that the small group is clamoring for the present proposals rather than, as before, protesting the desirable changes. We definitely will not be able to get any set-up which will completely wipe out those very few who will insist on getting by the rules. We certainly should not all be placed under a severe handicap because of the very few who are prone to disregard the spirit of the present rules. And, to me the present rule combination is by far preferable to either a straight semester rule—and yet, no students are denied more than others.

While with the replacement proposed, the desirable student would certainly be handicapped. And too, should the voting have been done by conferences, do you not think that a better balance in the three conferences might have been had? Often what is best for the smaller schools might not be best for the larger. Will look forward to seeing you at the State track meet.

Completing the course at Brackenridge, she entered The University of Texas in the fall of 1942. "Again," she says, "my essay writing helps me in my English courses." She is now a junior and has made the honor roll in the University each semester.

Audience Vote Helps Select Contest-Play

ONE of the leading high-school speech teachers in the State, Miss Mary E. Compton, of San Angelo, has an interesting way of making selection of a play to present in the League contest, which we think might be copied in other schools with good effect. She says:

"Since many of our students are interested in the one-act play contest, we have for years presented an evening of one-act plays and selected our contest play afterwards. This in a measure provides us with an additional contest, since the student body is allowed to vote for the play it considers our best and we always have present a number of local qualified judges who help me in making the final decision. This arrangement seems to meet our local needs very satisfactorily. The four plays we are presenting on March 24th are all on the approved list."

Number Sense Bulletin Serves 6-week Course

MISS RUBY ADCOCK, of Sunray, says that she thinks there is no better way of teaching arithmetic than by the methods advised and illustrated in the League "Number Sense" bulletin. "I use it," she says, "as class work for six weeks each year through the seventh and eighth grades, and I plan to use it in my freshman high-school classes also this year."

Basketball Broadcast

We had a nice basketball season and also had quite a few here, in (See—Letter Box—P. 4)



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ROY BEDICHEK, Editor

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ONE OF THE most unfortunate terms ever introduced into the dictionary of educational administration is "extracurricular." Anything "extra" is supposed to be dispensable in time of extreme need, and this idea carries over into all of those activities which, although not a part of the regular instruction of the school, still have occupied such a vital part of the school program.

NOW COMES the war emergency, and the administration begins hedging, trimming, curtailing. Teachers are called into the service, others resign to take more remunerative employment, acute shortage develops. Instead of assessing the real educational value of the various elements of the program, the cut generally falls on the "extras." Immediately, a vacuum is created, and an educational program, like Nature, abhors a vacuum.

"EXTRACURRICULARS" found their place in response to a genuine need. Do away with them and the need still exists. If this need is not supplied by the school administration itself, it will come from the children. So, what results, is simply unsupervised, unsponsored, un-directed and misdirected activities. Also cheap dodges with insufficient supervision, such as "night clubs" with hot dogs and coca-colas as the main attraction, and jitter-bugging thrown in. The "night club" idea is well enough if it lifts the activities onto a little higher plane than the commercial night club, as is sometimes the case.

SO, HERE ENTERS the prime chance for the exclusive social clubs, imitative, usually, of the worst features of such college organizations, and working at cross purposes with the whole democratic ideal which public schools are supposed to forever uphold and defend. Thus it is that the vacuum is filled. It is false economy. Better examine the curriculum itself for some frills and furbelows which can without too great loss be thrown into the discard. Maybe a few affiliation units had better be surrendered than that the whole system be corrupted by a horde of spontaneous and misdirected activities. If some teacher has shown especial talent for youth-leadership, it may be better to relieve her of a class and let her take care of some extracurricular activity of proven merit. Of course, there is another way of killing the extracurricular spirit: simply pile it all on the back of an already overloaded teaching staff.

are timid about it and timid about democracy. Public education is not free to examine candidly and democratically all the vital problems the people of democracy face.

Freedom of Teaching? "A high-school teacher is apt to get into trouble—the sort of real trouble that costs him his job—if he encourages real classroom analysis and discussion of freedom of the press, using the local paper (the part of the 'press' his students know best) as a case study in who controls the press on specific issues and how this control is exercised; a teacher of consumer problems gets into trouble if he challenges advertising or discusses in class the comparative qualities and prices of branded goods sold by the merchants on Main St.; a teacher may not safely discuss the political policies and tactics of organized business or the low-down realities of local machine politics. Even in colleges and universities the younger men tend to 'watch their step' because their promotion depends upon their being considered 'safe.'

Too Much Hush, Hush! "With business, the press, radio, the church, and politics—and as a result of the dependent public educational system—so oriented to hush candid thinking and straight talk by the young citizens of democracy, it is an accident whenever such a young student grown to be an adult manages to think straight in answer to a poll question."



