



Principal Urges New Classification Rule

(By R. A. Armstead, Principal High School, Corsicana)

IN REFERENCE to your form letter of December 18, notifying us that a vote of our district executive committee will be necessary if we play AA football next year because the 1943-44 Bulletin on Standards and Activities reported our enrollment as 499, I wish to submit the following statements:

1. Our district committee cannot hold a meeting by January 1.
2. I question your right to make the following ruling: "Schools will be assigned to football conferences on the basis of high-school enrollment figures given in the 1943-44 Bulletin on Standards and Activities."

The reason I question that interpretation is that the Constitution and Rules, Article VII, Section 5, reads as follows: "A high school enrolling the preceding year 500 or more, is a Conference AA school."

We enrolled over 500 last year. In fact the first monthly statistical report showed 508 original entries, and this figure increased during the year plus reentries. I do not know how the figure 499 was arrived at. I imagine that was our membership at the time the deputy superintendent visited our school in the spring. The difference is that the Constitution reads "enrolling the preceding year 500 or more"; whereas the Bulletin on Standards and Activities uses a membership at one particular date. So I hold that no district vote is necessary in our case, or in the cases of the other high schools involved, as long as we can show that we enrolled 500 during the year.

I would like to point out another situation in this connection that will work a hardship on many towns in Texas. In District A, for example, about half of the high schools have four grades and about half have three grades. It isn't right for a smaller town to be classified Double A and a larger town classified A because the larger town has set up a junior high school. This interpretation ought to be followed: as long as some high schools have four grades in one building and others only three, for purposes of conference classification, the enrollment of the upper four grades ought to be totaled, whether in one or two buildings. I am not suggesting that junior high-school boys in our ninth grade ought to be allowed to play on our team; only that the ninth grade ought to be added to our high-school enrollment in determining our classification as to conferences.

I believe that statewide sentiment will sustain both of my points in this letter.

Editor's note: Let's hear from others about this rule.

"Good heavens!" exclaimed a Persian to his General, "what manner of men are these (Greeks) against whom you have brought us to fight?—men who contend with one another not for money but for honor."

"So important were the games that not even the Persian invasion stopped them; and while a handful of Greeks withstood Xerxes' army at Thermopylae the customary thousands watched Theagenes of Thasos, on the very day of the battle, win the pancratiast's crown."

Football Assignments

THE tentative list of football assignments for the 1945 football season has been mailed to participating schools for this past season.

If any school that did not take part in football last season desires to play League football during the 1945 season, now is the time to make your request known to the District Committee and to the State Executive Committee.

The 1945 acceptance cards have been mailed out to all football schools. It is better to be safe than sorry, so send in your football acceptance card today.

Graduates with Long List of Speech Honors

SECOND PLACE State debate winner in 1944 was Charles Maupin, representing Adamson High School of Dallas. He had



previously won a large number of other debate contests in Dallas and the surrounding area. At the TSCW Speech Institute in 1942 he tied for first place as best debater, and won first place in the Kilgore Junior College contest the same year. He was awarded first place in competition with North Dallas High in 1943, and in a similar contest with Sunset High in 1944, he again took top honors. The Dallas All-City Meets in 1943 and '44 were also won by this outstanding debater, as well as the Regional Meet in 1944. In addition he was three-year Linz winner in the Scholarship Club. He graduated in June at the age of 16 with a good scholastic average. Parents are Mr. and Mrs. C. C. Maupin, 902 Winters, Dallas.

The Huckleberry

IF YOU WOULD know the flavor of huckleberries, ask the cowboy or the partridge. It is a vulgar error to suppose that you have tasted huckleberries who never plucked them. A huckleberry never reaches Boston; they have not been known there since they grew on her three hills. The ambrosial and essential part of the fruit is lost with the bloom which is rubbed off in the market cart, and they become mere provender. As long as Eternal Justice reigns, not one innocent huckleberry can be transported thither from the country's hills.—Henry Thoreau.

The Aims and Objectives of Track and Field Training

(By J. Eddie Weems)

TRACK to me is a racy subject. I can talk about it with zest and I am glad to write about it, but having seen boys run counter-clockwise for twenty years, I may have a tendency to talk and write in circles.

If it were not immodest for me to do so, I could say that I have run thousands of miles around cinder and cinderless tracks. Track is a part of my life, and it probably saved my life on one occasion by qualifying me to outrun a high-jacker. Frequently I make the statement that every boy should have track and boxing as methods of defense. I do not know which is better; it all depends upon the circumstances.

Oldest of Sports

Without doubt track and field are the oldest sports in the world. From time immemorial men have run. A tennis coach told me one time that tennis is the oldest sport in the world. His theory was based on the fact that Cain and Abel had a racket. As repartee is that which one thinks of when he gets home, I had no ready answer. I went home and told my family that I had lost an argument with a tennis coach. My seven-year-old son inquired of me, "Why did you not tell the coach that Adam was first in the human race?"

Track is classical, as we who have been following Mrs. Bassler's articles are reminded.

In 1896 the Olympic Games were revived, and since that time American stars have been the brightest constellations in the athletic firmament. As track and field are international sports, every athlete can have the Olympics as his goal. During the war the Olympic Games are not held, but we anticipate the day when the nations that are now engaged in war can meet on the fields of sports. It is very probable, I think, that boys like Charlie Parker, Dewitt Coulter, and many others who have made records in the Texas Interscholastic League

1919 Tennis Winner Still A Team but not in Tennis

(By Dr. Daniel A. Penick)
TWO MIDDLE-AGED men, who a quarter of a century ago won the State high-school tennis title in the University Interscholastic League, now work side by side in the Bursar's Office of The University of Texas. They are Albert Leissner and Dewey Smalley, tennis doubles entry from Cuero High School in the League State Meet of 1919.



Albert Leissner — Dewey Smalley
Cuero High School

Competition in tennis in the Interscholastic League began in the school year 1913-14 and was confined to boys doubles. I will appreciate getting information about these winners from every possible source, the boys themselves, their relatives, the schools and towns which they represented.

In those early days most of the winners came from smaller towns and very few of them kept up their tennis in college or elsewhere. Later those conditions changed, as will be seen. The larger cities came into the picture and the League became the training ground of intercollegiate heroes.

The first team presented here won at the League meet in 1919. The boys who composed that team were all-around athletes. They were good in all games including tennis. They hailed from Cuero. Their tennis career practically ended with this interscholastic championship, not so their athletic careers.

