



League News From the Far West

W. W. Wimberly, Principal, Austin High School, El Paso, reports district organization, and minutes of the first meeting of the district committee. Among other items in the minutes, is the following: "In case, at the end of the district football season, there is a tie among more than two schools, i. e., a three-way tie, or a four-way tie, the championship of the district shall be determined by the 'flips' of a coin."

Mr. Wimberly goes on to say: "At the present time, we know of nothing of particular interest to report from this area. We anticipate a large attendance at our football games, although each school may not yet have a complete staff of coaches. We feel that some arrangements for the coaching of each sport will be made before the time for that sport to start."

"We always appreciate news from the headquarters of the Interscholastic League. The LEAGUER is read by many members of our faculty. I would appreciate about eight copies of this monthly magazine, all to be sent to me for distribution among our different faculty members who are assigned certain divisions of Interscholastic League work."

WE have more enthusiasm in our Interscholastic League work this year than we have had in the past two years. I shall be very happy when the war is over, the boys are back home, and the schools go on a regular routine of League work.—Walter B. Alexander, Superintendent of Schools, Bowie, Texas.

Register Your School For Basketball Now

NOW IS THE TIME to enroll your school for basketball participation. The tentative list has been released and all schools sent a copy. In the circular each school was notified as to whether or not their acceptance card was on file and whether any blanks for the last season were due.

List Published Soon
The official list will be published immediately following November the fifteenth, the closing date for accepting the basketball plan of competition. Each school has been provided with the name of the district basketball chairman. The chairmen should have the organizational meeting prior to November 15 in order to be certain that all interested schools are included in the district.

In the basketball plan of competition, schools will find the rules and regulations governing the season's play. The closing dates for determining district and regional championships are listed. When a school accepts the basketball plan it agrees to follow the rules and regulations laid down in the Constitution and Rules and the Basketball Plan.

90% of Athletic Goods Goes to Armed Forces

ACCORDING to information recently released by the Office of War Information the Armed Forces are purchasing fully 90 per cent of all sports and games equipment produced in the United States. The Army buys annually enough baseball equipment to outfit 50,000 teams and 100,000 softball teams. The Navy outfits 11,000 hardball teams and 22,000 softball teams, according to the O.W.I. report.

The U.S. Army Quartermaster Dept. is negotiating for the purchase of several million dollars worth of additional new athletic and recreational equipment. It is known as "V" Day equipment with which the boys in Europe will be kept busy until they can return.

The very heart of political democracy is adjudication of social differences by discussion and exchange of views.—John Dewey.

Nothing can be uniform that does not spring from a firm principle.—Cicero.

These Boys Qualified at Regional Meets For 1st Statewide Slide-Rule Contest



Slide Rule Contestants, 1944

Left to Right: Willis Whately, Austin; Billy Pennington, Sherman; Dale Wright, Amarillo; Zackie Reynolds, Lubbock; Charles Hughes, Sherman; Arthur Merchant, Austin; John Robert Prude, Rankin; Clayton Dameron, Rankin; Bob Brannon, Sinton.

New Contest Popular With High-School Boys

ENGINEERING students in colleges go around with a slide-rule hanging over the hip. So general is this practice that one comes to identify engineers by the slide-rule. Engineering instructors say that the boy who comes to college with facility in the use of the slide-rule is already a long-jump ahead of the boy who has to be introduced to it after he gets to college.

Following reports in the LEAGUER for several years to the effect that high-school mathematics pupils like this instrument, and in some cases, like it so well that they form "slide-rule clubs," the League undertook last year for the first time, upon recommendation of the State Meeting of Delegates, to sponsor a slide-rule contest.

Accordingly, the contest was undertaken, a bulletin on the slide-rule issued, and at the State Meet one of the brightest-looking group of boys which came to the campus came each with a slide-rule.

Dr. E. F. Beckenbach, Director of the Contest, said the competition was keen, and that the utmost good sportsmanship prevailed.

Results of the Contest follow: First place, Zackie Reynolds, Lubbock; second place, Dale Wright, Amarillo; third place, Charles Hughes, Sherman.

There are no girls in the above picture and still the contest is open to girls and boys on equal terms. We asked one sponsor about this and she replied: "Girls are more conservative than boys, and this is the first year. Wait until next year, and there'll be more boys than girls qualified."

A New Calendar for a New Era, and How to Get it Done

Use Calendar Reform As a Speech Topic

(By Dr. J. W. Baldwin, The University of Texas)

WHETHER we like it or not, the world will never be the same again. When peace returns to a troubled world it will usher in a new era which will confront mankind with innumerable perplexing problems. One of the most momentous of all the problems posed by the emerging era is that of learning how to live amicably with our new neighbors in the most remote areas on the earth's surface. One of the most promising agencies for promoting common understanding and good will among all races and nationalities would be a uniform calendar which all the world would be willing to adopt.

Ballots Counted In Council Vote

Results Show Some Re-elections and a Few Brand New Members

THE Ballots cast in recent mail-election for vacancies on the Interscholastic League State Advisory Council, with the result that those names appearing in bold-faced type in the list below were either elected or re-elected.

A meeting of the Council has been called for November 4, 8:30 a.m., Driskill Hotel, Austin. If you have any matter which you wish brought to the attention of the Council, you should advise the representative of your Conference and Region.

The complete list of members of the Council, as at present constituted, follows:

REGION I:
AA—R. W. Matthews, Principal, High School, Lubbock.
A—Knox Kinaard, Superintendent, Hereford.

REGION II:
AA—H. S. Fetherree, Principal, High School, Abilene.
A—Nat Williams, Superintendent, Ballinger.

REGION III:
AA—Jack Ryan, Superintendent, McKinney.
A—W. J. Stone, Superintendent, Nocona.

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Sw Chess Ass'n Votes To Help School Clubs

(By Jas. A. Creighton)

AT A MEETING of the Southwestern Chess Association in Dallas in September Dr. Underwood gave quite a favorable report of his conversations with the Interscholastic League State Director. The idea of making chess a school sport was voted to be the number one educational project for the year. As president of the Association I am appointing Mr. J. C. Thompson of Dallas; Don Kilgore of Dallas; Dr. J. C. Underwood of Lubbock; Mr. M. M. Williams of Houston as a special committee to help with this matter.

In line with the suggestion of last year, we expect to promote at least four district tournaments and more if the response justifies it. These tournaments tentatively are scheduled for Tyler, Corpus Christi, Dallas and Lubbock. Without any specific guide to go by we expect to qualify four players from each group or a total of sixteen for the unofficial state tournament at Austin during the State meet. Should we succeed in arranging for more tournaments the number might be decreased. We hope to have a qualified representative from the Southwestern Association to arrange for all drawings and games.

Very likely the Swiss system of play will be used with seven rounds as the outside limit in determining a winner. According to this system pairings for the first round would be purely by chance—thereafter on the basis of actual performance. For example winners would only meet winners each time—those who drew the same, with the losing group bringing up the rear. However, a loss on the first round does not mean that they are eliminated, as a win the second time will put them back up in the higher bracket and so on.

The Swiss system is very efficient in determining the top players and also those of the lower bracket but runs into ties in the middle group. To eliminate this the score of a player is calculated: for example, if two players tied with 3½ games each tied for fourth place. Then figure of his individual score—by multiplying his score by each one of his opponents and the tie would be broken. Should one of them happen to have defeated a strong player, who had a fairly good score, this would be sufficient to give him fourth place. This is a standard manner of rating players under this system, is used all over the world in this particular style of tournament and would occasion no special rules, as all of them are all laid down by national and international usage.

American soldiers recently found a New Guinea native with a silver spoon woven into his beard, as an ornament.

Invention of printing broke the class monopoly of culture.—Lewis Mumford.

14 Scholarships Offered Winners

Students of SCW Provide Girls Who Win in State Meet Tuition-Money

THE STUDENT Council of the College Government Association of the State College for Women, Denton, Texas, announces fourteen scholarships for girls to be awarded Interscholastic League State Meet winners. These scholarships pay the tuition fee and are identical in value with the one which is awarded to the valedictorian of the high school graduating class by the State colleges generally.

Students Give the Money
State-supported institutions of learning are forbidden by law to award any scholarship except to the valedictorian; but the students of the Texas State College for Women are undertaking themselves to supply funds for these fourteen scholarships to Interscholastic League State Meet winners. In transmitting this offer, Dr. L. H. Hubbard, President of the Institution, says:

"As soon as possible after the college opened, I placed the suggestion before the Student Council of the College Government Association with the result that they approved the offering of the scholarship listed on the attached sheet (published below) and under the conditions as set forth therein. . . . Please make it plain that these scholarships are not offered by the Institution, but by the students of the College, through their College Government Association."

Terms and Conditions
"Scholarships which provide for payment of the \$50.00 tuition charge in the Texas State College for Women are offered by the student body of that Institution, through its College Government Association, for the winning girl contestants at the University Interscholastic League State Meet in the following contests:

1. Journalism (any girl winning first place)
2. Debate (any girl on winning team or on runner-up team)
3. Extemporaneous Speech (first place winner, girls' division)
4. Ready Writers (girl first place winner)
5. Dramatics (three girls chosen on all-star cast)
6. Winning Tennis Doubles Team (girls' division)
7. Tennis Singles (winner in girls' division)
8. Declamation (winner in girls' division)

"These scholarships are offered under the following conditions, to wit:

1. No individual is eligible to more than one scholarship.
2. No individual is eligible who is not in the upper quartile of her class in scholarship during her senior year.
3. The scholarship is valid only for the individual who registers in the College before the end of the first semester following her graduation from high school.
4. The scholarship is good for only one year."

COMPETITIVE sports are a powerful and, within limits, a desirable motivating force in encouraging wholesome bodily activity, but such competition may do more harm than good if it centers on a few persons to the neglect of the majority, if it elevates winning the game over playing the game, or if the game is too rigorous, exhausting, or otherwise dangerous. Recreational training, therefore, should include in its purview the less competitive physical activities such as walking, camping, swimming, skating, and various forms of manual and creative arts.—"Educational Policies for Community Recreation," p. 13.

Prose differs from verse much as singing from speaking or dancing from walking, and what is right in one is often wrong in the other.—Samuel Butler.

New Order for Schools in England and Wales

(By H. C. Dent)

When on August 3 the "Education Act, 1944" became law there began a new order in English education. A very different order from the old one, as the following summary of the main changes will show.

First, the entire system of public education is to be remodeled. Hitherto, this has been a collection of parts, which have overlapped yet left serious gaps; now, it is to be "organized in three progressive stages"—primary, secondary, and further education—of which the first two are to be compulsory, and the third made available, for everyone.