Qualification in Typing Contradiction occurs between Art. IX, Sec. 2, and Rule 7, page 56, in number of contestants eligible from area meets to regional meets. Whereas, Rule 7, page 56, qualifies five, Art. IX, Sec. 2, qualifies only three. Maximum number is taken; that is, five may be qualified.

Playground Ball, Page 86 Rules one and two are in obvious conflict. It was intended to provide a senior division for high schools in this sport, but Rule 1 was left standing (due to error) which has confused this contest to such an extent that it cannot now be straightened out. The State Committee has ruled that no points in senior division may be counted in the high-school conference in case a contest in such division is included. Grade school meets conduct the contest on a junior basis only.

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 issued in circular form.

Rule 2, "Number Sense" Question is asked whether Rule 2 excludes high schools from this contest. Rule 2 takes care of the few schools that have not yet gone over to the 12-grade system, and applies only to the Grade School Meets. The high school meet in this contest is not confused in any way by this provision. The second paragraph of Rule 1 permits each high school to enter a team of two in its conference meet.

Sociologist Gives Reasons To have something definite to shoot at, let's take the utterance of Robert S. Lynd, professor of sociology, Columbia University, who, queried on this topic, replied: "Despite our boasting about freedom of the press should be abridged?"

and also at the teachers in the schools. Since the Journalism sponsor is both "the press" and "the teacher" in the high school, whose duty it is to train journalists "ideas the way to shoot," let's hear from high-school journalism sponsors on this vital issue. Maybe it would be a good plan to hold student forums on why one-third of the people of this country think freedom of the press should be abridged?



Divided We Stand (Revised Edition), by Walter Prescott Webb. The Acorn Press, Austin, Texas. 151 pages. Paper cover. Price \$1, postpaid.

THE FIRST edition of this book was competently reviewed in the LEAGUER, issue December, 1937, page 2. Those of you who have providently kept a file of the LEAGUER might refresh your memories concerning this remarkable book.

Lawsuits Threaten Author Only a very sketchy account, however, of the throttling of the Knappe-Coleman Glass Works, of Santa Anna, Texas, was included in the first printing of "Divided We Stand," for the good and sufficient reason that the authors and publishers were threatened with lawsuits if the details of this incident were permitted to see the light of print.

Since then, the U.S. Government stepped in and halted the Hartford Empire Glass Company before an examining tribunal and "made 'em tell it," so the story becomes available for publication.

"It was deleted from the first edition over my protest," says Dr. Webb, "but I sent the Hartford Empire Glass Company word that I still hoped to see the story in print."

"The Texas Milk Bottle" And here, sure enough, it is: Chapter VI, entitled "The Story of the Texas Milk Bottle." It should become a classic in the literature of corporate exploitation in a defenseless colony. The persecution of Tata & Sons, of India, by competing English corporations is certainly not as ruthless.

Here is a little business beginning out in the sage-brush, struggling along and threatening to make a living for a couple of young A. & M. graduates, and making a living for a group of good Texas workmen; truly an infant industry. This is the kind of thing that we had been taught to subsidize by protective tariffs if located in the North or East; it was the kind of little acorn that grows into a great tree and makes the "full dinner pail" slogan effective during political campaigns for the party that dishes out the subsidies. For a time all is lovely, very much the same as in a motion picture of a Norwegian or Russian village just before the Nazis come thundering in.

The "Patent Blitz" But the thriving little thing is discovered. The eyes of the giant are sharp, his arms are long. Follows the story of St. George and the Dragon, in reverse. "Half a trainload" of high-powered corporation attorneys armed with Hartford Empire's 700 patents, flanked by technicians and every type of expert known to the glass-making industry,—this veritable phalanx of corporate power bears down upon the little sage-brush town whose one baby-industry is defended by a lone Texas lawyer. The story has its dramatic faults at this point. If David had just hit Goliath in the middle of his noodle with one of his five smooth stones and tumbled him over and put his whole crew to flight, it would induce dramatic thrill, and really communicate an ecstasy. But this was no story-book affair. The Dragon promptly swallowed St. George. (Stage direction. Quick Curtain.)

Epilogue But there is an epilogue. The "milk bottle" had its day in court before the Temporary National Economic Council.

Santa Anna, Texas, at least, had a hearing. All this is told in detail in Chapter VI, mostly by straight out questions and answers cut from the testimony in the TNEC report.

A series of photographs is then introduced into the text, which unfolds a melancholy tale:

Picture No. 1, showing Knappe-Coleman Glass Works, entitled, "In those days Texas made milk bottles at Santa Anna, but..."

Picture No. 2, entitled, "... as a result of the patent blitz, the destruction starts..."

Picture No. 3, entitled, "... the walls come down..."

Picture No. 4, entitled, "... the bricks become rubble..."

Picture No. 5, entitled, "... the timbers are scrap lumber..."

Picture No. 6, entitled, "... the machines are scrap metal, and now all is quiet on the milk bottle front."