Both boys, Albert Leissner and Dewey Smalley, attended The University of Texas and continued active participation in athletics. Both played baseball and lettered in that sport. Both took part in football. Smalley competed also in basketball and became a three-letter man.

Why didn't they continue to play tennis? At least one of them says that he chose to play baseball because in those days he could play ball in the summer for money and make enough to pay expenses for the next school year. It is almost impossible to play baseball and tennis during the same season. The other boy may have played baseball for the same reason.

Furthermore, they may have been better baseball players, though they could have developed into first-class tennis players. Maybe the magnetic influence of uncle Billy Disch and his wonderful coaching ability had something to do with their choice.

What became of these fine boys? Both of them became teachers in the Texas school system and both of them deserted the teaching profession for greener pastures. Smalley still plays a good game of tennis. Leissner does not appear publicly on the tennis courts but plays enough to teach his two youngsters how to play a good game.

will participate in the postwar Olympics.

Pointers from Holy Writ

Students of the Bible know that the New Testament is replete with allusions to the Olympic Games. As a coach, I have been greatly benefited by Philipians 3:13-14, which reads: "This one thing I do, forgetting the things which are behind, and reaching forth unto those things which are before, I press toward the mark for the prize of the high calling of God in Christ Jesus." This is a favorite Scripture of Gil Dodds, the divinity student who holds the world's indoor record in the mile. If one will analyze these verses, he will learn that a good runner must have confidence, that he must have a correct body-lean, and that he must not look back. In First Corinthians 9:25 the same writer says, "Every one who runs in the games exercises selfcontrol in all things." No boy who refuses to train and to practice selfcontrol can be a champion. The discipline and self-control that athletics gives make me a conscientious believer in clean sports.

Running is fundamental in all major sports. A fast runner steals the bases in baseball. The immortal Billy Sunday, who could speak 280 words a minute, probably got

A Colonial Writing-Master And His Curious Pedagogy

IN COLONIAL days writing by hand under the more dignified title of "penmanship" was a fine art. "The art of writing" referred not to composition but to the actual formation of characters with the pen.

Our forebears thought of writing in terms of "strokes." There was the "body stroke," the "hair curve," the "swelled stroke," the "pointed l," "the oval," and the "straight hair stroke" with all the permutations and combinations of the same. There was much talk of "joining" and "conjoining," and the "slant" was a matter which required grave treatment throughout whole chapters of closely printed matter with still more condensed footnotes.

Poets burst into raptures over a beautiful "hand."

"Hail mystic Art which men like angels taught To speak to eyes and paint unobdied thought!"

Two birds are slain with one missile in the colonial writing-school. Not only was the art of writing taught, but the soul was lifted by

"All-Star" Selection Is a Musician, Also

(By Victor Grant)

BOB BLAUSTONE of Austin High School, who was chosen on the all-star cast last spring in the State contest for one-act plays, is a dynamic personality.

In addition to his performing in "The Road Into the Sun," Bob has entered the musical, speech, dramatic, and sports fields each of his three years in high school. With all of these, he has found time to organize bands and really "gives out" with the hot beats on the drums. He also plays the piano. He has recently organized an orchestra quintet to play at the Teen Canteen and at local school dances.

He has served as vice-president of the Socratic Debate Society and seems to have done a swell job in helping to run it.

During his dramatic career, Bob has played in "Lost Horizon," "Best Foot Forward," "What a Life," "The Man Who Came to Dinner," and starred in the local school presentation of the one-act play, which won him State recognition.

Bob will tell you that his favorite



Bob Blaustone, Austin

composer is Gershwin and his favorite band leader, Glenn Miller.

He lives at 3110 West Ave., Austin, Texas, with his parents, Mr. and Mrs. Henry Blaustone.

Brilliant Game Closes Season

Sports Writers Unanimous in Praising 1944 Season League's Greatest

IT SEEMED quite fitting that the third war-time State High-School Championship game he played in Texas Memorial Stadium, a stadium that was built and dedicated to the heroes of the First World War. A fine crowd of 12,000 turned out to see the powerful, hard-driving Yellow Jackets of Port Arthur down the aerial-minded Highlanders of Highland Park High School. Both teams displayed a brand of football that marked each as a potential champion.

Regional championships in Class A were concluded the week-end of December 16. In Conference B, district winners were determined before December 2. The date set by the League for closing bi-district matches in Conference B was December 9. Thirteen bi-district championships were reported to the State Office in Conference B. In Six-Man football December 2 was set as the date for determining district winners. Seventeen district champions were reported in this conference, and eight bi-district matches.

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

District winners for 1944 follow, numeral indicating the district: (1) Amarillo; (2) Wichita Falls; (3) San Angelo; (4) Austin (El Paso); (5) Greenville; (6) Highland Park (Dallas); (7) Paschal (Fort Worth); (8) Sunset (Dallas); (9) Breckenridge; (10) Waco; (11) Marshall; (12) Lufkin; (13) Lamar (Houston); (14) Port Arthur; (15) Austin; (16) McAllen.

Bi-district matches week ending December 9, districts being paired.

(Continued on p. 4, col. 4)

Committees for Study Of League Problems

ACTING under the recommendations of the Advisory Council, the State Executive Committee has appointed two committees to study (1) the question of awards; and (2) the advisability of inaugurating a State championship for Conference A Football, as soon as conditions become normal again.

Anyone interested in either of these matters should get in touch with the appropriate committee. The Committee on Awards is composed as follows: Supt. E. T. Robbins, Taylor, Chairman; Supt. Murry Fly, Odessa; Supt. E. K. Barden, Sugar Land.

Membership of the Committee on Conference A Championship follows: Superintendents: W. J. Stone, Nocona, Chairman; V. W. Miller, Dayton; Nat Williams, Ballinger; Knox Kinard, Hereford; Frank Morgan, Commerce; E. T. Robbins, Taylor; J. W. Roach, Alice; R. D. Lee, Monahans.

West Texas Girl Wins 2nd in Tennis



Virginia Broyles, Lamesa

SECOND place winner in the 1944 State Tennis Singles was Virginia Broyles, who also won the Regional Tennis championship in 1943. She graduated from Lamesa High School in 1944 in the upper one-fourth of her class. She is the daughter of Jack Broyles, Route D, Lamesa.

Visual Aids; News & Guide

(By D. W. McCavick, Director)

So 3074, Celestial Navigation Position finding on the earth. 14 min. sound s-c \$1.50.