Secondary education, at present accessible to only about 10 per cent of the child population eligible by age, is to be thrown open to all. The age of compulsory attendance at school is to be raised from 14, first to 15, and later to 16, and all boys and girls who do not remain under full-time secondary education until 18 must receive part-time education up to that age. No tuition fees will be charged in any secondary school or part-time college maintained out of public funds.

Promote Education
Second, the provision of public education other than elementary (from 5 to 14) has hitherto been at the discretion of the public authorities; it is now made a statutory obligation upon them.

The President of the Board of Education was merely charged with the "superintendence of certain matters relating to education in England and Wales"; the Minister of Education who succeeds him has to "promote the education of the people of England and Wales." The local education authorities are, "under his control and direction," to "contribute towards the spiritual, moral, mental and physical development of the community" by securing that efficient education throughout the three stages is available for every boy and girl, man and woman in their areas.

Third, a far more responsible obligation than before is laid upon parents. Hitherto, the parent's duty has been to "cause his child, between the ages of 5 and 14, to receive efficient elementary instruction in reading, writing and arithmetic"; now, he must,

(Continued on p. 4, col. 6)

Music Speeds Up War Production

Music Professor Offers Tips to Radio Listeners, School and Home

MUSIC is often thought of as entertainment only; but statistics are being accumulated to show that music does something to people besides entertain them; at least, the right kind of music does.

Archie Jones, Professor of Music in The University of Texas, says that in one case, music reformed a whole community.

"A small community," says Professor Jones, "with the help of a Carnegie grant, set about some years ago to make its people 'art conscious.' Today its streets are lined with trees; ugly buildings have been replaced by modern ones; it supports a symphony orchestra; it has a concert course and several fine programs annually; in short, it is now a community with its own fine culture, and has reduced juvenile delinquency

Favorite Musical Programs*		
(Recommended by Prof. Archie Jones)		
Sunday:	11:00 a.m. Tabernacle Choir (C.B.S.)	
	2:00 p.m. New York Philharmonic Orchestra (C.B.S.)	
	3:30 p.m. Pause That Refreshes (C.B.S.)	
	4:30 p.m. General Motors Symphony (N.B.C.)	
Monday:	7:30 p.m. Voice of Firestone (N.B.C.)	
	8:00 p.m. Telephone Hour (N.B.C.)	
	9:00 p.m. Carnation Program (N.B.C.)	
Wednesday:	7:00 p.m. Allan Jones (C.B.S.)	
	9:00 p.m. Great Moments in Music (C.B.S.)	
Thursday:	7:00 p.m. Maxwell House (N.B.C.)	
	8:00 p.m. Kraft Music Hall (N.B.C.)	
	8:00 p.m. Major Bowes (N.B.C.)	
Friday:	7:00 p.m. Cities Service Concert (N.B.C.)	
Saturday:	6:30 p.m. The R.C.A. Program (Blue)	
	7:30 p.m. Boston Pops Orchestra (Blue)	

*Not all the above programs are musical, but all include musical numbers by outstanding artists.

Continues Speech Career as Instructor in High School

Extemp State Winner of 1940 Now Employed At Grand Prairie

School May Help With Community Recreation

(By R. J. Kidd, Athletic Director)



Sadie Lu Davidson

THE OTHER DAY, we received a letter from Sadie Lu Davidson and Louise Goble, of the Department of Speech, Grand Prairie High School, Grand Prairie, Texas, which reads in part as follows:

We are organizing our high-school speech activities for the year, and should like to plan our calendar for as many tournaments as possible. We are especially interested in debate, extemporaneous speech and declamation contests.

We looked up Miss Davidson's record, and find that we published an account of her in the March, 1942, issue of the LEAGUER. She was at that time a student in Texas State College for Women, Denton, majoring in speech.

In 1940 she represented the San Benito High School in Extemporaneous Speech at the State Meet, winning first place in the contest, and she was graduated from high school that spring. She represented T.S.C.W. at the Intercollegiate Speech Tournament at the Louisiana State Normal School, Natchitoches, La., in the Impromptu Speech Contest. She gained further honors in speech at college, and is now undertaking to communicate her knowledge and enthusiasm to her students in Grand Prairie.

Music in Industry

"Before the war, about 100 factories were using music as an aid to production. Today, more than 5,000 factories have installed equipment which feeds musical programs to millions of workers, with the result that production has been stepped up an average of 6.8 per cent, due solely to the use of the music—that is, due to the effect of music on the human body, mind, and emotional structure.

Your Radio Listening

"About 900 broadcasting stations in the United States have attracted a daily audience of over 70,000,000 people. The majority of these listeners tune in an average of five hours a day. Yet very few of these people know how to listen or to what. Radio listening should be organized, systematic, discriminative, and informative. The average family spends about \$75 per year for radio listening, but is not getting its money's worth!"

In the accompanying box Professor Jones has listed radio programs he considers worth while, musically considered.

MANY towns and communities are making post-war plans and included are preparations for meeting the recreational needs for all ages from tiny tots to the aged and infirm. The necessity for an adequate health and recreational program are always present and people should not wait until the close of the war to begin work on this all-important problem. Several communities have already tackled the problem and are working out solutions that can be applied at other places.

Need for Program

There are a number of factors operating in communities that create the need for a well-organized recreational program. First, transportation restrictions have eliminated many of our former activities such as fishing and hunting trips, out-of-town shows, attending games and conventions, golf, etc. Second, the war news, and local casualties and many loved ones far from home has placed a severe strain on the people's emotions and feelings. Third, the shortage of labor is demanding long and tiresome hours on the farm, ranch, store and in the home. These conditions have caused many communities to become sick and irritable without realizing the source of their troubles. There comes a time when we must "Pack our troubles in the old kit bag and smile, smile, smile."

This can only be done through recreation. By bringing the people together for sing-songs, folk games and other organized contests. They can forget momentarily their problems and go away from such gatherings relaxed and with a feeling of refreshment. A program of this kind relieves the mental, emotional and physical strains which of course is a valuable contribution to the health of the community.

Unifying Effect

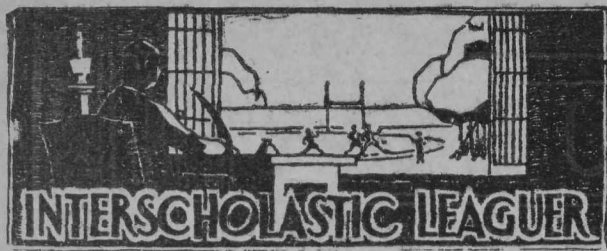
In every community there are political and economic differences that tends to divide the folks into various factions. A well-organized recreational program bringing together all groups in games and contests breaks down these existing barriers and helps to build unity. The entire community, too, will support their high-school team or other team to a man against outsiders. Games and contests furnish common goals and require co-operative effort that could be transferred to other areas of activity under proper leadership.

The Bureau of Public School Service is in a position to offer to small schools interested in taking the lead in community recreational planning some help in working out their problems and programs. This office can provide the school with suggestions on how to proceed in organizing community resources for recreational purposes, using the school as the central agency.

Kai-shek Deprecates "Loose-sand Freedom"

IN ORDER to resist any future external aggression, we should forget personal freedom and become in our national organization as hard as a rock. We must cease to enjoy this "loose-sand" freedom in order to organize into a rocky national defense.

The most carefree people in the world are the gypsies. We know that the freedom of the gypsy is without responsibility. Internally they have no regulations; externally they have no organization. That is why they have become the lowest group in the world. They are despised wherever they go. We must not reach the freedom of the gypsies. We have inherited the property of our ancestors, are waging the holy war of resistance, and are going to found a nation in all seriousness.—China's Destiny, Magazine Digest, October, 1944, p. 128. Generalissimo Chiang Kai-shek.



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ROY BEDICHEK, Editor

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A DIVISION of the U.S. Rubber Company advised us last January that the War Production Board was going to permit the manufacture of fabric shoes with vulcanized synthetic soles. We are now advised that this is all off. Manpower situation and shortage of good fabrics have become so critical, the quantities of shoes which have been made are far short of the demand. The moral of this is not to blame your dealer for the shortage of gym shoes, and make every shoe go just as far as it will.

ATTORNEY GENERAL Sellers has given an opinion to County Attorney C. C. Randle of Ellis County to the effect that school buses used in transportation of pupils to participate in or witness games or other inter-school competitive activities are not liable for damages occurring on these trips, provided due discretion is used. General Sellers stated that bonds required for bus drivers cover such trips, but that no public funds can be spent to provide extra protection for trustees.

A LIST of fourteen scholarships for winners in the Interscholastic League State Meet is announced in this issue of the LEAGUER. They are offered by the College Government Association of the Texas State College for Women. Naturally, only girls are eligible. The scholarships are good for one year and provide for the tuition fee which, in this case, amounts to \$50. The providing of these funds by the students of the College is a substantial testimonial to the fine school spirit for which that institution is justly celebrated. It is also evidence that distinction in Interscholastic League contests gives promise, in the eyes of those in authority, of a successful college career. It is hoped that the high-school authorities will see to it that the pupils in their respective schools are advised of these opportunities, as well as of the additional scholarships announced in Appendix V of the current edition of the Constitution and Rules.

LET'S FIND OUT what kind of "poison," or maybe, what kind of "food" we are feeding our school children by assigning them to current periodicals for study. The September issue of *Fortune* contains an excellent plan for a survey or diagnosis of the forces behind a given newspaper or periodical. If we know editorial policy, if we know who owns the paper or magazine, who supports it with advertising, something of the history and background of the owners and editors, we know what weight to attach to its news and opinions. It may be perfectly reliable in a half a dozen fields, and in the seventh field be very prejudiced and unreliable. The teacher and the children who use current periodicals in classroom work should know the facts in order that they may not become the victims of propaganda. We do not believe in banning publications. That is following the lead of the dictator countries; rather we believe in studying all types of magazines and of periodical literature, using them in the schoolroom with proper caution, comparing opposing points of views, studying the differences in headlines and treatment of the same news-story, and thus not only getting information but at the same time giving students the power of reading with discrimination, which is really more important.

OCASIONALLY, even in academic circles, you still hear the old charge of the essential dishonesty of debate. This point of view gained great celebrity a generation ago when Theodore Roosevelt gave it characteristically vigorous expression. Upon analysis, however, it turns out to be very much like the charge that competitive athletics corrupts the character of youth. There is nothing to it except that it is an instrument which may be used to corrupt the character of youth. A dishonest coach, a corrupt administration of athletics in a school goes certainly in that direction. Just so, a dishonest coach in debate either corrupts or disgusts the pupils he undertakes to instruct. But it does not follow that the game itself is dishonest. One of the greatest writers of this generation remarks, very seriously:

"We spoke of the neutrality and the intellectual indecision of youth, of its liberty of choice, of its inclination to play with all possible points of view, and that one should not—or need not—regard these experimentations as final or definite elections."