NAM's "Free Enterprise" You think that's all. But turn the page, and you get what the dramatists call "the surprise ending." There on the site of the demolished glass company's factory the great National Association of Manufacturers has erected one of its "free enterprise and opportunity" signs. It is upon the slogan

of this sign that the author philosophizes at some length, concluding in a rather acid humor, "Our people should not be deceived by the patriotic signboards erected over the graves of their blasted small enterprises."

Every step in the process of destroying this industry was, we suppose, legal. There was no violence, as Dr. Webb tells the story; but, in our opinion, he tells it in such a way as to make even the toughest of our big-business hordes hesitate to accept without qualification the dictum, "Whatever is legal is right." Of course, it was once legal for the fox-hunting gentry of France, mounted on splendid horses, to pursue the fox over the fences and across the fields of the peasants, destroying the fruits of a year's hard labor in a few minutes of sport, but it was not right.

The final chapter of the book entitled "The Way Out" has been radically changed and rewritten in the light of developing political conditions.

Adult Reading We have a feeling and a fear that the crystal clarity of Professor Webb's style and the knack he has of arranging historical data in a knock-out sequence, will pry open the eyes of some of our intellectual puppies before Nature means for them to see the light, and thus inflict unnecessary pain. What we mean to say is that this book is recommended for only those mentally adult "colonials" of sound nerves and normal blood pressure who wish to risk the doubtful pleasure of finding out what is being done to them, and how.—Roy Bedichek in the Dallas Times-Herald.

For Freedom's Sake, by Leslie C. Procter, Beckley-Gard Company, Chicago, 375 pages, 1944. List Price \$2, "subject to the usual quantity discount."

L. C. Procter, formerly superintendent of schools in Temple, and for a long time known as one of the progressive school men of Texas, has written another book for youngsters which has a sure-fire appeal and inculcates the law-and-order spirit much more effectively than the usual direct approach.

This is an inspiring adventure story with a background of American history and the story of World War II up to and including the occupation of Italy, that puts a new value on our heritage of freedom.

Charles and Julie Wilson, which characters Mr. Porter introduced in his earlier book, "Adventures of a G-Man," visit their G-man uncle in Washington, D.C., and in helping him to untangle a mesh of intrigue, the trail leads them to many places of historical significance. There are twenty-four full-page drawings and eight maps in this book.

The "foreword" is written by Dr. Homer P. Rainey.



THOUGH the task of selecting the best high-school papers in each division of the I.L.P.C. will not be completed until about March 20, a few inescapable truths have forced themselves already upon the judges. Some of them are as follows:

With a few outstanding exceptions, this year's crop of school papers rank only about 75 per cent as good as those of last year's.

On many papers the editorials have lost the sparkle of originality and human interest that in former years made them effective and have become merely exhortations to the students to do something which they already know they should be doing.

Pictures—understandably—lack clarity and proper use of contrast.

At least 50 per cent of the papers are filled with weaknesses that a study of any good textbook on high-school journalism should have taught the staff to avoid.

"Hold That Line!"

We have no disposition to point a finger at our struggling high-school journalists and say, "You should have done better!" As a matter of fact, we believe that all of our weaknesses are rooted in the unsettled conditions of these war-torn times: rapid changes of teachers, lack of proper supplies and equipment, decrease in journalism students and volunteer members of staffs. We believe that our school papers are to be congratulated if they manage to remain alive and vibrant in the face of these hardships, even if they do not have the superior quality of their predecessors.

But all of us interested in high-school journalism must admit that

Dramatics "All-Star" Now in Baylor Univ.

MILTON Wilson of Waco has a very interesting record as a League contestant. He came to the State One-act Play Contest two consecutive years, both plays in which he appeared winning first place. Incidentally, this was the only time in the history of the



Milton Wilson

Play Contest that a school won first place two years in succession. In 1941 Milton played the part of Cherault in "Beauty and the Jacobin," and in 1942 he portrayed the character of the Stage Manager in "The Happy Journey." For his ability as an actor in the latter play, he was selected a member of the all-star cast.

Milton is now attending Baylor University where he enrolled upon graduation from Waco High School. He is majoring in Drama and History. As a member of the Neophytes, he is eligible to become a member of the Baylor Little Theater, one of the best in the state. One of the major productions in which he has appeared since entering college was "Tobias and the Angel." Milton plans to enter some branch of the theatrical profession, preferably acting.

EDUCATIONAL COMPETITIONS* By T. H. Shelby, Dean, Division of Extension, The University of Texas

THIS most interesting program is but a small part of the University Interscholastic League. The athletic or physical fitness feature consumes only a fraction of the time and money expended on the whole League program. The League sponsors State-wide contests in debate, declamation, dramatics, music memory, plain writing and spelling, typing, journalism, and many other such activities. With respect to the number and variety of activities, physical, intellectual and cultural, and with respect to the number of schools in the State participating, the program is unique in this Nation, and probably in the world.