Discusses geographical position, Greenwich hour angle, local hour angle, relationship of hour angle to longitude, zenith distance and its relationship to altitude, circle of position, line of position, fix, relation of assumed to actual position and intercept.

So 1804, Vacuum tubes: electron theory and the Diode tube. 16 min. sound jh-sh-c \$1.50.

Explains electron behavior in matter, electron sources in vacuum

(Continued on p. 3, col. 7)

Cigarette-famine Not So Bad, After All

SMOKERS, who look fearfully toward the prospect of having to cut down on tobacco for some time, might find cheer in the remark attributed to Mark Twain: "To cease smoking is the easiest thing I ever did. I ought to know, because I've done it a thousand times."

For real comfort, they might turn to the findings of the late scientist, Prof. Raymond Pearl, who, on the basis of a study of 7,000 smokers, concluded that heavy smoking definitely decreases life expectancy. A prolonged tobacco famine may thus add a few more years of life to many habitual smokers.

Pearl, a kill-joy to chain-smokers, also insisted that every ailment known to man is made worse by intake of nicotine. His findings were supported in large measure by a report submitted a few months ago by a group of English medical scientists, who, after studying 1257 cases of abdominal operations, came to the conclusion that heavy smokers develop lung complications following abdominal operations six times oftener than non-smokers.—Dr. S. Bernard Wortis, head of the Bellevue Psychiatric Hospital, interview by Albert Deutsch for the Newspaper P. M.

SPRING MEET ACTIVITIES

THE League Calendar for District Meets this spring is as follows:

March 16 and 17. First week end for holding Conference A and B District Meets.
March 30 and 31. Last week end for holding Conference B Meets.
April 14. Last week end for holding Conference A and AA Meets.

(Note: Since Area Meets will not be necessary in Conference A, District Meets may be held as late as April 14)

April 21. Regional Meets. May 3 and 4. State Meet.

These dates are listed on page 4 of the Constitution and Rules along with other important League dates.

Conference A and AA schools will qualify direct from the District to the Regional Meet.
Conference B schools in Regions I, II, and III will qualify from District to Area Meets. There will be two Area Centers designated by the State Executive Committee in each of the above mentioned regions.

Area winners in Conference B Meets will qualify to the Regional Meet and will be rebated in accordance with League rules governing the payment of rebates to the State Meet.

Conference B Schools in Regions IV, V, VI, VII, and VIII will qualify direct from the District Meets to the Regional Meets. Only District winners certified by the District Chairman will be eligible to participate in the Regional Meets.

Schools qualifying direct from a District Meet to the Regional Meet will not receive rebate. The State Executive Committee has authorized the payment of rebates only in those instances requiring contestants and delegates to attend Area Meets in order to qualify for Regional Meets, and Regional winners to the State Meet.

Co-operatives in Schools of Ecuador, Chile and Brazil

This series of articles on the co-operative movement in South American schools is reprinted from School Activities, Topeka, Kansas, by special permission. Credit was omitted by mistake from the December issue.—Editor.

IN ECUADOR a tiny but promising beginning has been made through the rural normal school near the village of Uyumbicho. Here Reynaldo Murgueytio is trying to train rural teachers in the develop-

ment of sound agricultural methods and the use of school co-operatives. He was especially anxious in establishing this school (which is a part of the national public school system) to train the Ecuadorian Indians to teach their own kind better methods of living and better forms of agriculture.

Teaching the Teachers

This little normal school has a farm of its own, farmed by the students. The students are organized into a co-operative which markets the products and distributes proceeds. Through actually practicing co-operation themselves these student teachers learn how to organize co-operatives in the rural schools to which they go.

I visited two of these rural schools to watch the alumni at work. Both were in rather remote regions. To reach one it was necessary to start out early in the

(Continued on p. 4, col. 6)

Awards Rule Is Not Practicable

Says No Decent Award Can Be Purchased for the Price Prescribed

(By L. W. McConachie, El Paso)

AS I READ the rule, in the Interscholastic League Rule Book, regarding awards for 1945-1946, I don't see how you will be able to purchase any kind of an award that any school system would be proud to say they gave to a certain boy for his participation.

If the idea is to do away with awards, why not just do away with them and forget about it, but as long as awards will be permitted

(Continued on p. 4, col. 2)

Huge Grant to Detroit for Citizenship Teaching Test

A FIVE-YEAR experiment in education for good citizenship is being launched in the public schools here, under the guidance of Wayne University and with a grant of \$425,000 from the William Volker Charities Fund, Inc., of Kansas City, Mo.

New and improved techniques of citizenship training are to be sought and tested. Results, it is said, may prove of significance to the 100,000 school systems of America.

The plan aims to so teach boys and girls today that when they

become John and Mary Doe, Citizens, tomorrow, they will not neglect civic duties and obligations while they hold forth vociferously for individual rights. Individual rights, in other words, carry individual citizenship obligations; and all too often Mr. and Mrs. Average Citizen of today forget the latter, educators say.

"Frankly," says Wayne University officials, "there is in this country a serious lack of basic civic morality. In civic matters, too many citizens think only of their own rights and refuse to perform their duties and obligations."

(Continued on p. 3, col. 7)

(Continued on p. 4, col. 7)



Published eight times a year, each month, from September to April, inclusive, by the Bureau of Public School Service, Extension Division, The University of Texas.

ROY BEDICHEK Editor

(Entered as second-class matter November 6, 1927, at the post office at Austin, Texas, under the Act of August 24, 1912.)

Vol. XXVIII JANUARY, 1945 No. 5

Takes Scholastic and Journalism Honors



Rosemary Coward

A CONSISTENT winner of honors and awards, Rosemary Coward maintained this record by placing third in Copy Reading in the 1944 State Journalism Contest. She graduated from Forest Avenue High School, Dallas, in June, again with high honors.

She served on the staffs of the "Forester Annual" and the "Forest Echo," the school paper. Membership in the National Honor Society was granted her because of her fine scholastic record. In addition, she received a four-year Linz Pin and an Everts Award, both of which are given to students maintaining a good grade average throughout high school.

Parents are Mr. and Mrs. A. C. Coward, 1738 Poplar St., Dallas.

the exclusion of most other types of material, examine flashy and misleading and often false advertising, and attend trashy and vulgar motion pictures. He asks what fraction of our masses would sit through a performance of the *Trilogy* or the *Philoctetes*.