Thus we have it in a nutshell, as only a very great writer can put it. The inclination of youth "to play with all possible points of view" as a kitten with a ball of yarn which it knows it can't eat. Who ever associated long with youth without observing this disposition to play with ideas, to argue for fun, to assume a point of view for the sake of dispute. Especially is this true of the brighter pupils whose naturally vigorous minds feel the need of exercise. It's quite as innocent and quite as helpful, in our opinion, as the kitten playing with the ball, or the night-and-main struggle of one youngster trying to take a quite useless stick away from another.

ATENTATIVE check-up of basketball acceptances indicates that even in these times of stress and dislocations in the school program, this sport is holding its own if not gaining a little. There are thirty-two more schools enrolled for football this year in Conference A and B than last year,

so this vigorous and helpful activity may be said, considering the circumstances, to be going strong. The falling off in competitive activities is in the lesser sports and in the so-called literary contests. The number of high-school papers in Texas has fallen off by about 25 per cent; debate is 'way down and other public speaking contests have suffered a like diminution. Typewriting and shorthand have kept up to the standard of pre-war days. While there is considerable activity in dramatics, the number of entries in contests has greatly diminished. And so it goes. War emphasizes the physical and the vocational, and war-psychology naturally turns the mind to the desirability physical competence. As a matter of fact, of course, physical health and competence are just as important in peace as in war, and a really enlightened society will demand that this emphasis on the physical shall be continued when the war is over. Society is slow to grasp the fact, however, that general education, speech, ability to impress and persuade others is of prime importance in both peace and war. Ulysses was a greater soldier than Ajax or even than Achilles, because he was mentally developed, and was persuasive far beyond any other in the Argive host.

Quote & Comment

By the Editor

THERE are many different ways of going wrong; for evil is in its nature infinite, to use the Pythagorean phrase, but good is finite and there is only one possible way of going right. So the former is easy and the latter is difficult; it is easy to miss the mark but difficult to hit it. And so, by our reasoning, excess and deficiency are characteristics of vice; and the mean is a characteristic of virtue.

"For good is simple, evil manifold."

Thus saith Aristotle in Book II, Chapter V, of his *Nicomachean Ethics*.

Matthew (VII, 13) records it more picturesquely, thus:

"Enter ye in at the strait gate; for wide is the gate and broad is the way, that leadeth to destruction, for many there be which go in thereat."

WE DO punish a person for mere ignorance if it seems he is responsible for it. Thus punishments for drunken people who commit a crime are double, because the source of the crime lies in the person himself; it was in his power not to get drunk, and his drunkenness was the cause of his ignorance.—Aristotle.

It seems to us that the incorporation of this principle into our jurisprudence would greatly improve our dealing with certain classes of crime. Much more good it would do if it could become a part of popular thinking, so that sentimental juries did not reduce penalties "because the poor fellow was drunk." If you are run over and killed by a drunken driver you are just as dead as if the driver were sober. Doubling the penalty, as the ancient sage advises, would be quite wholesome in this case; otherwise, the law and

the juries make it to the advantage of a criminal planning a crime to get drunk with the prospect of pleading that as a mitigating circumstance.

"I can safely say that the philosophy of education of the land-grant college is that any education not centered or motivated around an individual's need for making a living is abortive."

"How the individual may serve society" should be the motivation, he added. "That doesn't mean any less importance for citizenship or liberalized education," he continued, "but these products can well come along with vocational training."—Report of speech by Dean T. D. Brooks, A. and M. College.

It is unsafe to take a statement of this kind out of its context, and unsafe still to lift it from a newspaper account of what a speaker says. Still if Dean Brooks did not say this, we have heard it, or its equivalent, said a hundred times. If the statement is true, then one had as well dismiss all attempts to educate an individual until he begins to specialize. This would seem to make the efforts of high schools particularly futile, since little specialization occurs there. Indeed, not one high-school graduate in ten knows what vocation he is going to undertake; and of the ten per cent that do know, fifty per cent change once or twice before they finally settle down to the serious business of vocational training. It is quite true that many individuals never "hit their stride," so to speak, until they begin to prepare themselves for a vocation; on the other hand, just as many reserve their most strenuous efforts and their greatest interest for some hobby that has little or nothing to do with their vocation. So, a generalization of this kind, we should say, can hardly be made to stand up.

THE ROOK'S PAWN

(By James A. Creighton, 133 Glendale, Corpus Christi)

A column devoted to chess and to its promotion among the high-school players of Texas.

YOUTH and the armed forces prevailed at the annual Southwestern Chess Tournament held at Dallas on September 3, 4, and 5, when Lt. Carl Pilnick from Enid, Oklahoma, carried off first prize against a strong field of twenty-eight players. Lt. Pilnick learned his chess in the high schools of New York. Prior to his induction into the Army, he achieved the distinction of drawing with the former United States champion, Sammy Reshevsky. Lt. Pilnick is one of the most promising young players in the nation.

Other army players who made high scores in Dallas were Pvt. Manfred Kramer, Camp Bowie, Texas, and Pfc. H. Rogosin from Sheppard field.

"To all chess players everywhere" . . . William Barrett Travis of Alamo fame once started a very famous appeal with a similar phrase. We are appealing to all high-school boys and girls who know how to play chess—or who want to know how—to write to any of the following individuals:

Don Kilgore—3318 Dartmouth Street, Dallas, Texas.

J. C. Thompson—P. O. Box 900, Dallas, Texas.

James A. Creighton—Corpus Christi, Texas

In the recent Southwestern Tournament the play of Don Kilgore, Texas' first though unofficial high-school champion, was disappointing to himself and to many of his friends. It should be noted, however, that Don played straight into the top notchers all the way, and his rank of fifteenth among twenty-eight players was not bad at all.

The Alexander Chess Club of the Corpus Christi High School met

on Wednesday afternoon, September 28, in the school library. Edwin Kessler and Dolores Hanke were appointed secretaries for the organization and plans for a year of active work were laid. The Alexander Chess Club was founded in 1941 by Anderson Alexander and has enjoyed an uninterrupted existence to this date. Correspondence with other high-school chess clubs is invited.

Chess in the high schools of Texas still remains on an unofficial basis in so far as the Interscholastic League is concerned. A very determined effort is going to be made, however, to promote the game, and if enough interest is shown we are bound to win the serious attention of League officials. If you play chess and desire to help the game become a part of the League program, please write to this column.

Arnold Denker, the new United States Chess Champion, is one of the most colorful personalities ever to hold the title. He learned his chess at Theodore Roosevelt High School, New York. Denker attended New York University, established a fine record in the Golden Gloves Boxing Tournament, is an amateur philologist, and now has his own meat-and-canned-goods distributing firm. The champion is thirty years old, and by reason of an excellent memory he can go through without error any of the important games he has played in the past fifteen years.

If there's any "chess news" in your school, report it to Mr. Creighton.—Ed.

CIO Manual Offers Advice to Speakers

EVIDENTLY, the CIO Political Action Committee employed a skilled speech teacher to prepare some parts of its 48-page manual on Public Speaking. Irrespective of

Reporting, Editorial, Feature Story Winners in Journalism Meet of 1944



Beverly Bolton



Helen Jean Bond



Paty Nimmo

Winners Show Talent in Other Fields, Also

THE JOURNALISM contest of the University Interscholastic League is held annually at the time of the League's State meet under the direction of Dr. DeWitt Reddick, professor of Journalism in The University of Texas.

It is divided into five events: Editorial Writing, News Reporting, Copy Reading, Headline Writing, and Feature Story Writing. Nearly one hundred high-school papers enter the contest each year and every section of the State is represented at the meet.

Journalism Conference Also In connection with the contest, a two-day Journalism Conference is held which is attended by the sponsors of many high-school papers and high-school students interested in journalism.

It has been claimed that journalism and dramatics students usually have the highest scholarship average of any other two groups in high school.

Beverly Bolton, representing Austin High School, third place in reporting, was a junior in high school, age 16, with a scholarship average of 87. She served as editor of the "Maroon," and had the honor, also, of being elected President of the Quill and Scroll. She is the daughter of B. Paul Bolton, and resides at 2208 Windsor Road, Austin.

Abilene Wins Feature Writing Helen Jean Bond of Abilene High School was awarded first

whether you are pro- or anti-CIO, the following advice to public speakers is as sound as can be found anywhere:

"You need never shout," it says, "need never be loud. If you think any argument is weak, do not use it."

"Tell the truth. Give them the facts. Be convinced of the truth of your conclusions."

"The truth, though whispered, will be heard by every one in your audience."

"Whenever you are invited to speak, ask: 'Will there be a discussion period after my talk?'"

"There ought to be. Every experienced speaker knows that an audience that is not allowed to ask questions and is not allowed to take issue with the speaker, is not going to be a convinced audience."

"But you have to prepare to answer questions. . . ."

"If you do not know the answer to a question, you need not feel embarrassed. Admit it frankly. Do not try to bluff through an answer. Your audience will forgive your not knowing the answer. It will not forgive your attempt to bluff them."

"Above all, do not try to dismiss a question to which you do not have the answer as being unimportant or irrelevant. Always treat your listeners with respect. And refrain from becoming personal."

Call for Emphasis On Physical Fitness

(By R. J. Kidd, Athletic Director)

IN CO-OPERATION with the American Medical Association the National Physical Fitness Committee has designated the period from September 1944 to September 1945 as "Physical Fitness Special Emphasis Year."

Schools Take Lead The schools should play the major role in promoting and organizing this work throughout the State. Athletic teams, physical and health education classes in the larger schools take care of most of the school population. There are, however, many small schools without athletic teams or required physical education classes. These small schools may find the Physical Fitness Club program sponsored

place in feature writing in 1944 State Meet, while maintaining an average of 92.6 in scholarship which, according to her high-school principal, places her "near the top." Besides helping publish the high-school paper, she is an accomplished soloist and a two-year member of the A Cappella Choir. She was sixteen years of age when she participated in the journalism contest, and was of junior standing in high school.

Paty Nimmo, of the Amon Carter Riverside High School (Ft. Worth), has a dozen extracurricular activities to her credit. She has been twice elected the "most representative" student of the entire school. She was Managing Editor of the school paper for one edition during the fall semester of 1943, and co-editor of the same paper during the spring semester and member of the Girls' Octette, a musical organization. Not only distinguished in the more intellectual and artistic activities of school life, she is a skilled archer and represented the school in the City-wide Archery Contest. She has held important offices, also, in the girls' athletic clubs. In the last Interscholastic League State Meet, she won first place in the Editorial Writing Contest. At the time of the contest, she was sixteen years of age, and was a junior in high school. She is the daughter of Mr. and Mrs. Nimmo, 2803 Galves, Ft. Worth, Texas.