Opinion Divided Unfortunately, there is not unanimity of opinion on school contests. There are those in high educational positions who regard all recreational and physical activities, and particularly competitive sports, as being outside the pale of genuine education. To them, education is secured only through book learning and so-called intellectual pursuits. But let us remember that life is "whole" and is not to be split up into compartments, and education must include the whole being, not merely the mental life.

Life, according to L. P. Jacks, of England, consists of strife on the one hand and harmony on the other. The best life is not attained by all strife nor yet by passive harmony which may lead to degeneracy in individuals as in society. In a very important sense, there cannot be the highest type of cooperation and harmony except through striving under the lashings of competitive activities.

Children, competing in a friendly fashion in the athletic program of the League, experience, in the judgment of many of our best thinkers, what Dr. Jacks calls "rhythmic human companionship" which, when analyzed into its elements, means cooperation, individuality integration, health and, as maturity arrives, success in one's field of endeavor.

Other Values The program has many other values. It encourages parental cooperation and pride in child ac-

complishment, community cooperation and pride in the old school, a wholesome outlet for recreation for the entire community, and a genuine appreciation for bodily beauty and strength. It brings about better school attendance of the pupils because of an interest, aside from mere book learning, that parents as well as students have in the school. When rightly controlled, it creates good will between communities whose schools compete. It teaches citizens to be good losers as well as good winners. In a word, the athletic program functions at the growing edge of life and lends charm, beauty, variety, and spice to life.

Military Approves We have the word of men of both the Army and the Navy of the United States that it toughens the participant for battle activities in which the last ounce of energy and resourcefulness are required to survive. It teaches team work; team work within the unit; team work among the different types of combat units, such as the air forces, the Navy, and the ground forces. It develops initiative, calmness, and self-control under fire. Without these team activities within the armed forces, the American and British Armies in Italy at Salerno, at Naturno and at Anzio would, in all probability, have been driven into the sea. The cause of the Allies and the part of our Nation in it is greatly strengthened in this critical hour by the fact that thousands of our best fighters have been trained in athletic contests.

Leadership Training Athletics trains for leadership. Statistics reveal that more than forty per cent of athletes from our colleges, who enlist in the armed forces, gain commissions, while non-athletes from the colleges acquire commissions in only thirty-two per cent of the cases. In every theater of war today is to be found the tough Texan. Why is he there, and why is he tough? Is it not reasonable to attribute much of his war success to the tough athletic activities practiced in contests which pointed to a State Championship? Because the schools in each of the eight regions have carried forward elimination contests in the local, county, district, and regional tournaments, thousands of our finest boys have rendered themselves fit for any emergency of war or peace, and have, moreover, given to Texas each year, for many years, five of the finest college teams in the entire Nation. Let no thinking citizen say this is not education in one of its finest manifestations, and let no citizen minimize the

importance of such a program in the education of the "whole" man. **Strong Controls Necessary** Having said this much for the athletic sports, would you indulge me in a word of caution with respect to their control and management? Activities such as these require the highest order of organization and control, if educational values are to be secured. In too many schools in Texas, I fear, the athletic program is allowed to become the tail of the dog (the school) and the tail is literally wagging the dog. In the first place, athletics should not be regarded as an appendage, but as an integral part of the dog himself. More specifically, and discarding the figure of speech—it is a part of a well-integrated physical education program which contributes to the development of the "whole" man. Athletics then becomes a part of the total curriculum of the pupil and all pupils who are physically able are brought into it. The so-called "varsity team" consists of those individuals who emerge with athletic ability above the average or become superior.

The League places the administration of the program under the control of the administrative officers of the school, who should be guided by well-formulated policies of the local board of education. The coach should be paid entirely by the board and receive no compensations, directly or indirectly, from groups downtown, nor should he be beholden to them in any way, no more so than is the teacher of the kindergarten or the teacher of English or science or history in the high school.

Abuses Unfriendly thrusts and uncompensated remarks in the school papers concerning players on an opposing team or concerning the opposite team as a whole, or school or community, should not be permitted. In situations that are properly handled, an effort is made always to build up good will between communities whose teams contest with each other. When the ideals here suggested are adhered to, there is in reality "rhythmic human companionship." Strife of the baser sort gives way to harmony and real education has a chance to assert itself. Not less competition, but more cooperation through competition properly conducted is the aim of the League.

It is the everlasting work and cooperation of the men and women, the boys and girls, the fathers and mothers of our various schools that make such a program successful in the larger and more significant sense of the word.

International Sport Helps U.S. Good Neighbor Policy

(By Sydney A. Clark)

IN THE Autumn of 1941, and again this past fall and winter, I was thrown into close contact in Mexico City with a college classmate, Coach Bernard A. (Bud) Hoban, who was and is coaching the football team of Mexico University. Through him I have become convinced that sport in Latin lands is not only our good neighbor but our Best Neighbor.