70 Per Cent Quit School at 14
The reason assigned for this evident lack of appreciation of the more worthwhile things in academic and cultural fields is the fact that seventy per cent of the people left school at age 14. How many such persons have any intellectual interests and read books worth reading, or, indeed, read books at all?

The increasing amount of leisure time for the masses makes its proper use a greater and greater problem. Let those who read this book, the author tells us, think back on how their intellectual interests would have fared if they had left off schooling at age 14.

The principle laid down by the author is stated in the following words:

"That almost any subject is studied with much more interest and intelligence by those who know something of its subject matter than by those who do not; and, conversely, that it is not profitable to study theory without some practical experience of the facts to which it relates." . . . "The young are not fit to be students of politics, because they have no experience with life."

Knowledge Must Be Functional
Many things, thinks the author, can be learned from books, but many other things found in books have their full and complete meaning only when experience with life has been had. "They (ideas) can only be tested by comparing them with life . . . they cannot be utilized, for only the heat and stress of life gives occasion for their use. They are 'inert ideas' and inert ideas lead to boredom and to hazy understanding."

The way out, the author thinks, is a real program of adult education, similar to that of the "Tutorial Classes" in Great Britain or better still the Folk High Schools of Denmark, by means of which a poverty stricken people following the war with Germany in 1864, became the most enlightened people on earth and a people with the highest standards of living. The Danish National education is successful because: it is given to adults; it is residential; it is essentially a spiritual force. These folk high schools have demonstrated "that the same amount of information, which it takes half-grown youth—dozing on school forms—three to five years to learn, can be acquired by adults, who are keen on learning and who have done practical work, in the space of three to five months."

The author advocates for Britain the establishment of a House of Education by each Local Educational Authority in some one of the great Houses of the community which will be vacant and can be purchased for a song.

Cultural Courses
The author advocates emphasis on cultural rather than vocational courses in these peoples schools and enlarges upon the value of history, literature, and the Christian religion in a program of adult education. Without a knowledge of Greek philosophy, particularly that of Plato, Aristotle, Epictetus and other Stoics and of the religion of Palestine, no one can fully comprehend history, literature or religion. This emphasis comes out clearly in his chapter on "Secondary Education: A Criticism." "So it (education on the secondary level) tends to become a collection of isolated subjects—a world of planets as the Greeks conceived planets, stars wandering each on its irregular way, occasionally dashing into each other. For this we need to substitute a solar system whose ruling principle is the making of human beings. Many things go to the making, but essentially it is the training of three aspects of man, body, mind and character. And neither mind nor character can be made without a spiritual element. "Unless we solve the problem of the spiritual element, our civilization will perish."

The final chapter on Education for Citizenship gives us a broad conception of the meaning of citizenship. "Properly conceived, it involves all a man's actions which touch his fellow-citizens, and affect the health and well-being of the State; it is almost co-extensive with his duty to his neighbour."

Citizenship Training
Training for citizenship cannot be accomplished in the period devoted to the education of children and youth. Though much of civic responsibility can be learned in the ordinary school and through the reading of the "little books," real citizenship can be learned only by participation in community and state affairs and is, therefore, dependent upon adult education. "How far it is from civics to citizenship!" . . . "Bibles of citizenship—like other bibles—though guides to a better world, are not transport to one."

T. H. Shelby,



High School Press

A TABULATION of copies of the high-school papers submitted to the I. L. P. C. office this fall reveals that five general weaknesses lead all others in regard to the writing found in these papers.

Check your paper to see which, if any, weaken your paper:

1. Failure to put the significant facts into the lead.
2. Lack of lively featurettes to brighten news pages.
3. Lack of specific editorials pertaining to important local matters.
4. Editorializing in news stories.
5. Inadequate news coverage.

Most of these weaknesses can be remedied by a careful study of a good high-school textbook* and an

*Dr. Reddick is the author of an excellent text of this character, "Journalism and the School Paper," D. C. Heath & Co., Dallas, 1938.—Editor.

The application of its principles. If you are not certain of the adequacy of your news coverage, you may get some help from the I.L.P.C. mimeographed pamphlet on this subject, now in preparation.

Humor Helps

"The Sunset Stampede," this year has been running a column of human interest short items on its front page that do much to add humor and reader interest and to avoid weakness No. 2 listed above. Publication of such sprightly stories is a move in the right direction. They satisfy the same reader appeal as gossip and are on a much higher plane. Why not read the column in a current issue of "The Stampede" and then require your staff members to submit one such story for each issue? Starting their column last year, Stampede editors reported at the spring I. L. P. C. convention that it had stirred up considerable reader reaction.

Two war projects, sponsored by school papers, merit honorable men-

(Continued on p. 3, col. 6)



On Education, by Sir Richard Livingstone, The Macmillan Company, New York, 1944. 285 pages. \$1.75.

THIS is a book by the President of Corpus Christi College of Oxford University which should be read by all students of education and especially all of those interested in adult education. It is really a re-issue of two books previously published, "The Future of Education" and "Education for a World Adrift." While written about English education, the treatise has much of value to us in America.

The author calls our attention to the fact that, in spite of compulsory education, splendid buildings, impressive teachers, and large school budgets, the masses of the people read daily papers to

Presenting Part of the Advisory Council: Others to Come



Upper row, left to right: Terrell Graves, Coleman; Nat Williams, Ballinger; Jack R. Ryan, McKinney; R. B. Sparks, Goose Creek; W. J. Stone, Nocona. Bottom row, left to right: Edward T. Robbins, Taylor; R. D. Lee, Monahans; E. N. Dennard, Marshall; Murry Fly, Odessa; Frank H. Morgan, Commerce.

Biographical Sketches of Advisory Council Members

MEMBERS of the Advisory Council of the Interscholastic League are selected by regions and by conferences, each region and each conference being represented. Thus eight regions, with three representatives each, bring the number comprising the council up to twenty-four. While each of the members is well known in his own region, he may not be so well known across the State in another region. It is the purpose of this and following installments to introduce each member of the council to the entire League membership.

The biographical sketches which follow are given in the order of the photographs above, which order is quite accidental.

Terrell Graves, Coleman
The B Schools of Region II are ably represented by County Superintendent of Schools Terrell Graves of Coleman. He served as principal of Coleman South Ward School from 1929 until '38, at which time he was elected to head the public schools of Coleman County. He is a graduate of John Tarleton Junior College at Stephenville and of North Texas State Teachers College at Denton. His first teaching experience was in the rural schools of Erath County, where he spent two years before his connection with the Coleman Schools.