Since there are five events and three places are given, there are in all fifteen "winners," that is, contestants who win "place" in the Journalism contest. We have room here for only three in this issue, and have selected them at random. Others will appear in later issues of the LEAGUER.—Ed.

by the League as a helpful device in promoting physical fitness in the schools.

As a nation, state, or community we have different ideas on questions of religion, economic and social problems but on the question of physical fitness and standards of health there should be a unanimity of opinion. By concerted action of all groups, America can build a national team fit and ready to meet any foe.

Physical Fitness for War

Daily reports from battle areas relate stories of heroism and ordinarily the basis for the story is one of unusual physical and mental courage. These heroes are physically fit and for that reason alone have lived to tell their stories. The money and time invested by a community in the physical development of their youth helps to insure the lives of their boys and girls against the hazards of war and post-war conditions.

If each community will see to it that their own sons and daughters leave home fully prepared as far as personal health and hygiene are concerned, that community will have practically met its responsibility to the youth of our nation. The fifteen, sixteen and seventeen year old boys and girls now in our schools will be used as replacements all over the world. From six to eight months from the time they leave their local high school and home they may be placed on foreign soil thousands of miles from America. Such a quick transformation in the lives of our youth demands a great amount of preliminary preparation.

Physical Fitness Clubs

This accounts for the national emphasis on Physical Fitness. Men in responsible places realize this as one of the greatest needs of our youth today. The League, desiring to render whatever service it can in this field, is again sponsoring the organization of Physical Fitness Clubs. Several schools have already written in for their supply of materials. Schools interested in promoting the Physical Fitness Clubs should contact the League Office for further details concerning plans of organization.

It cannot be effaced from man's soul what his ancestors have preferably and most consistently done.—Nietzsche.



FIRST paper to request enrollment in the 1944-45 Interscholastic League Press Conference was the "Heart's Delight," Falfurrias High School. Hats off to Miss Ruth Moore, sponsor, for her promptness.

Enrollment blanks were mailed on October 1 to all papers that belonged to the I.L.P.C. last year and all others from whom requests for membership have come. If you did not receive such blanks and if you wish to join, write us at once.

Instructional Pamphlets

First mimeographed pamphlet of the year, to be mailed October 15, deals with basic principles of staff organization. It is our hope to issue at least four such instructional pamphlets during the school year, in addition to several sets of mimeographed criticisms and some individual-paper criticisms.

A close understanding between the principal and those who produce the school paper is essential. It is often true, however, that the principal, burdened as he is with many complex duties, fails to understand as sympathetically as he might the problems that arise in connection with the paper. We recommend very highly that you present to your principal a printed bulletin issued by the Quill and Scroll Foundation entitled "A Principal's Guide to High School Journalism," written by Laurence R. Campbell. In direct, concise sections the booklet outlines the areas of relationships between the school administration and the school paper. The sponsor of every school paper would profit from reading the booklet; and it would be highly desirable if a copy were placed in the hands of the principal of every school in which a paper is printed. Copies may be secured from Quill and Scroll Foundation, Northwestern University, Chicago 11, Illinois.

What's Your History?

We journalists often launch into projects to help others. Here is a project that would be a real aid to high-school journalism in Texas: Nowhere is compiled accurate information about the history of high-school newspapers in the State—what is the oldest newspaper in the State? In what high school was journalism first taught? What men and women now important in the affairs of the State or country have worked on their school newspapers?

You can help to compile the history of high-school journalism in Texas by doing this one thing: Assign one of your most reliable staff members to write a feature story about the history of your school paper. Find out when it started, its size and nature at that time, persons responsible for it; describe the early issues, check through the files for some of the most interesting experiences of staff members or most valuable projects sponsored by the paper. Then dedicate one page of your paper in some issue this year to yourselves—printing the feature story and also running statements from administrative officials, townspeople, and parents about what values they see in the school paper. Such an enterprise will be a justifiable promotion activity for your paper, and will also contribute to our history of Texas high-school journalism. If you will mail such an issue to the I.L.P.C. office, specially marked, we shall place the material in a permanent file. We urge you to take this suggestion as a "must" assignment. Will you do it?

No Tomorrow—for Them

"Just suppose there were no tomorrow. . . . Think about it for just a minute. . . . No tomorrow for you or your kid sister at home

—or the brother who left for the army yesterday." Thus begins an article in the September 19 issue of *The Tiger's Tale* (Snyder), written by Barbara Brown. Barbara then points out that for fifteen former students of Snyder High School there will be no tomorrow—they have been killed in action. From this beginning she writes one of the most human and effective appeals we have read in a school paper for student support of the war effort.

Clever associations of local problems with matters current in the reader's mind stimulate reader interest in editorials. For example, we would guess that nearly every reader of "The Acorn" of Adamson High, September 26 issue, paused to read the editorial headed: "Let There Be No Japanese Invasion." Pointing out that Japanese sleep and eat on the floor, the editorial suggests that the many scraps of food on the Adamson lunchroom floor indicate that Adamson students prefer Japanese customs to American customs. A little far-fetched, perhaps; yet we believe that such an editorial will attract attention and will drive home a message effectively. With ingenuity you can make your editorials interesting and effective.

They Challenge the Town

In its opening issue the "Mercedes Tiger," under a large headline, prints a challenging letter from a high-school student to the People of Mercedes. The letter graphically yet simply presents the situation of the youth of the city, too old to be required to go to bed at 8:30 every night, yet too decent to want to find their enjoyment in beer taverns and honky-tonks. Citizens are challenged to help the youth of the town to create or develop a youth amusement place. It will be interesting to watch results: such a letter should stir community action. Credit should be given to the Tiger for performing a real service to its community in focusing attention on the problem.

Under pressures of the war very few printed school papers in Texas have managed to adhere to a weekly schedule. Present among the papers that have already reached our office this year, however, are two printed papers that are beginning another year as weeklies—The Lubbock Westerner and The El Paso High Tatler. We admire their spirit.

THE SEED OF BEHAVIORISM

AGAIN, the causes and means by which any virtue is produced and destroyed are the same; and equally so in any art. For it is by playing the harp that both good and bad harpists are produced; and the case of builders and others is similar, for it is by building well that they become good builders and by building badly that they become bad builders. If it were not so, there would be no need of anybody to teach them; they would all be born good or bad in their several crafts. The case of the virtues is the same. It is by our actions in dealing between man and man that we become either just or unjust. It is by our actions in the face of danger and by our training ourselves to fear or to courage that we become either cowardly or courageous. It is much the same with our appetites and angry passions. People become temperate and gentle, others licentious and passionate, by behaving in one or the other way in particular circumstances. In a word, moral states are the results of activities like the states themselves. It is our duty therefore to keep a certain character in our activities, since our moral states depend on the differences in our activities. So the difference between one and another training in habits in our childhood is not a light matter, but important, or rather, all-important.—Aristotle.

"THE RETORT COURTEOUS"

Mrs. Roosevelt's best reply was made to a decidedly malignant query, one that revealed a loathsome cruelty in the questioner. It was a woman who put this question to the wife of the President:

"Don't you think," asked the woman, "that the infantile paralysis from which your husband suffered has affected his mind?"

There was a great uproar at this vicious question, but Mrs. Roosevelt held up her hand and indicated she wished to answer.

"Yes, madame," Mrs. Roosevelt said, "you are quite right in thinking the President's affliction has strongly affected his mind. It has made him profoundly sympathetic with all suffering and pain!"—Walter Winchell.

In an area called "The Craters of the Moon" more than 200,000 square miles in the State of Idaho has been blasted by volcanic action, a region of "cinder cones, perpetual ice, and blistering heat" and weird lava beds where all animal life is practically nonexistent.

TEACHERS' GUIDE TO GOOD PLAYS



(By Mrs. James Moll)

If Liberty Dies Here, by Elizabeth McFadden. French, Roy. \$5. 10m, drama, 35 cents, 1 act. An extremely well-written play which offers a challenging problem for an advanced group. "Eternal vigilance is the price of liberty," the Marquis de La Fayette learns. A timely and usable theme. Not an easy show to do from a technical standpoint but highly recommended.

Sir David Wears a Crown, by Stuart Walker. French, Roy. \$10. 14m4w, fantasy, 35 cents, 1 act.

A delightful postscript to *Six Who Pass While the Lentils Boil*; well written, good characterization, imaginative designs. Can be done very simply with draped stage and suggestive costuming. Highly recommended for any age group.

Listen, Professor, by Alexander Afinogenov. French, Roy. \$25. 6m6w, comedy, 75 cents, 3 acts. Professor Okayemov lives his life in the 7th to the 13th centuries. Suddenly his young granddaughter, very much a modern young miss, is cast on his care. Just as the old man learns to live in the present and like it, it seems he will lose his young mentor. Well-written but technical difficulty of a two-room set.

The Curse of an Aching Heart, by Herbert E. Swayne. French, Roy. \$25. 4m7w, old-fashioned melodrama, 75 cents, 3 acts.

A modern treatment of the old-fashioned melodrama. Atmosphere is the only 20th century aspect of it—the characters, villain, heroine, and hero are picked out of the 1890's. Both comedy and melodrama are a little labored. Better for community theater work than high-school treatment.

Our American Girls, by Laura Hoff. French, non-roy., 7w, comedy, 35 cents, 1 act.

A surprise-ending comedy that manages to do a little recruiting for the WACs as it progresses. A mildly amusing situation with not much progression.

Three Cents a Day, by Raymond F. Bosworth. French, Roy. \$5. 6w, comedy, 35 cents, 1 act.

A great actress joins an inspiring Thespian and finds her way back to her art with the help of a reigning star. A simple bookstore setting and a play that offers six girls clear-cut characterization work.

Now Is the Time, by John Kirkpatrick. French, Roy. \$5. farce-comedy, 35 cents, 1 act.

A sly hint for all good men to come to the aid of their country. A fast-moving, timely, cleverly-written play on politics. Production difficulties are at a minimum.

The Ghost Story, by Booth Tarkington. Baker, Roy. \$10. 6m5w, comedy, 50 cents, 1 act.

Amusing tale of a youth who would propose to the most popular girl in town. Overcoming obstacles too numerous to be mentioned, the difficult question is asked and answered satisfactorily, but not until actors and audience

and teacher. It is not the province of the public school to prepare its students solely for the professional theater, even if that group could absorb them. Undue stress on professional techniques and standards encourages and aids only a very small minority that is not in need of encouragement; it discourages and ignores the large majority that should benefit the most.

School's Responsibility
However, it is the province of the public school to adopt any aids to learn easily and comprehensively; to use every means available to give children an opportunity to assume responsibilities in group activities; to increase the meaning of life experiences of each child; to co-ordinate all phases of academic activity into a meaning whole; to instill an appreciation of our native culture; to advance a true understanding and knowledge of democracy and democratic institutions; to give future generations an avocation worthy of their leisure time.