Sports Are Anti-Fascist

Anyone who examines the facts will quickly realize that sports is the axiomatic enemy of all that goes to make the spirit of fascism. Mussolini, in his heyday, could not bear the thought of one of his teams, in any sport, losing to another under foreign colors. He was instantly outraged and the game became an international incident, leading to riots and strained relations. In his own personal efforts to be a champion on the tennis court he reached a peak of absurdity (with frightened opponents and "fixed" umpires) that made the free sporting world laugh.

Hitler Suffers

Then Hitler came along in the same mold and made such a travesty of the 1936 Olympics in Berlin that close-up movie views of Hitler at the Olympics were never shown in any part of the United States, but I saw them, in an hour-length show, in Helsinki in 1939. Never for a moment did he enjoy the sport. He suffered through it, in agony lest a decadent foreigner, or even a non-Aryan, should surpass one of his own blond Nordics and thus cast shame upon the Master Race.

The obverse of this medal of depravity is the gleaming spirit of honest competition which is a basic source of strength to the United Nations. Its power in Mexico is great and growing. In 1941 I saw and heard seven thousand persons cheer themselves hoarse at a football game between the University of Mexico and the Politicono of the same city. In 1943, twelve thousand persons attended the

I have listened while my friend "el coach" talked in halting but effective Spanish to a group of Mexican football coaches who would not let him go for more than two hours. When finally he "escaped" with me, the coaches lingered on and on, still arguing about the fine points in "futbol."

Mexicans Really "Play Ball"

These Mexican boys play excellent football. In spite of the lack of background and training, the Mexican teams play a rugged, fast game. Against Randolph Field, Texas, a Cotton Bowl competitor, the University of Mexico, outweighed 28 pounds to a man, made an excellent showing, as half-dozen witnesses have reported to me.

Over 7,000 boys are now playing football in Mexico, most of them ill-equipped but all of them enthusiastic. These boys are the future leaders of Mexico. The more we can foster their love for this great game and the oftener we can arrange for inter-American contests, the sooner will complete understanding and mutual respect develop.

I would say that the Mexican football players whom I have seen in action and have met socially show no trace of truculence nor of animosity toward the Colossus of the North (tiresome phrase), nor anything but sheer good will and eagerness for better sport.

Lend-Lease Equipment

If the United States, not in any spirit of patronage but to help Allied devotees of what is to them a very new field and conception of sport, were to lend-lease a few hundred football uniforms, complete with headgear, to Mexican youth, it would do more good—I am convinced—than do most "ambassadors of good will" or even some forms of technical aid.

These football lads have their coterie of smaller lads who idolize them and follow in their steps. The circle spreads with subtle and potent force. The central idea of it—unalterable fairness in combat—is a mounting tower of friendly strength. It is our Best Neighbor in Latin lands.—*Christian Science Monitor*, and reprinted in *Scholastic Coach*, March, 1944.

Quote & Comment By the Editor

A RECENT poll of U. S. opinion developed the rather startling fact that one-third of the people of this democracy believes that the press should not have the right to criticize the government in wartime.

and also at the teachers in the schools. Since the Journalism sponsor is both "the press" and "the teacher" in the high school, whose duty it is to train journalists "ideas the way to shoot," let's hear from high-school journalism sponsors on this vital issue. Maybe it would be a good plan to hold student forums on why one-third of the people of this country think freedom of the press should be abridged?

To have something definite to shoot at, let's take the utterance of Robert S. Lynd, professor of sociology, Columbia University, who, queried on this topic, replied: "Despite our boasting about freedom of the press should be abridged?"

*Delivered to radio audience during the recent State Basketball Tournament in (See High School Press, p. 4)

League Crowns Prairie Lee (B), Nocona (A) and Sunset (Dallas) (AA) Champions 1944



PRAIRIE LEA BASKETBALL SQUAD
First row: White, Carlisle, Beyer, Scott, Holcomb
Second row: Coach Fulton, Gillis, Dalton, McMahan, Tiller, Watkins, Manager Clark



NOCONA BASKETBALL SQUAD
First row, left to right:
Bill Teague, Milas Downey, Adrian Hill, Pete Eastup, C. B. Crenshaw, J. W. Bibb, Coach; Billy Stone, Bob Stander, Donald Porter, Dwayne Bourland, Manager; W. J. Stone, Superintendent



SUNSET BASKETBALL SQUAD
(Boys in front on floor: Bob Thomas, Stanley Thomas)
G. Kendrick, Carter, Williams, Kirkland, L. Kendrick
Second row: Boone, Manager; Lloyd, Folsom, Turner, Prendergast, Foldberg, Mitchell, Coach Thomas

Record Attendance at 24th Annual Basketball Contest

Tournament Proved Exciting in all Three Conferences With Many Over-time Games. Play-by-play Radio Over Twenty-six Big Texas Stations

THE TWENTY-FOURTH Annual High-School Basketball Tournament proved to be one of the best in League history. A record crowd in Austin High School gymnasium and Gregory Gymnasium watched the final rounds. For the first time the Conferences A and B finals were played on Saturday afternoon beginning at 2 o'clock. Twenty-six radio stations carried a play-by-play account of the games.