Nat Williams, Ballinger
Superintendent Nat Williams of Ballinger has been a prominent member of the Advisory Council of the Interscholastic League for a number of years. He has been with the Ballinger school system since 1939, and represents A Schools of Region II.

He graduated from Abilene High School in 1921 and continued his studies at Hardin-Simmons University, where he received his B. A. degree in 1924. In 1942 he received his M. A. degree from The University of Texas. He has also done graduate work at the University of Colorado.

Mr. Williams began his teaching career at Abilene High School three years after graduating from that school. After two years as mathematics teacher there, he accepted the position of Principal in the Tahoka High School, a post which he held for three years. In 1929 he began an eight-year period as Superintendent of the Cross Plains Schools. He spent two years as Superintendent at Baird before taking over his present duties at Ballinger.

Mr. and Mrs. Williams are the parents of three children—Don, a student in A. & M. College; Natlynne, a senior in Ballinger High School; and Gwen, a student in Ballinger Elementary School.

Jack R. Ryan, McKinney
Jack R. Ryan, Superintendent of the McKinney Public Schools for the past fifteen years, has served as a member of the Advisory Council for three years. He is the representative of all the AA Schools in Region III. He has been in the McKinney System twenty-one years. Previous to his election as superintendent, he was principal of both the junior high school and the senior high school at McKinney.

Mr. Ryan received his B. A. degree from Southwestern University in 1921. He also attended The University of Texas and did his graduate work at Southern Methodist University.

He was a member of the State Textbook Committee for five years, being chairman of that committee for four years. He has taken an active part in the Texas State Teachers Association, having been a member of the Executive Committee and having served on the

Committee on Elections for two years. He was on the Nominating Committee three years. Mr. Ryan has also served as president of the North Texas Division of the State Teachers Association. For two years he was a member of the N. E. A. Transportation Committee. Mr. Ryan has been chairman of District 6 for thirteen years. He is a member of the Rotary Club and The Red Red Rose.

R. B. Sparks, Goose Creek
Another well-known member of the Advisory Council is R. B. Sparks, who has spent thirteen years as Principal of Robert E. Lee High at Goose Creek.

Mr. Sparks was born at Georgetown, Texas, in 1898. He received his diploma from Lampasas High School in 1915, an A. B. degree from Southwestern University in 1919, and an A. M. degree from the University of Chicago in 1926. Further graduate work was done at The University of Texas and Colorado State Teachers College. His first teaching position was at Georgetown, where he taught mathematics one year. His career was interrupted in 1918 by a short period of service in the Army, but he was able to resume his work with the Georgetown Schools in the fall of 1919, this time as Principal of the High School. From 1920 to '26, he was Principal at Plainview, and from 1926 to '31 he held a similar position at Marshall High School. His connection with the Robert E. Lee High School since 1931 has been highly successful. Since 1940 he has served as chairman of the District 14 AA Executive Committee, and his position on the Council is representative of Region V AA Schools.

Organizations in which Mr. Sparks holds membership are Rotary Club, National Education Association, Baptist Church, National Association of Secondary Principals, Texas Association of Principals, and life membership in Texas State Teachers Association.

attending college, his first position being with the Steep Hollow School in Brazos County. In 1923 he became principal and coach at Nocona High School, and three years later was promoted to the superintendency. He finished his work toward a B. S. degree during summer months, and later completed work on his Master's degree from The University of Texas in the same manner. Since then he has done work toward a Doctor's degree.

Hobbies are golf, fishing and hunting, in addition to the regular sports of high school and college. He is a member of the Baptist Church, Voluntary Parole Board of Texas, Executive Committee of TSTA, Rotary Club, and NEA.

Mr. and Mrs. Stone have two children—Bill, age 14, and Sarah, age 13.

Edward T. Robbins, Taylor
Edward T. Robbins, Superintendent of Schools at Taylor and Advisory Council representative of Region VI A schools, has taken an active part in League activities for about thirty years. He was a contestant while in high school, judge of contests while a student in The University of Texas, and has since been on the faculty of League member-schools. He has held the chairmanship of various League organizations in the Taylor area for a number of years.

He holds an A. B. degree from The University of Texas, an M. A. degree from Texas A. & M. College, and has done graduate work at the University. At the beginning of his career he spent one year at Devine High School as teacher and coach. The following year he became high-school principal at Hearne, serving in this capacity until 1926 when he was promoted to the superintendency. Since 1935 he has been head of the Taylor Schools and his administration has been highly successful. From 1934 to '41 he also served as a member of the Summer School faculty at A. & M. College.

Mr. Robbins is an active member of the Methodist Church, Rotary Club (past president of Hearne and Taylor Clubs), Masonic and Scottish Rite Bodies, and Chairman of Leadership Training of Capitol Area of Boy Scouts. Professional memberships include Phi Delta Kappa, Texas State Teachers Association, National Education Association, American Association of School Administrators.

In spite of all these activities, he finds time for his favorite hobbies of hunting, fishing, and woodwork.

Mr. and Mrs. Robbins are the parents of two children; Marion, sophomore in high school, and Edward, age 4.

Raymond D. Lee

The A schools in Region VIII are represented on the Advisory Council by Superintendent Raymond D. Lee of Monahans. He has been with the Monahans-Wickett Independent Schools for the past three years, one year as high-school principal and two as superintendent of the system.

Mr. Lee was born at Thurber, Texas, and completed his elementary schooling there in 1922. He attended the Post High School and graduated in 1926, having earned three basketball, four football, three track, and two baseball letters in his four years there. During the next four years he attended West Texas State Teachers College at Canyon, where he lettered in baseball and also participated in football and track. Graduate work was done at Texas Tech and Colorado University.

After graduation, he was employed by the Texline Board of Education as high-school athletic coach and principal, and served in

alternated between teaching and

this capacity for seven years. His next position was at Levelland as principal of the junior high school, after which he transferred to Monahans.

E. N. Dennard
The Council member representing the AA Schools of Region IV is E. N. Dennard, Superintendent of Schools at Marshall.

Mr. Dennard was born at Carthage, Texas, and received most of his education in that section of the State. He attended Lon Morris College at Jacksonville two years; graduated from Trinity University, Wauahatchie, with a B. A. degree; received an M. A. degree at Southern Methodist University. Post graduate work was done at the University of Colorado. He played football four years while in college.