It is no longer enough for the drama teacher to "produce plays." Every activity that springs from the drama class or organization in a school of elementary or secondary level should be born out of a need of the students who participate and those who see it. Shakespeare, social studies, national and international studies—all these and many more are the rightful sources of planned dramatic program.

Drama as Co-ordinator
The dramatic course can and should be the co-ordinator of every aspect of the students' lives, academic or otherwise. The haphazard, unorganized, aimless dramatic activity deserves every frown it receives; every class meeting, every assembly program, every public performance is only a small fraction of the over-all educational whole. Unless it ties in effectively with each of the other fractions of that same whole, it has no place in the unit.

The Army and Navy have and are still giving high-school drama the most valid kind of reason for its existence. They have outmoded our defensive tactics for us. We can't afford to miss the opportunity to take the offensive on the school dramatic front. We have finished justifying our existence—now we must explore and exploit all of its possibilities.

Extemp. Topics

TWO MORE general subjects are added to the Extemporaneous Speech menu this month. The Extension Loan Library offers packages on each of these subjects, as well as any one of the five subjects previously announced.

Study of the various angles of these general subjects will reveal a fruitful source of material for making extemporaneous speeches. One school reports that a group called the "Current Events Club" is undertaking the study and will have entries prepared in due time. In another column will be found an account of the speech activities in the Grand Prairie High School. The sponsors of speech activities there are looking for practice competition with nearby schools in debate and extemporaneous speech.

SCHOOL DRAMA MUST TAKE THE OFFENSIVE

(By Mrs. James Moll, Instructor in Drama, University of Texas)

IT IS A STRANGE paradox of our civilization that out of a total war of destruction can come a wealth of constructive techniques. In the past four years, we have all watched with a great deal of interest the educational methods used in the efficient Army and Navy training programs.

Among these methods we have noted the amazing results achieved through a very practical application of drama in teaching. The art of the theater, so long scorned by educational institutions, has proved its right once and for all to be lifted out of the class of a "frill" in the public school curriculum and extracurricular activities, by virtue of being an essential factor in entertainment and education in the largest mass-teaching program ever set up. The job that remains for us now is to absorb it as successfully in training the youth of our nation for life in a world of peace as it has been used in training them in the art of warfare.

Probably one of the greatest setbacks that the advance of educational theater has suffered in the past, has been at the hands of the "professionally minded" director and teacher. It is not the province of the public school to prepare its students solely for the professional theater, even if that group could absorb them. Undue stress on professional techniques and standards encourages and aids only a very small minority that is not in need of encouragement; it discourages and ignores the large majority that should benefit the most.

Trio of All-Star Cast Selections in State 1-act Play Tournament of 1944



Gertrude Gowdy



Wayne Dollar



Shirley Beard

These Students All Have High Scholarship

THE THREE STUDENTS shown above were members of the all-star cast of six selected at the last State one-act play tournament of the Interscholastic League, held at The University of Texas May 3-4, 1944.

Eight casts, each representing one of the eight regions into which the State is divided for competitive purposes, meet yearly to determine first, second and third places, ranked by competent

DEBATE FORUM

By Edd Miller

A GREAT many debaters and debate coaches make the mistake of assuming they must adhere to the selected debate topic and to no other for all their debates throughout the season. This practice may help somewhat in giving thorough preparation on that particular topic, but it most certainly does not give range, versatility or a broad outlook on current problems to the debater.

Versatility Needed
If we make the reasonable assumption that debate training offers more values than mere knowledge about one question, then it should follow that preparation on several topics would increase the values offered to the participant. Some of the additional values to be gained from this type of debate training seem to me to be (1) knowledge of several, rather than one, topic, (2) the learning of a technique of preparation that can be applied to any sort of question—and applied rapidly, (3) increased breadth of understanding of the social, political, and economic movements of our contemporary life, (4) developing the ability to think clearly and well on any topic.

Intramural Debates
Consequently, it might not be a bad idea for you debaters and coaches to begin this year in widening and developing your debate program. Most colleges debate many questions during the year, so the high schools, too, could profit by the same method. Here at the University this past year, we had intercollegiate debates on no less than eight different debate questions, and intra-squad debates on several others.

DEBATERS ATTENTION!

Debate Question: *Resolved, That the Legal Voting Age should be Reduced to 18 years.*
Conferences in Debate: See Rules 1 and 2, page 28 of the Constitution and Rules of the League.

MATERIAL ON THE DEBATE-QUESTION:
1. Handbook, "Youth Suffrage," 220 pages, \$.60 postpaid
2. Aug.-Sept. issue of "Congressional Digest" The pro and con feature, *Should the Legal Voting Age be Reduced to 18 Years?* 30 pages, 41 pages, \$.25 postpaid
3. Volume II, No. 9, Editorial Research Reports, 13 pages, \$.20 per copy postpaid

Address, Interscholastic League, Box H, University Station, Austin, Texas.

judges on basis of standard rules of judging dramatic productions. At the same time the all-star selections are made, three boys and three girls, who represent in the opinion, the best dramatic talent in the tournament.

Gertrude Gowdy, of the Amarillo High School, has participated in several high-school dramatic productions, is an honor student and will be graduated from high school in 1945. She is the daughter of Wm. Reed Gowdy, residing at 1508 Buchanan St., Amarillo.

Wayne Dollar, one of three boys selected for the all-star cast, is also from Amarillo High School. His scholarship average is just a trifle below honor standing. He was an officer in the R.O.T.C.,

around a little and see what's available. First, of course, there are the Interscholastic League questions for the past couple of years—the World Federation question and the Reconstituted League of Nations question.* You prob-

*In another column on this page, we are listing and describing the debate material available at the League State Office. Besides this, the Extension Loan Library is usually able to furnish an up-to-date package on any question of current interest.

ably have very good files of material on these questions left over from preceding years. If you have not been debating these past two years, that material is still available from the League office in Austin for a rather nominal sum. Besides, the newspapers and magazines carry almost daily plans for the post-war world. Read some of these and keep up with future ones and you will find your store of material on post-war planning increasing beyond all your hopes.

Debate Allied Topics
Then, there are questions allied to this year's topic that might be debatable. As you gather material on lowering the voting age, you will inevitably run across stacks of material on such allied questions as: Resolved, That the poll tax as a condition for voting should be abolished. Resolved, That members of the armed forces be allowed the vote by means of a Federal ballot, and other questions like these. Gathering material on these questions and others (the abolition of the electoral college, for example) will be easy and in line with your work on the adopted question. The more you study and read in this field, the more topics will occur to you.

Other Questions
Besides these questions there are a great many more that could profitably be debated. To indicate only those upon which material is readily available, recent volumes of *The Reference Shelf* have dealt with such problems as: Should Basic English be adopted as a better means of communication and understanding between English-speaking peoples? Wage stabilization and inflation; Independence for India? Universal military service; Federal regulation of labor unions; federal price control; the closed shop; wartime censorship of press and radio; a federal sales tax, and many others. Use your library facilities, current magazines, newspapers, books, radio programs, etc. Secure a copy of the *Reference Shelf* dealing with the topic you select and get to work.

The Congressional Digest, with which most of you are familiar, has dealt with these topics in recent issues (and any one of them would make a good debate question): "Should Congress Pass a Retail Sales Tax as a Curb on Inflation?" "Should the Treaty Authority of the United States Senate Be Curtailed?" "Should Federal Financial Aid Be Extended to the Public Schools?" "Would the Welfare of America Be Endangered by a Fourth Term?" "Federal vs. States' Rights in the Coming Fight for Votes?" "Should the U.S. Adopt Civilian Conscription for War?" You will notice some of these questions duplicate the *Reference Shelf* questions—so you can see that the problem of finding material is not a difficult one.

You will be surprised at how much good will come from this use of alternate debate questions.

graduated last spring, and is now in military service. He is the son of J. A. Dollar, who resides at 413-A West 12th Street, Amarillo.

Shirley Beard appeared in the State Tournament on the cast representing Lamar High School, Houston. She was not only selected as one of three girls on the all-star cast, but was awarded the French Medal as the best actress in the tournament. She also represented Lamar High School in the girls' division of the extemporaneous speech contest. She made a B average in scholarship through high school, and will graduate mid-year 1945. She is the daughter of Mrs. Eula Beard and resides at 2018 Branard Street, Houston.

Abundant Debate Material Ready

Many Different Questions Briefed for Use of Clubs and Classes

IN THIS ISSUE the "Debate Forum" urges debate sponsors to introduce several questions during the school year as a preparation in the technique of debating before the Interscholastic League question is undertaken.

This seems an excellent practice and one which a number of schools have already adopted. It breaks the monotony, gives pupils experience in the various methods of approach, and broadens the field of the pupils' knowledge of current issues.

We give below a descriptive list of the debate material which is available at the League Office. Besides this, the Extension Loan Library is often able to supply a limited number of "packages" on any question of current public interest.

Classes in debate, discussion clubs, literary societies, or any group in the school or community will find a rich source of controversial material arranged and presented in an orderly fashion in these bulletins:

Re-Constituting the League of Nations, debate handbook, 60 cents per copy (1943) 200 pages.
This bulletin contains briefs and selected articles, pro and con, on the 1945-44 debate question, "Resolved, That the United States should join in re-constituting the League of Nations."

"The League of Nations" (1923), No. 2320, 87 pages, 25 cents.
Contains briefs and arguments, pro and con, concerning the following query: "Resolved, That the United States should join the League of Nations."

Post-war World Organization (Background Studies), Volume II, 50 cents per copy.
This is a workbook for Interscholastic League debaters. It contains alternate plans for post-war world organization, furnishing the negative side in debates an arsenal from which to draw arguments for opposing a League of Nations and, in addition, the following circulars and pamphlets: (a) Relations with Japan; (b) Pacific Relations; Why Did We Make America for Post-war World Organization; (c) The United States and the League of Nations; The Atlantic Charter; Free World Association; (d) Toward a Durable Peace by Euren Staley; The Price of Free World Victory; "Our President Declares" Free World Folders; Pursuit of Happiness in Wartime by E. C. Lindeman; Problems of World Organization.

Equalization of Educational Opportunity (1941), No. 4138, 250 pages, single copies 35 cents, four copies for \$1.
This bulletin contains arguments pro and con on the Interscholastic League debate query for the school year 1941-42. It also contains briefs and arguments, pro and con, on the following query: "Resolved, That a substitute for trial by jury should be adopted." This question was debated in the League debating contests during the 1941-42 school year.

"Limiting Taxes on Tangible Property" (1932), No. 3228, 10 cents.
Contains briefs and arguments pro and con on the following query: "Resolved, That a substitute for trial by jury should be adopted." This question was debated in the League debating contests during the 1932-33 school year.

contains affirmative, negative and general briefs, as well as an exhaustive analysis of the question and a classified bibliography. It was prepared by Dr. Joseph Ray, Professor of Government in the North Texas State Teachers College.