The final in the Conference AA game was played Saturday night beginning at 9:15, before a record crowd. A play-by-play account of this game was carried over a network of 26 stations. The State Office has received some very favorable comments on the broadcast and it is believed that the large increase in local attendance and statewide interest in basketball is partially due to the broadcasting of the final games.

The Conference AA teams competing in the State Tournament were: Sunset (Dallas), Midland, Highland Park (Dallas), Waco, Lufkin, Robert E. Lee (Goose Creek), Childress, Austin.

In the first round Sunset defeated Midland by a score of 29 to 18; Highland Park defeated Waco 25 to 24; Goose Creek defeated Lufkin 48 to 33; Childress defeated Austin 36 to 31. In the semi-finals Sunset defeated Highland Park 29 to 24; Childress defeated Goose Creek 37 to 36.

In the finals Sunset won over Childress 29 to 20. Goose Creek defeated Highland Park for third place by a score of 44 to 27.

The results of the Conference A tournament are as follows: First round, Dimmitt 38, Benavides 23; Nocona 28, Huntsville 23; Mt. Vernon 30, Throckmorton 28; Sidney Lanier 38, El Campo 21. Semi-finals, Nocona 43, Dimmitt 23; Mt. Vernon 19, Sidney Lanier 17. In the championship game Nocona defeated Mt. Vernon 33 to 32. Sidney Lanier defeated Dimmitt for third place 23 to 20.

The results of the Conference B tournament are as follows: First round, Perrin 23, Leona 16; Blossom 30, Ingleside 21; Highland (Roscoe) 29, Grandfalls 18; Prairie Lee 33, Stratford 30. Semi-finals, Blossom 29, Perrin 26; Prairie Lee 34, Highland 31. In the final game Prairie Lee won over Blossom by a score of 30 to 26. Highland defeated Perrin for third place 35 to 22.

Letter Box

(Continued from P. 1)

cluding myself, that enjoyed the broadcast of the State Tournament.—L. M. Bennett, Frost, Texas.

I enjoyed the radio report of the State Basketball championship play... the announcer used the word "Class" instead of "Conference" as do most sports writers... which helps the public to have that word so firmly fixed in mind that Conference is little understood. Dr. Shelby's address was excellent and should do the cause of interschool contests much good.—V. Z. Rogers, Superintendent of Schools, Lamesa, Texas.

Teacher Shortage Acute Says Bureau

GRAPHIC over-all picture of the Texas wartime teacher-shortage was drawn recently as The University of Texas Teachers Appointment Bureau summarized its 1943 work.

Recorded requests for teachers to fill vacancies numbered 2,741, yet the bureau had only 441 candidates on its list.

Compare World War I The teacher shortage is now much more acute than at the corresponding period in World War I, it was shown. In 1918-19, the bureau had 1,017 calls for teachers, and 456 applicants registered, or almost half enough to fill all vacancies. In 1943, however, if all applicants had been placed, there would still have been nearly 85 per cent of the teaching positions open.

The number of vacancies in 1943, while smaller by 449 than in 1942, was larger than for any other previous year. Dr. Frederick Eby, chairman of the bureau, and Miss Mariam Dozier, secretary, pointed out.

Vacancies Not Reported "We are not to conclude from this that the schools had fewer vacancies in 1943 than in 1942," their report stated. "On the other hand, we feel sure that there were considerably more."

They quoted the statement of one superintendent seeking teachers: "We are finding that college placement bureaus are not much better off for teachers than we are, consequently many vacancies are not being reported."

The number of applicants for teaching jobs declined more than 50 per cent from 1942 to 1943, the report showed.

Fewest Applicants on Record "This is the smallest number of candidates registered in recent years," the University placement official said. "Perhaps it is the smallest number ever registered."

The bureau placed 361 of its registered applicants in teaching positions, but "there is no doubt that twice that number could have been placed easily if we had had them."

One-fourth of the teacher-applicants were already employed and were seeking promotion or advancement, it was pointed out.

Delinquency

(Continued from P. 1)

J. Edward Young, Board of Christian Education of the Presbyterian Church, says, "I was delighted and very impressed with

your article on juvenile delinquency. It outlined the problem and was a fine stimulus to do something about it."

A Detroit (Mich.) teacher, Sol Dovitz, makes the following pertinent observations:

"Juvenile delinquency has been a subject of greatest concern to teachers in Detroit, but we have been unable to deal with it fully. The answer lies in the co-operation of school, home, church and government recreational activities with the following aims in mind:

"1. A 100 per cent increase in funds from national, state and local organizations for community avocational pursuits.