His first position was at Palmer, Texas, from 1929 to '33, serving as teacher, coach, and high-school principal. From there he moved to Pampa, where he spent four years as head of the social science department, assistant coach of athletics, and assistant high-school principal. Prior to becoming superintendent at Marshall in 1940, he was principal of the high school three years.

Murry Fly

Thirty-five years as head of school systems is the record of Murry H. Fly, Advisory Council representative of AA Schools in Region VIII. He is in his twentieth year as Superintendent of the Odessa Schools.

Mr. Fly was born in Mississippi but came to Texas to attend college. He received B. L. and B. S. degrees from the old East Texas Normal College and B.A. and M.A. degrees from The University of Texas. He has traveled extensively, having visited every state in the Union, Cuba, Mexico, and Canada.

He was District Governor of the Lions Club in 1941-42, and has served as president and secretary of the Trans-Pecos Teachers Association.

Frank H. Morgan

The Region IV A schools' representative on the Advisory Council, Superintendent Frank H. Morgan of Commerce, is truly fitted for that position, since he was born in Tyler, received his education in Northeast Texas and has spent all his teaching career in that section. He holds both Bachelor's and Master's degrees from East Texas State Teachers College.

He first taught at Mt. Vernon, where he was high-school principal and coach for two years, followed by five years as superintendent. Later he moved to Wichita Falls and taught in the junior high school four years, after which he served as superintendent of the Honey Grove Schools two years. He has been superintendent of the Commerce Public Schools for the past nine and one-half years.

Organizations in which he is active are the Chamber of Commerce, Lions Club, Masonic Lodge, and Texas State Guard.

Sigmund Freud

What made him toil to the end of his days, amid illness and sufferings and exhaustion in the very shadow of death, when he had no hope of reward, either for himself or for those he loved? He took life as a task that had been set, as a duty imposed on every one of us by the past of which we are the product. This inheritance is always with us in the form of our super-ego, intangible, and yet the most indubitable reality that shapes our life.—Hanns Sachs in *Freud, Master and Friend*, Harvard University Press.

THE FACT that there seems to be no way of organizing high-school athletics without becoming involved in certain commercial aspects is all the more reason for keeping these activities strictly within school control. Arguing for an organization somewhat similar to the one we have in Texas, Burt Beyer, in the official organ of the New York association, says: "Unless school men move to control and extend school-boy athletics, outside enterprises are going to move in and promote events for the profit and publicity they can get." Not only is this true, but as the school activities weaken, outside organizations whose motive is profit (mainly through advertising) are going to draw the boys themselves away from their school affiliations.

TEXAS might profitably study seriously the development of air travel and airplane manufacture. Its all-year round flying weather, and its vast stretches of vacant terrain make it an ideal location for flying schools. These advantages were at once recognized and utilized by the United States government when the need for training aviators arose at the beginning of the war. Texas is also prepared to furnish ideal centers for concentration and distribution of air-travel. It stands midway between the two great oceans with ready access to great ports on the Gulf. The manufacturing end of the business also is offered attractive advantages. Why shouldn't there be a department of aeronautics established as a part of the State government to study in advance and prepare for the great air age which is coming and relate the State to it as advantageously as possible? State aid for airports will come as one of the first problems to be considered.

EVEN in these parlous times while we are spilling our blood in the fight against dictators, much dissatisfaction is expressed at the democratic way of doing things. We find this criticism sometimes directed against the Federal Government, sometimes against the State and local governments, and often against the public schools.

We remember in the later 1920s and early 1930s, Americans returning from Europe with glowing accounts of what a man named Hitler was doing for Germany; and of what a man named Mussolini was doing for Italy. Why, the latter personage had made the trains run on time. How wonderful for an American to say that! Our trains had been running on time for fifty years without a political dictator. He had drained the Pontine marshes. How wonderful! But our drainage districts and irrigation districts in America, democratically organized and administered, had drained a thousand Pontine marshes. The same things had been done but in a different way, and the way makes all the difference in the world. If all you want is a well-conducted community, running smooth as grease, why don't you invite in an expert Commission, tell it what you want done, pay it a handsome salary, and then forget about it. Why? because that's not the American way. Being Americans we simply won't tolerate outside domination. We want to run our own affairs, and if they're the worst run affairs in the world, we have the satisfaction of knowing that we're running them. However, community after American community has demonstrated that we can run them ourselves better than they can be run anywhere else in the world. But it takes organization, groups of public-spirited men and women, citizens in the real sense, who get out of their own backyards, look over their own fence to gain the larger view, and are willing to take the time and put forth the effort to make their own community and their State and nation a better place to live in.

INVESTIGATING charges of invasions of academic freedom, intimidation of teachers, violation of merit system and existence of spy system in the Chicago public schools by a committee of the N.E.A. has gotten down to work with a noticeable lack of co-operation on the part of the Superintendent, Dr. William H. Johnson and the School Board, according to accounts of the controversy appearing in the papers. "Enough indication of misadministration of the Chicago public schools has been uncovered in the first steps of the National Education Association's investigation to suggest that the teacher organizations and civic bodies which regarded the probe were fully justified," says Dr. Donald DuShane, chairman of the N.E.A. committee. It seems that the Chicago School Board has a tenure rule which protects teachers from summary dismissal, but the complaint now is that teachers are transferred, shifted about and demoted as punishment for not being "good," while those who fall in with policies of the Superintendent and the Board are "rewarded." While having no knowledge of the merits of this matter, we do wish to point out that the National Education Association is performing a useful function in investigating such charges when they are made by responsible people. There is an intimation in the press reports that there is a shady hook-up existing between the Board of Education and "politics," and "politics" in Chicago, of course, means Mayor Kelly.



(By Mrs. James Moll)

MOST of the plays we are reviewing this month have been on the Prescribed List for Contest Use several years. All of them have won many contests, and we feel they are worthy of the attention of the many directors who have begun teaching dramatics since these titles were last mentioned in this column. We shall be glad to send you any of these plays for seven days' examination. A complete list of contest plays may be obtained free of charge from the League Office.

The Stepmother—Arnold Bennett. Baker, Roy. \$5., 2m2w, farce, 1 act, 50c.

A polite little farce in which a charming lady novelist almost, but not quite, discards a potential husband. But disparagement of her book is found to come from her future stepson, who woos and wins the lady's secretary. Charming and amusing.

The Finger of God—Percival Wilde. Baker, Roy. \$10., 2mlw, drama, 35c. 1 act.

"The man who has been honest so long that he has made himself think that he is honest, can't steal." Strickland learns this truth just as he is about to flee with the company's funds. The finger of God touches him and he stays to face the music.