The Natural Resources Tax (1940), No. 4038, 250 pages, single copies 35 cents, four copies for \$1.
The debate question for the school year 1940-41 proposed an increase in taxes on natural resources and this bulletin contains a wealth of material, both negative and affirmative. It also contains suggestive briefs. It was prepared under the direction of Professor Thomas A. Rouse, of the Public Speaking Department, The University of Texas.

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

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

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

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

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

"Trial by Jury," No. 3028, 10 cents.
Contains briefs and arguments pro and con on the following query: "Resolved, That a substitute for trial by jury should be adopted." This question was debated in the League debating contests during the 1932-33 school year.

"Limiting Taxes on Tangible Property" (1932), No. 3228, 10 cents.
Contains briefs, selected arguments and authoritative statistics on the following debate query: "Resolved, That at least one-half of all school local revenues in Texas should be derived from sources other than taxes on tangible property." This bulletin was prepared by C. A. Dural, Ph.D., Instructor in Economics, The University of Texas.

"Equalizing Educational Opportunity," two volumes, 1934, Vol. I, 220 pages; Vol. II, 224 pages, 25 cents per volume.
These two bulletins were prepared by Mr. Bower Alv for debates on the League during the school year of 1934-35. This is an excellent debate question, especially since the question has become very much alive during the past session of Congress. Debate classes, literary societies, and debate clubs will find a most enlightening and very stimulating.

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

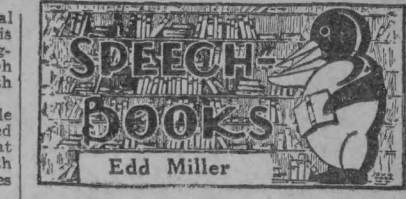
Re-Constituting the League of Nations, debate handbook, 60 cents per copy (1943) 200 pages.
This bulletin contains briefs and selected articles, pro and con, on the 1945-44 debate question, "Resolved, That the United States should join in re-constituting the League of Nations."

"The League of Nations" (1923), No. 2320, 87 pages, 25 cents.
Contains briefs and arguments, pro and con, concerning the following query: "Resolved, That the United States should join the League of Nations."

Post-war World Organization (Background Studies), Volume II, 50 cents per copy.
This is a workbook for Interscholastic League debaters. It contains alternate plans for post-war world organization, furnishing the negative side in debates an arsenal from which to draw arguments for opposing a League of Nations and, in addition, the following circulars and pamphlets: (a) Relations with Japan; (b) Pacific Relations; Why Did We Make America for Post-war World Organization; (c) The United States and the League of Nations; The Atlantic Charter; Free World Association; (d) Toward a Durable Peace by Euren Staley; The Price of Free World Victory; "Our President Declares" Free World Folders; Pursuit of Happiness in Wartime by E. C. Lindeman; Problems of World Organization.

Equalization of Educational Opportunity (1941), No. 4138, 250 pages, single copies 35 cents, four copies for \$1.
This bulletin contains arguments pro and con on the Interscholastic League debate query for the school year 1941-42. It also contains briefs and arguments, pro and con, on the following query: "Resolved, That a substitute for trial by jury should be adopted." This question was debated in the League debating contests during the 1941-42 school year.

"Limiting Taxes on Tangible Property" (1932), No. 3228, 10 cents.
Contains briefs and arguments pro and con on the following query: "Resolved, That a substitute for trial by jury should be adopted." This question was debated in the League debating contests during the 1932-33 school year.



Walch, J. Weston. *A Complete Handbook on Lowering the Voting Age*. Portland, Maine, Platform News Publishing Co., 1944. 111 pp.

THIS handbook is the current Platform News Publishing Company's handbook on the current debate question. Each year, Mr. Walch compiles at least one, sometimes several, of these handbooks on the National High School Debate Question. Those who are familiar with previous editions will know pretty well what sort of material is included in this year's book.

Comprehensive Treatment
In the first place, the book is comprehensive in its presentation of material and in its presentation of all the various aspects of the problem. The book contains an analysis of the debate question, a short bibliography, an affirmative brief, a negative brief, an affirmative evidence, negative evidence, and a series of tables of statistics at the end of the book. Mr. Walch's analysis and topics for study relating to the question are fairly good and provide good introductory material into the question itself. For example, he considers not only the 18-year-old vote question, but he also brings into the picture other matters relating to voting such as the soldier vote question and the poll tax question. These are definitely part of the larger problem and an understanding of them is almost essential to an understanding of the lower voting age question. The bibliography included here is brief, but suggestive of other sources. A great many of the items included in the bibliography are general in nature, but they should prove useful in getting a start.

Briefs Well-constructed
The briefs are well-constructed and should be useful. They are followed by a series of quotations and summaries of evidence from various authorities on the question. This part of the book will be found extremely helpful. But one of the best features in my opinion is the list of tables in the last part of the handbook. Here, statistics are presented on such items as qualifications for voting in the several states, the 1944 potential vote by states, U.S. population by age years from 1 year to 20 years, and many others. These tables will provide useful background and factual material upon which to build a case.

Breadth, But Not Depth
Naturally, it is not possible in a mere 111 pages to present a complete picture of the voting age question. This handbook covers the surface material very well—it provides breadth, but not much depth. There are many aspects of the problem that are important that are only touched on in the book—but in all fairness, it should be said that nearly all aspects are at least touched, if not discussed with completeness. Edd Miller

Personal Notes
Miss Rebecca Thayer, Historian and Editor, Texas State Speech Association, formerly of Kilgore, has been elected to head the department of speech in the Sunset High School (Dallas), and her place in the Kilgore high school has been taken by Miss Janice Stephens. Mr. Baber, formerly public speaking teacher in the Sunset High School has been elected Superintendent of Schools in Electra.

Miss Mary K. Sands has new plans for the verse speaking choir at T.S.C.W. Among other things, she will emphasize religious materials.

Mr. Emory Horger has just completed his seventh picture as Script Director for Universal Pictures in Hollywood.

Miss Eleanor Chase will be a new instructor in the department of Speech at T.S.C.W. this year. She comes from Michigan State college, where she has been teaching assistant in the department of speech. She will supervise the Practice Teachers and teach the methods course. She will direct the Children's Theatre and assist in Scene Designing and Stagecraft.

Mr. J. Clark Weaver attended the Summer Radio Institute of New York University.

Dr. C. Horton Talley has been assigned to the Voice Communications Laboratory, United States Army Air Corps. He will return to the Speech Department at T.S.C.W. in September. Dr. Talley has recently been promoted to the rank of Professor of Speech.

The Speech Arts In Texas Schools

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

All Section Meetings Out for the Duration

IN REPLY to a letter which Miss Wilhelmina Hedde, Adamson High School, Dallas, and Vice-President of Texas State Speech Association, wrote to Mr. Cobb, due to the fact that Mr. I. Rouse, the president, is in the armed service, the following reply is quoted:

"In reply to your letter of the 27th, I will state that it is the decision of President Link that no section meetings of the Texas State Teachers Association shall be attempted during the current year.

This decision is based on the fact that she had great difficulty in getting a provision made in Fort Worth for the state house of delegates, and it was agreed that our attendance would be limited to the delegates and to a few standing committees.

We all regret the situation which makes our usual convention impossible, but this section is in the same condition as the other forty odd sections of the association. I think we shall have to wait until the war is over and probably start from scratch in our section work as well as in building the general program. This we all regret, but I see no way to avoid it.—B. B. Cobb, Secretary.

Texas High School Coaches Association--News and Notes

Howard Lynch, Amarillo, President; Bobby Cannon, Edinburg, Vice-President; Bill Carmichael, Executive Secretary; and W. C. O. Harris, 3001 Cockrell, Fort Worth 4, Correspondent.

THE SCHOOL athletic program is in full swing throughout the State. Excellent football has been played in the September games. Many old favorites have fallen by the way and new leaders in several sections have blossomed into being. Many coaching changes have occurred during the summer and the new blood has in many instances strengthened the popularity of the gridiron sport with the paying public.

Evasion of Graduate Rule
There are several important problems that we as coaches must face and adjust if the game continues to merit the support that it now enjoys. One of the chief problems that must be faced is the general evasion of the "graduate rule." School executives and coaches should direct their attention and thought toward a solution of this problem. The present system of evasion is hypocritical at best. The "semester rule" was most unsatisfactory when it was in use. Texas has the lowest age-limit of any State now, so it does not seem practical to lower the age-limit. The most practical solution seems to lie in either returning the age for competition back to September 1, or to adopt a rule that ends participation for a pupil in any interscholastic activity the day the pupil reaches his eighteenth birthday.

This question will most assuredly be submitted in some form for the consideration of the membership of the League in the near future.

Limit of Awards
A second topic for thoughtful consideration is the rule adopted last spring that limits awards. This rule is basically sound. Yet the general sentiment seems to be that, under present conditions, a suitable award can't be secured within the limits prescribed.

Fire in your thoughts and suggestions on this subject.

P. E. Shotwell, Longview, sends in the item that follows:

The coaching of football has improved very much during the past few years. This is due to several things: First, the coaching has improved because we have a definite goal from the beginning of the season. In every class of football there is a championship of some sort. This stimulates the boys to harder playing, it makes the coach work harder, and as a result we have better coaching. Second, the coaches are always trying to improve their work by attending coaching school each year. The school serves as a clinic. There are many excellent ideas obtained from the visiting instructors, from the fine pictures, and from the demonstrations of the field each afternoon. Last, but not least, there is an exchange of ideas among the coaches themselves. This probably contributes more to the improvement in coaching than any other one thing. Besides the exchange of ideas, there is developed among the coaches a fellowship that contributes materially to better coaching and good sportsmanship.

Mid-winter Clinic
I should like to attend a coaches' clinic of some kind between the close of football season and spring practice. If we could get some new ideas at this time we could experiment with them during spring practice. At the summer coaching school we would be in a position to seek the answers to the questions and problems of the new stuff we are trying to use. I believe that a mid-winter clinic followed by the one we now have in the summer would contribute more to the improvement of coaching than anything we could do at this time. Let's try it one time!

H. N. Russell submits a list of football objectives which have been adopted by the Highland Park football squad. They express high ethical standards and could well be used by more schools:

1. We want to have the finest sportsmanship and the highest regard for fair play of any team participating in football.
2. We want to have the best physically fit group playing the most rugged brand of football that is to be found anywhere.
3. We want to excel in having a knowledge of the game and the ability to think.
4. When the going is rough and the breaks are against us, we should like to be able to increase our efforts with poise and determination that is unequalled.

5. We want to conduct ourselves both on and off the field in a manner that will glorify the game and bring honor to the school that we represent.