"2. A better selection of personnel who know children and how to guide them.

"3. Around-the-clock use of public buildings for activities (schools are used only about one-third of the day).

"4. Most important—and where most of the mistakes are made—the young men and women must have a voice in the planning and execution of this program. They can do it if given the opportunity. Of course, they should be under the guidance of responsible persons, but guidance is not dictation. "Once they realize their ability to entertain themselves the tendency to get away with something will disappear.

"And now, not postwar, is the time for action."

Labor Scholarship

(Continued from P. 1)

or two had brought wives with them and were living in Boston apartments. Like Sam, they were getting acquainted with fellow students.

No Use for Union There was Chuck, the son of a department store owner, who vigorously announced he had no use for a union, that labor was going wild and taking advantage of a too-friendly administration. Bud, the son of a textile-mill owner boasted that he had an open mind on the subject. George, the son of a college president whose knowledge of the labor movement was even more extensive than Sam's, was an outspoken liberal.

Sam studied economics, problems of administration, trade union policies and problems. The labor fellows audited Professor Slichter's seminar on the Economics of Collective Bargaining, and the Business School course on Management Controls. Some also found time to audit a course in constitutional law, or take a course in organization and engineering.

From time to time they attended meetings at which labor fellows and faculty gathered for informal discussion. Frequently, outstanding leaders of labor or management were invited to participate. Once it was Robert Littler, San Francisco arbitrator; another time, John R. Steelman, U.S. Commissioner of Conciliation; again, Gordon Clapp, General Manager of the Tennessee Valley Authority; once Bryn Roberts, British labor delegate to the A. F. of L. convention.

At first, Sam felt tongue-tied in class, listened respectfully to professors, less respectfully, yet silently, to theories advanced by students without practical experience of the world Sam knew. He was amazed at the deep knowledge and understanding of the labor movement shown by professors.

Learns to Speak up Finally Sam learned to speak up when a learned educator said, "How about it, Mr. Rosen? This theory we're talking about is all right, but, after all, you've been

out there on the firing line and seen it in action. What is it really like in practice?"

Occasionally, a heated controversy would ensue, with Sam and the other labor fellows upholding labor's viewpoint, the rest of the class stating the position of management. But the arguments were always in a spirit meant to further education. These discussions were not confined to the classrooms. In the dormitories, they extended far into the evening at the bull session, for which college boys are noted. Chuck, the department store owner's son, was the special object of a debate led by a C.I.O. store clerk who had come in as a labor fellow. Gradually, Chuck's arguments lost fervor. Eventually, he found himself sympathizing with labor. Sam became impressed with the serious attitude of Harvard boys whom he had regarded as playboys with no interest in labor and management or in any of the world's important problems.

In class, while younger students had much to offer in theory, Sam could describe the give-and-take of real-life labor negotiations, the thoroughness with which labor men prepare their campaigns, the actual studies of profit and loss upon which they base requests for higher wages. He had much to learn from books and professors, but he also had a lot to give.

two or three carefully chosen representatives to the meet will constitute a good investment for next year's paper.

Because we realize that many papers may find it impossible to be represented at this state meeting, we are planning to have the findings of the discussions and the important points of many talks mimeographed for distribution after the meeting.

In the QUOTE AND COMMENT column elsewhere in this issue of the LEAGUER you will find an interesting item about the freedom of the press to criticize during wartime. Every thinking citizen, and especially every journalist, needs to be considering the place of the press in our democracy. It would be worthwhile to read this column and decide what your own ideas are. Perhaps the material would furnish a good subject for a journalism class debate or for editorials for your paper.

Enter, Miss Clark We welcome Miss Gene Clark into the ranks of Texas high-school journalism teachers. Miss Clark took over the journalism work and sponsorship of THE BATTERY in Abilene High School on January 21. A graduate of North Texas State Teachers College, she edited the school paper there in her senior year and has done professional journalism work on the Denton "Record-Chronicle."

Sara Bedford, editor-in-chief of THE BATTERY, will represent her school in the national D. A. R. citizenship contest. This is another recognition that journalism constitutes fine training for citizenship.

While discussing THE BATTERY we must pause to point out that one of the mainstays on the paper is I.L.P.C. Vice-President Helen Jean Bond, who is managing editor.

The "Reagan Statesman," Houston, inaugurated a new service to its readers this winter. Students who wish to buy prints of pictures appearing in the Statesman now may order them from the staff photographer.

Two reporters on the Reagan staff interviewed movie star Dana Andrews the other day. They had an unusually appropriate person to introduce them. For, you see, Dana Andrews is the brother of the assistant principal of Reagan High, H. G. Andrews.

Athletics

(Continued from P. 1)

broadcast and are common information. I have already mentioned the fact that physical fitness is one of the mere by-products of athletic programs.