Forever Credulous—David Woodbury. Baker, Roy. \$5. 3m2w, drama, 35c. 1 act.

The simple credulity of inexperienced country people is laid bare in this folk play of New England. A farm couple lose their only child because they refuse to accept anything but the word of radio advertising. The tragedy of the play is the "forever."

This Daring Generation—Marjorie Carleton. Baker, Roy. \$5. 4w, comedy, 35c. 1 act.

The "daring generation" of 1840 proves itself capable of surmounting the obstacles convention places in its path. Romance wins in this genuine comedy of an elopement. Costume play.

Trifles—Susan Glaspell. Baker, Roy. \$10. 3m2w, drama, 50c. 1 act.

One of the better one-act plays. Offers excellent opportunities for student characterizations which are a challenge. Technically it's a simple problem. Highly recommended.

Suppressed Desires—Susan Glaspell. Baker, Roy. \$10. 1m2w, comedy, 50c. 1 act.

Psychoanalysis comes in for its share of ribbing in this comedy in two episodes. Henrietta almost psychoanalyzes herself out of a husband, but she learns what should be done with suppressed desires—at least by amateurs in the art.

Small-Town Girl—Glenn Hughes. Dramatists Play Service, Roy. \$5. 3m3w, comedy, 35c. 1 act.

The daughter of the house suddenly gets delusions of grandeur thanks to a visiting novelist from New York. An harassed small-town family is finally returned to

normal, also thanks to the novelist. *Good Neighbors*—William Farma. Dramatists Play Service, Roy. \$5. 3m4w, comedy, 35c. 1 act.

Mildred's well-meaning sister and her gossipy friends almost bring disaster to a typical American family. Mildred overcomes her fear of loss of reputation to win a husband and triumphs over gossip.

The Master of Solitaire—Jean Lee Latham. Dramatic Publishing Co., Roy. \$5., 3m, drama, 35c. 1 act.

In which a master-mind defeats two public enemies while enjoying a game of solitaire. Victory comes after a few perilous escapes from death, but the master never moves from his chair or halts his game.

The Bed of Petunias—Jean Lee Latham. Dramatic Publishing Co., Roy. \$10. and \$5., 2m2w, comedy, 35c. 1 act.

The petunia bed is symbolic of what makes marriage successful—for there a wife may bury evidence of her culinary shortcomings. In this play we see the time-honored custom being handed from one generation to another.

The Queen's Nose—Russell Medcraft. French, Roy. \$5. 1m3w, comedy, 35c. 1 act.

Norah, the maid, plays a prevaricating cupid in an effort to snare her mistress's young man. A slightly implausible comedy easily adapted to limited facilities.

Bargains in Cathay—Rachel Field. French, Roy. \$5. 4m3w, comedy, 35c. 1 act.

A very light comedy that is far removed from sterner aspects of life. Poet son of a business-tycoon father writes poetry and wins a wife. A touch of whimsy in each member of the cast and the director is almost essential.

Finders-Keepers—George Kelly. French, Roy. \$10., 1m2w, drama, 40c. 1 act.

George Kelly's keen observations of the foibles of human nature make for good theatre. Just where is the fine line between honesty and dishonesty? One woman learns it the hard way in this one-act.

Care and skill in direction are essential to strike the tragic overtones that will truly fulfill the possibilities of the script.

Sugar and Spice—Byerson and Clements. French, Roy. \$5. 2m3w, comedy, 35c. 1 act.

The adolescent Jane learns the sad lesson that honey catches more flies than vinegar. Teen-age vamp Susan runs off with honors and men, but the curtain predicts happier things to come for Jane. A comedy on the human ills that only female adolescents fall heir to.

God Winks—Katherine S. Burgess. Longmans Green, Roy. \$10. and \$5., 2m2w, comedy, 50c. 1 act.

God winks at trifling prevaricators whose white lies circumvent the man's inhumanity to man. The cup and saucer George Washington once drank from change hands rapidly, but right triumphs.

The Black Valise—Alan Baxter. Row-Peterson, Roy. \$5., 4mlw, farce, 50c. 1 act.

The art of conversation comes into its own in this farce-comedy. A fiend, specializing in bombing apartment houses, succumbs to a deft conversationalist when brute force proves to no avail.

the assumption of the voting privilege. During this time the prospective voter gains that practical knowledge which makes his opinion representative of some concrete interest. Here is the period where understanding becomes real and where the neophyte truly becomes a citizen.

Stake in Elections

The ramifications of this argument appear even more pronounced in considering the stake that youth has in elections. In most cases, the results are of little consequence to them for they as yet have no economic or social interests to further or protect. Rather, as most sociologists point out, the 18-21-year-old is primarily concerned with trying to establish these very things. That this is not accomplished during this period is indicated in the latest census figures. The number of people in this group who are married, have their own household, and who are economically independent is surprisingly small. In short, youth is not compelled to vote by any great number of fundamental interests and as a consequence is little concerned with the results of the ballot.

Youth's Indifference

This state of affairs does much to explain the apparent indifference with which youth views the whole question of suffrage. Neither is it surprising, then, that the vast majority of statistical studies made on the voting habits of youth reveal that the younger the voting group the fewer the actual voters. It is indeed a mistake to say a person ought to have the right to vote without first examining the conditions which make the exercise of that right a natural and logical act. This we have done and in no way has the 18-21-year-old qualified for voting.

Extemp Winner Has High Scholarship Standing



John Dyal, third place winner in Boys' Extempore Speech, represented Austin High School (El Paso) at the 1944 State Meet. With a scholarship standing in the upper one-third of his class, he graduated from high school in May. Parents are Mr. and Mrs. F. H. Dyal, 712 Mesita, El Paso.

Extempore Speech

NO MORE general subjects are added to the Extempore Speech menu this month. The Extension Loan Library offers packages on each of the subjects listed. Address Extension Library at University for free loan of this material.

Study of the various angles of these general subjects will reveal a fruitful source of material for making extempore speeches.

- Subjects assigned are the following:
1. Reconversion in War Industries
 2. Postwar Unemployment Problems
 3. "I was for Roosevelt," or "I was for Dewey."
 4. Rehabilitation of Disabled Service Men
 5. Employment of Discharged Service Men
 6. The Dumbarton Oaks Conference
 7. Universal Military Training
 8. General Wage Increase?
 9. Following Her Defeat, What Shall Be Done with Germany?