6. We want to be better men because of our experience in football, and it is hoped that football will be a better game because we have played.

7. We want to realize the true purpose of attending high school and to have a deep appreciation of scholarship. We hope that no member of the squad will cast a reflection on this desire by failing to do the work that is expected of him in any subject.

Basketball Equipment Limited
THE manufacturers and distributors of athletic equipment are urging the schools to take the best of care of all basketball equipment now on hand. There will be fewer basketballs for schools than last year. This means that old balls should be kept in repair and new ones cleaned after each practice and game.

Schools may write to the various sporting goods firms and get suggestions on how to care for such equipment.

Another scarce item this year will be gym shoes. Boys should be urged not to wear the gym shoes except on the playing court and during game or practice session.

Schools should order their basketball equipment as early as possible. From present indications, there will be a larger number of schools playing basketball this season than last season. This means that the reduced supply of equipment will have to be spread among more schools.

Schools are urged to buy the minimum of equipment. Last season if you ordered four balls, this season request only two balls, and so on. In this way maybe every school can have a team.

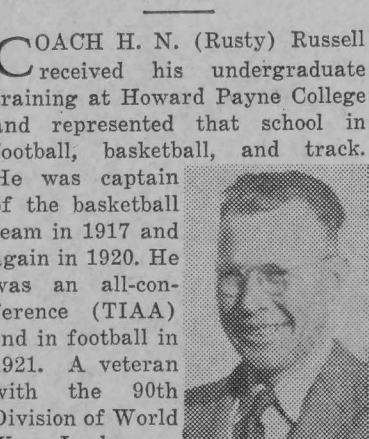
Ass'n Coaches, Who's Who, Where, and Why

THE PRESENT President of the Texas High School Coaches Association is Howard Lynch, football coach of the Amarillo High School. As a boy he played on the Amarillo team in 1918 and 1919. From high school he went to Centre College, Danville, Ky., then very much in the sports headlines, and was a member of the famous teams of that institution from 1921 to 1924. He was awarded an A.B. degree there in 1925, and an M.A. degree from the University of Kentucky in 1933. Then, after four years as principal and coach at Franklin, Ky., he returned to Amarillo in 1930 as assistant coach, which position he held until 1937 when he became head coach. During his years as assistant coach, Amarillo High School football team won the State Interscholastic League championship three times in a row, and after Lynch became head coach, repeated in 1940. This team was runner-up in 1930, 1932 and in 1942. While at Centre College, Lynch was named All-Southern Guard two years in succession. He has been active in the Texas High School Coaches Association ever since his return from Kentucky to Texas.



Howard Lynch

COACH H. N. (Rusty) Russell received his undergraduate training at Howard Payne College and represented that school in football, basketball, and track. He was captain of the basketball team in 1917 and was again in 1920. He was an all-conference (TIAA) end in football in 1921. A veteran with the 90th Division of World War I, he received the A.B. degree from Howard Payne College in 1922 and a Master's degree at the Colorado State College of Education in 1939.



H. N. (Rusty) Russell

Our health check-up is scheduled for this week under the direction of our P.-T. A. The P.-T. A. pays the doctor and the dentist a fee. The children receive smallpox and typhoid immunization free at the Central Texas Health Unit which is located here. The signed permission of the parents is necessary. We will have to replace our big rope in the assembly room as it is about worn out. There are one or two minor changes in the requirements for the award that the children would like to have made. The names of the clubs, the officers, and the sponsors are as follows:

that time represented the same group as the AA does at the present time. Due to the strength that the team showed over that period of years, it was invited to play in Class A.

Masonic Home then entered the Class A conference (present AA) in the fall of 1932 and won all of its games until it reached the State finals. This game turned out to be a tie game, 0-0, but Corsicana was awarded the championship on penetrations.

During the eleven years Masonic Home played in Class AA, 1932 through 1942, it won the district championship six times, tied for the championship (district) in 1942, and in 1941 was undefeated and untied during the entire season; but due to the discovery of an ineligible player, forfeited these games and withdrew from the race.

Masonic Home reached the finals once and on other years, the semi-finals three times, and the bi-district twice. From 1930 until the latter part of the season in 1933—almost four complete years—Masonic Home never lost a game to a high-school team.

Highland Park in 1942 won the district championship and was defeated at the quarter-finals of the State race. The Highland Park team of 1943 reached the semi-finals where it was defeated by San Angelo, the State champions, 21 to 20. This team, like the 1942 team, never lost a game until it was eliminated in the State race.

Summarizing Mr. Russell's record, we may say, that in sixteen seasons Masonic Home won 132 games, lost 30 games, and tied 9 games. Ten of these games were lost the first three years of his coaching at the Home. Since taking over the Highland Park team in November, 1942, it has won 16 games, tied one game, but won the bi-district then on penetrations, and lost two games, one of these in the quarter-finals in 1942 and the other at the semi-finals in 1943.

ANOTHER outstanding Texas high-school football coach is P. E. Shotwell of Longview High School. "Shot," as he is familiarly called, took a B.S. degree at the West Texas State Teachers College with minor in mathematics and major in Industrial Arts. He later pursued graduate study at The University of Texas and received an M.Ed. degree with major in Physical Education and minor in Sociology.

During his coaching career at Cisco, Abilene, Breckenridge and Longview he has won three State championships,* and was once runner-up.

He has been active in the High School Coaches Association, served one term as its president, and now holds the title of Director in that organization.

*Counting the tie with Port Arthur.

8 Physical Fitness Clubs in Grade School

EIGHT well-organized and smoothly functioning Physical Fitness Clubs is the record thus far of the Georgetown Grammar School. Considering the size of the school, and percentage of participation, this is the best program that has been reported to the State Office this school year.

Miss Annie Purl, Principal of the School, gives detailed report of the organization and activities, as follows:

We have organized the Physical Fitness Clubs again this year. There are eight clubs—4 boys' clubs and 4 girls' clubs.

Sponsors Chosen

The room teachers of 6-1, 6-2, 7-1, and 7-2 are the sponsors. The clubs meet every Friday from 2:25 till 2:55 in the rooms of the sponsors. These teachers also have the daily physical education and health activities of the children who are in the clubs they sponsor. So, each teacher works with her group one hour daily in addition to the club period. Then, too, we have a play period after school on Wednesdays that is supervised in turn by these four teachers.

Health Check-ups

Our health check-up is scheduled for this week under the direction of our P.-T. A. The P.-T. A. pays the doctor and the dentist a fee. The children receive smallpox and typhoid immunization free at the Central Texas Health Unit which is located here. The signed permission of the parents is necessary. We will have to replace our big rope in the assembly room as it is about worn out. There are one or two minor changes in the requirements for the award that the children would like to have made. The names of the clubs, the officers, and the sponsors are as follows:

7-2 Boys
Name: Gremlins; Officers: President, Jack Currier; Vice-President, Stafford Landry; Secretary, Dean Shaver; Sponsor, Mrs. Rosa Jones.

7-2 Girls
Name: Lucky Lassies; Officers: President, Shirley Fay Anderson; Vice-President, Lanada White; Secretary, Georgia Lee Prein; Sponsor, Mrs. Rosa Jones.

7-1 Boys
Name: Marine Raiders; Officers: President, Ray L. Sanson, Jr.; Vice-President, Pat Young; Secretary, Richard Atkin; Sponsor, Mrs. W. H. Ainsworth.

7-1 Girls
Name: Topsy Turvy; Officers: President, Nancy Blank; Vice-President, Laura Sue Durrenberger; Secretary, Mary Eddins; Sponsor, Mrs. W. H. Ainsworth.

6-2 Boys
Name: The Flying Tigers; Officers: President, Kermit Peterson; Vice-President, Chas. Laubach; Secretary, Frank Houston; Sponsor, Mrs. Fred Blanchard.

6-2 Girls
Name: The Eagles; Officers: President, Martha Jane Keener; Vice-President, Margie Burson; Secretary, Dorothy Coffman; Sponsor, Mrs. Fred Blanchard.

6-1 Boys
Name: The Super Dupers; Officers: President, Billy Ray Engvall; Vice-President, Kirk McCarter; Secretary, Ellsworth Peterson; Sponsor, Mrs. Don Payne.

6-1 Girls
Name: The Wonder Women Club; Officers: President, Ann McCree; Vice-President, Barbara Blanchard; Secretary, Felicia Ann Melburn; Sponsor, Mrs. Don Payne.

The Sportsman's Creed

The Player
1. He lives clean and plays hard. He plays for the love of the game.
2. He wins without boasting, he loses without excuses, and he never quits.
3. He respects officials and accepts their decisions without question.
4. He never forgets that he represents his school.

The Coach
1. He inspires in his boys a love for the game and the desire to win.
2. He teaches them that it is better to lose fairly than to win unfairly.
3. He leads players and spectators to respect officials by setting them a good example.
4. He is the type of man he wants his boys to be.

The Official
1. He knows the rules.
2. He is fair and firm in all decisions. He calls them as he sees them.
3. He treats players and coaches courteously and demands the same treatment for himself.
4. He knows the game is for the boys, and lets them have the spotlight.

The Spectator
1. He never boos a player or official.
2. He appreciates a good play, no matter who makes it.
3. He knows the school gets the blame or the praise for his conduct.
4. He recognizes the need for more sportsmen and fewer "sports."—Kentucky High School Athletic Association.

Uses of the Common Stinging Nettle
IT HAS BEEN well known for many years that the stem of the common stinging nettle (*Urtica dioica*) contains a bast fibre which is somewhat similar to that of flax. This fibre has, in the past, been extracted in Scotland and Ireland and used to make textile materials, but, so far as can be ascertained, this was largely a domestic enterprise which never assumed commercial proportions as understood in the modern sense.

On the Continent, particularly in Germany and Central European countries, the less easy access to raw materials, especially in war time, has led to a more extensive use of nettle fibre for textile purposes. Methods of extracting the fibre have been patented in Germany, Austria and the U.S.A. Since a large part of the available information concerning nettle fibre has appeared in semi-popular literature or articles flavoured by propaganda, a reinvestigation of the subject has been made during the last few years at the Royal Botanic Gardens, Kew, in collaboration with other scientific institutions and commercial firms. This has shown that dried nettle stems contain 5 to 10 per cent of an exceptionally strong fibre composed of a pure form of cellulose. Samples of special grades of paper, as well as textile yarns, have been made from it, whilst the waste material from the spinning process has been turned into excellent artificial silk. Unfortunately, the wood cores of the nettle stem are a bulky waste product. They can be ground up and used as a filler in paper-making, but a more interesting possibility, which has not yet been fully explored, is that the wood might also be converted to artificial silk.