Government Approves Program In this whole problem the Government has asked the schools and colleges of the country to be helpful in every way possible. In particular it has asked the colleges to maintain wherever possible their full programs of physical training and athletics as a primary requisite in the emergency which has arisen. This is in contrast to the situation which obtained during the course of the first World War. You will recall that at that time the Government practically took over many of the colleges and universities and transformed them into Student Army Training Corps. At the same time intercollegiate athletic programs were drastically reduced. It is felt that similar procedure would be a mistake in the present situation.

We have been asked, I say, to do everything possible to maintain the usual scale of operations. For one thing, over and above the question of physical fitness the authorities are also concerned with the matter of public morale and in connection with athletics it is felt that the maintenance of full programs will be helpful in this respect. I think that this phase of the problem presents an extremely important matter because it has become apparent from the experiences of countries in Europe that the matter of public morale plays a tremendously important part in the present conflict.

The adoption of this concept represents a tremendous forward step in the part athletics have come to play in our whole military set-up.

Athletics and National Defense In a brilliant address made last December before the joint meeting of the American Football Coaches Association and the National Collegiate Athletic Association met in convention in New York City, President William Mather Lewis of Lafayette College, speaking on the topic "Athletics in the National Defense" said, "It is trite, of course, to say that the Battle of Waterloo was won on the playing fields of great private schools, of Eton, in England; but it isn't trite to say that the athletic officers of the American colleges today have it in their hands to decide whether or not the young men of America will go forth prepared, either for warfare when the guns are booming, or in the other warfare that we must face, economic and social and political."

President Lewis then went on to tell a particularly interesting and striking story. He said that some years ago he was invited by the Boy Scouts to give a George Washington's Birthday address at the tomb of the First Great American during their annual pilgrimage to Mount Vernon. He went to the tomb a few moments in advance of the ceremony and discovered a small group of young men from eighteen to twenty-three years of age from the American Citizenship School of Washington. One of their members stepped forward with a poor little wreath and placed it against the door of the tomb. Then with tears rolling down his cheeks he said, "George Washington, you are dead. You cannot speak to us. But you can speak to God. Speak to God, George Washington, and ask Him to make us good citizens of the country which has done so much for us."

Chess

(Continued from P. 1)

Quite naturally, in times such as these, I have tried to emphasize the part and importance of these hidden assets in the present international emergency. May we develop not only the physical side of our young men and women, but may we more especially cultivate the other qualities of soul and mind which I have endeavored to stress.

"Legitimate Objective" Some time ago there came to my University a copy of an illustrated booklet sent out by the British Ministry of Information in London depicting largely scenes of damage wrought to historical edifices in the British Isles by the bombing of the Hun. In particular there was displayed a picture of the wrecked wing of one of the fine old buildings at Eton School—the school to which President Lewis referred. At the top of the picture was some phrase as "Legitimate Objective?" and at the bottom of the picture was the statement "Most assuredly, because Hitler knows that the Battle of Waterloo was won on the playing fields of Eton."

God knows we all hope that this country will be spared the horrors of war such as Great Britain and

Chess

(Continued from P. 1)

Park, Dallas, in a team contest at Austin during the State Meet. We are very hopeful that you will find time to drop over and observe the decorum, manners, and interest of the teams on that occasion. It is nearly foolproof against all the tactics of coaches or anybody else, resting as it does upon purely a mental ability.

other parts of the world have suffered, but if such horrors do come to us I hope that what was said of Eton may be said of each one of our schools and colleges—that through our conduct of athletics we may have contributed mightily to the formation of fine character and leadership in the fight for the preservation of American democracy. (Concluded)

School Man Heads Forum for Community

THE TAYLOR FORUM was established last year under the sponsorship of the Public Schools and the following organizations: City Council of the Parent-Teachers Association, Women's Study Club, Wednesday Music Club, Kiwanis Club and Rotary Club.

This year, in cooperation with the Bureau of Public School Service, the following speakers have been scheduled: Dr. J. J. Osuna, Dean of the College of Education, University of Puerto Rico; Professor George Hester, of Southwestern University, Georgetown;



E. T. Robbins, Superintendent of Schools, Taylor, Texas

Dr. John Barclay, Pastor, Central Christian Church, Austin; Dr. Bernice Moore, Consultant on Community and Family Life Problems, The Hogg Foundation; and the following from The University of Texas faculty, Austin: Dr. Harry Estill Moore, Assistant Professor of Sociology; Dr. Walter Prescott Webb, Professor of American History; Dr. Robert Lee Sutherland, Professor of Sociology; Dr. George W. Stocking, Professor of Economics; Dr. John H. Frederick, Professor of Transportation and Industry; and Dr. James C. Dolley, Professor of Banking and Investments. Attendance has grown gradually, and is now double what it was to begin with.

Mr. E. T. Robbins, Superintendent of Schools, is chairman of the Taylor Forum Committee, and has found time to give energetic promotion to this community project in adult education.