If nettles are used on a commercial scale in the future they will have to be cultivated in order to ensure an adequate supply. This could be undertaken most successfully in damp but loose soil, preferably in situations well sheltered from the wind. Clearings in moist woodlands, canal banks and similar places would yield a better crop of nettles than open fields. Recent attempts to cultivate nettles in Scotland were a failure, chiefly because this point was not appreciated. Nettle cultivation seems, on the other hand, to have been achieved quite successfully on certain parts of the Continent, so much so that it was cheaper before the war to import dried nettles from Hungary rather than to collect and dry those which grow wild in Great Britain. Imported nettles were actually being used before the war as a source of the green pigment chlorophyll. This is extracted from the leaves and used for colouring foods, beverages and toilet preparations, as well as for making proprietary medicines.

It is important, when assessing the economic value of the nettle, to realize that the leaves as well as the stems can be used. It is technically possible to cultivate and use nettles in the various ways enumerated above; whether it will be an economic proposition in the circumstances prevailing after the war remains to be seen.—Monthly Science News.

Predicts Airplane Will Revolutionize Education

AT THE LAST meeting of the American Association of School Administrators, Dr. Alexander J. Stoddard, Superintendent of the Philadelphia schools, made the headlines by suggesting ways in which the schools must adapt education to teaching an "airborne generation."

Second Place Ready Writer Describes Gulf Coast Storm

Introduces Humor, Mystery and Solution of the Mystery

LAST month, we published the first place winning composition in the Ready Writers' Contest of the 34th Annual State Meet of the Interscholastic League.

The conditions under which these compositions are produced insure that they are original, and that they are not "touched up" by the teacher or by anyone else. The contestants are given choice of five topics, and are allowed two hours to do the writing. At the end of that period, the compositions are collected and judged.

It happens that the first and second place winners chose the same subject: "My Experience in a Storm."

The present essay is by Dorothy Marie Smith, of Justin High School, and was adjudged second. It will be noted that this contestant makes a very fair mystery story out of her experience—Editor.

My Experience in a Storm

DURING the seventeen eventful years of my life, I have been scared hundreds of times by storms; but there is one incident which will hold a memorable place in my mind forever.

At the time of the unusual storm my family lived at West Columbia, a small town near the Gulf of Mexico. Every year the entire region was swept by terrific coastal storms, so they were a part of my everyday life. It was not uncommon for me to be snatched from my bed in the middle of the night, jammed into my clothes, and hurried to a cellar.

On one particular day, Daddy was gone, and Mother was alone with the children and my fifteen-year-old cousin, Frances. The very atmosphere seemed to indicate a dangerous storm, and we were all badly frightened. The sky was laden with dense black clouds which were pierced at rapid intervals by vivid streaks of lightning. The thunder roared hoarsely as the rising wind began to howl with all the might and fury that it could muster.

Mother grouped all the children around her in the living room and tried to calm us, even though she was also frightened. The picture we presented was amusingly like a mother hen and her baby chicks.

It is with a mixture of amusement, contempt, and some measure of fear that I look back upon that incident; but one thing is sure. I shall never forget those flashes of green fire.

of our neighbors, resisted it and refused to recognize its coming.

"Even though our country now is building airplanes in swarms and is rapidly becoming the greatest air power in the world, we who teach have not fully realized the significance of the new day for the schools.

"Are we, the last generation of the earth-bound, able to teach this new generation, the first generation with wings?"

To do so, Dr. Stoddard said, the educational system must be flexible and efficient enough to switch even to the extreme of teaching parachute operation to young children; to substitute airplanes for apples in arithmetic problems; to carry air-mindedness into art and dramatics, and to learn and teach the hundreds of new words coined by the new technologies.

In addition the schools must "step up immeasurably" their effort to build morale and their teaching of democracy and the issues and aims of the war.

English Education Act (1944) Is Revolutionary

(Continued from p. 1)

throughout the period of primary and secondary education, "cause him to receive efficient full-time education suitable to his age, ability and aptitude."

Religious Education
Fourth, religious education is made compulsory in all public primary and secondary schools. Every school day is to begin with collective worship (Church of England), and in every school religious instruction must be given. (Minorities of other faiths will, of course, observe this duty according to the tenets of their own religions, and the rights of parents who object to religious worship and instruction are safeguarded.)

Fifth, the scope of the School Medical Service, hitherto restricted largely to medical inspection and advice, is to be expanded to provide free treatment (optional) of almost every kind. Private schools may also use it by agreement.

Under the Act it becomes the duty of the local education authorities to supply milk and meals at school to all children desiring

to take them. The war has proved the value of this measure.

Sixth, all private schools are to be inspected and registered, and the Minister has power to close any school of which the buildings or equipment are below standard, or the proprietor or any member of the staff not a fit person to have charge of children.

These fundamental changes in the structure of the English educational system carry with them a large number of important subsidiary changes which are either specifically indicated or implied by the provisions of the Act. There is to be a general stepping-up of standards of buildings and equipment; large provision of nursery schools; better care of physically or mentally handicapped children; smaller classes; varied kinds of secondary education; huge development of technical education; higher salaries for teachers; more generous allowances for students; encouragement of educational research.

An Important First Step

In short, both the quantity and the quality of public education in England and Wales are to be very substantially upgraded. And it may be taken for granted that similar Acts will soon be passed for Scotland and Northern Ireland, neither of which is covered by this Act. Of course, the passing of an Act of Parliament does not necessarily mean that the desired results follow immediately. This Act will take time and effort to bring into full operation; but it constitutes the all-important first step towards reform.

By itself, the "Education Act, 1944" would be immensely important as significant of the way in which Britain is facing the future. But it cannot be taken by itself. It is not an isolated piece of legislation, but the first of a series of major social reforms projected by the British Government with the support of—or rather, demanded by—the British people.

These measures, which are in active preparation, cover housing, town and country planning, employment, and social security. Each is intimately related to the others. Education rightly came first, for only a highly educated people can properly carry through modern social reform in a democracy, however enlightened the legislation providing for it may be.—*Christian Science Monitor*.

New Faces Show Up On Advisory Council

(Continued from p. 1)

B—Mr. H. O. Harris, Superintendent, Sanger.
REGION IV:
AA—E. N. Dennard, Superintendent, Marshall.

A—Frank Morgan, Superintendent, Commerce.
B—W. C. Cummings, County Superintendent, Bonham.

REGION V:
AA—R. B. Sparks, Principal, Robert E. Lee (Goose Creek).
A—V. W. Miller, Superintendent, Dayton.

B—E. K. Barden, Superintendent, Sugar Land.

REGION VI:
AA—H. A. Moore, Superintendent, Kerrville.
A—E. T. Robbins, Superintendent, Taylor.

B—J. D. Fulton, Superintendent, Prairie Lea.

REGION VII:
AA—Ben Bright, Superintendent, Brownsville.
A—J. W. Roach, Superintendent, Alice.

B—Walter Coers, Superintendent, Orange Grove.

REGION VIII:
AA—Murry Fly, Superintendent, Odessa.
A—R. D. Lee, Superintendent, Monahans.

B—J. E. Gregg, Superintendent, Marfa.

Ass'n Proposes New Way of Marking Time

(Continued from p. 1)

dividual should be employed at the rate of ten dollars per day he would usually get ten dollars less with which to pay his April bills and thirty dollars less to pay his February bills than he would have for his January bills or his March bills. This is only one example of hundreds of hardships, inconsistencies, and inconveniences which would disappear if all months had an equal number of work days. Practically all contracts, documents, legal instruments, statistics, records, individual and institutional schedules of activities and commitments; and in fact, almost all of the regulation of individual and group undertakings would be greatly simplified and facilitated.

A Stable Calendar
A remarkably simple and effortless way has been discovered by which to remedy both of these defects and to produce a perfectly balanced and perpetually stable calendar which would result in incalculable benefits to all groups

and all individuals, and which would work no hardship or inconvenience upon anyone.

The first defect could be eliminated by recognizing what is now the last day of the year in regular years and an additional day at mid-year in leap years as world holidays so that they would not be counted as a part of the calendar year. This would give us 364 days in every calendar year which would make exactly 52 seven-day weeks and exactly 91 days to each quarter. Since we would not have an odd day in regular years nor the two extra days in leap years each month date would come on the same week day each year. Special days such as Christmas and Independence Day would always be on the same day of the week as well as on the same day of the month respectively each year.

The other defect could be remedied by giving to each month an equal number of work days through the simple process of shifting a day or two here and there from one month to another. This can be done by letting the year begin on Sunday and end on Saturday and by assigning 31 days to the first month of each quarter and 30 days to each of the other months. This arrangement will give us five Sundays for each of the four 31-day months and four Sundays for each of the 30-day months, leaving exactly 26 week days in each of the twelve months and equalizing the quarters.

Such a calendar would be a perfect instrument by which to keep track of all kinds of time schedules. It would eliminate all of the conflicts which now occur in our scheduled activities because some of them are scheduled by month dates while others are controlled by week days. In such a calendar as would result from these slight revisions month dates and week days would be synchronized so that it would make no difference whether events are scheduled one way or the other. They would never conflict. But there are hundreds of additional advantages which cannot be mentioned in this brief space.

The World Calendar Association which proposes these changes in our calendar will be glad to furnish any individual or group with all literature necessary to a comprehensive understanding of the many benefits which would result from such revision.

How Schools May Help

Teachers and students who are looking for topics for essays and speech activities would find calendar reform timely and appropriate in every way. It would be an excellent topic for Interscholastic League contests in English and speech. It would make a good project for social studies classes. With the assistance of the State Department of Education, the World Calendar Association has placed in the hands of most county superintendents and superintendents of independent districts a splendid bulletin on this topic which these superintendents would be glad to put at the disposal of interested teachers and students.

If they are not available in your locality they will be furnished free by the Association. The address is 630 Fifth Ave., New York City. They will send additional literature if requested to do so.

Calendar Not Sacred

Let it may be felt that the calendar is a sacred social institution which should never be modified we have but to remind ourselves that man has been revising the calendar for nine thousand years, and that English-speaking countries have used the present Gregorian calendar for less than three hundred years. When we changed from the Julian calendar, which was used during our colonial period, we lost eleven days in the transition. But even this radical change does not seem to have disturbed anyone for very long, if at all. In the present change no time is lost and none is gained. We also keep the seven-day week and the twelve-month year intact.

It would be a wonderful blessing to the world if the United States would join with the other fourteen nations which have already approved the proposed change and if these nations could induce the rest of the world to adopt the proposed World Calendar at the peace conference which will follow the present war.

The National Education Association, the World Federation of Education Associations, hundreds of educators, thousands of scientists, labor unions, capitalists, the motion picture industry, many church officials and denominations as well as many other individuals and groups are sponsoring this reform of the calendar. Your Congressman would like to know what you think about it.

Happiness may be defined as a kind of virtuous activity of the soul.—Aristotle.

A person's character is the result of the way in which he exercises his capacities.—Aristotle.