The Student Co-operative Association at The University of Texas handled \$156,000 worth of business in 1944, according to its annual financial report. Purpose of the association is to serve the sororities, fraternities, co-op houses, and boarding houses on the campus, particularly in regard to food rationing, and household supplies.

Italian proverb: "One should not reach the little finger to the devil lest he take the whole hand." Russian variation: "If one claw be caught, the whole bird is lost."

The Speech Arts In Texas Schools

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

Dramatics Ranks High As An "Extracurricular"

ACCORDING to the results of a survey conducted by Eugene M. Allen of Edmonds, Washington, dramatics contributed more to personality and educational adjustment in junior high-school students than any other extracurricular activity. Through dramatics the pent-up energy and imagination of youth finds a safe and stimulating outlet.

In social adjustment, mixers and parties were found to be of the greatest value, and the school paper contributed most toward vocational adjustment.

Junior High School Group

The reports gathered through the survey were submitted by Mr. Allen in his thesis for the Master of Arts degree. It seems fitting that the junior high-school age-group should be chosen for a study of the value of guidance received through participation in extracurricular activities, since that is no doubt the period during which the average child undergoes the greatest changes and adjustments can be most readily discerned.

Scout and Camp Fire organizations were found to contribute most on a combined rating toward personality, social, educational, and vocational adjustment at this age level. Next in order came music groups, dramatics, assemblies, school paper, student government, clubs, home room, athletics, school patrol, mixers and parties, and school savings.

Percentages Participating

The number of students participating in the activities is also worthy of note. 73 per cent were found to take part in mixers and parties, 66 per cent in club work, 20 per cent in Scout or Camp Fire groups, 6 per cent in school-paper activity, 15 per cent in dramatics, 6 per cent in school patrol, 39 per cent in athletics, and 87 per cent in school savings.

In the light of the investigation, a proposed plan of participation and control of extracurricular activities in the junior high school was worked out, placing the emphasis on three phases: (1) agencies found useful in group guidance; (2) a system of keeping records of the various guidance agencies, their administration and supervision; (3) a citizenship rating plan encouraging a well-rounded development of students.

A fairly complete digest of this thesis is published in the December issue of the "College of Education Record" The University of Washington.

REGISTRATION at Austin High School for the various spring speech events was unusually high this year.

Mrs. Marjorie Wofford and Chase S. Winfrey, co-sponsors of debate, reported 100 students signed up for debate. Mrs. Sam Adkins, declamation sponsor, had 55 competing in the eliminations. Twenty-five more students signed up for extempore speaking. Final eliminations for these events were held December 18.

Miss Juanita Kinsey, who was formerly director of the Speech Department at Wichita Falls Junior College, is on leave of absence and is now connected with USO work.

The January production of *Janie* by Kilgore High School was directed by Miss Janis Stevens. This hit play is a recent Broadway release.

Members of the Senior Class at Riverside High School, Fort Worth, have selected *Growing Pains* as their mid-term play. Miss Elizabeth Ann Putman is the director of this popular 'teen-age play.

The Thespians of Lubbock High School held a banquet at the Hilton Hotel on October 17 for the purpose of getting acquainted and initiating pledges into the dramatic club. The club colors of blue and gold were carried out in the centerpiece with candles which was used in the initiation ceremony.

A Speech-Drama Scholarship Fund has been established at Austin High School which will provide a \$50.00 scholarship each semester to an effective speech student. All

Timeliness Adds Punch To School Newspapers

tion: "The Eagle Pass Hi-Light" staff promoted a war bond drive that almost doubled its quota to reach \$3,559.15. In like manner the staff of "The Lion's Tale," Tyler High, offered prizes of \$5 and \$2 to the highest individual salesmen of bonds in the school and promoted a total return of \$18,320.06. "The Tale" printed a picture of the editor presenting the prize money to the winner.



Cora Beth Johnson Another Journalism winner at the last State Meet was fifteen-year-old Cora Beth Johnson of Corpus Christi, who placed second in headline writing. She expects to graduate in May, 1945. She is the daughter of M. U. Johnson, 1841 Shelby, Corpus Christi.

Plan a Scoop Today

Under the heading "Scoop!" the Hi-Light presents names of recently elected class favorites. This device of permitting the school paper to be the first to reveal important facts to students does much to stimulate reader interest in the paper. If any contests are currently running in your school, see if you can arrange for the winners to be kept secret until announced in your paper.

I have often told educators and journalists that I would hold Texas school newspapers up in competition with those from any other section of the country. I particularly feel that I am right when I read such a paper as "The Westerner World." This paper for many years has maintained high standards of reader interest, excellence of style, and initiative. The motivating cause of these remarks is a special "All-Westerner Day" edition of the paper issued on the eve of Lubbock's important game with Amarillo. The issue gives the program for a yell rally "tonight" and complete information about the teams who are to play "tomorrow." Such a special issue performs a real service for the school.

Timeliness Adds Punch

Despite obvious difficulties at trying to present timely news, "The Westerner World" maintains high standards in this respect. For example, the lead story in the December 1 issue concerns an all-school party to be held "tonight." The business manager of "The Westerner World," by the way, is Fred McDonald, president of the I. L. P. C.

"The Athenian," neatly made-up high-school page in the "Athens Daily Review," avoids weakness No. 3 by boldly tackling local problems in its editorials. In the November 3 issue, for example, three out of the four editorials vigorously discussed the following subjects: Getting stuck at a dance—whose fault is it?; a challenge to high-school students to clean up and keep clean the recreation and dance hall given for their use in the community; cheating in our high school.

\$425,000 Grant For Testing Program

School authorities here have high hopes for this project. The William Volker Charities Fund, Inc., has granted Wayne University \$425,000 a year for five years, with no strings attached, to carry on the experiment. The educators have complete freedom to follow out any idea they think will result in better citizenship training. If, for instance, they want to make a movie on citizenship—and that is under consideration—they may do so. They may follow any path that seems promising.

Three Major Objectives

Two major questions are to be answered by this study: Are the boys and girls who participated in it more active and better citizens as a result? What materials and techniques brought about the results? The educators launched the project with these three major beliefs: 1. The making of a good citizen is a complicated task, and there is no single approach to the problem. 2. The techniques of citizenship training have never been adequately evaluated. 3. The development of new techniques has never been adequately attempted or stimulated. Six schools will participate in the study—two in the elementary, two in the intermediate, and two in the high-school system. They have not been designated as yet, but educators say they will be representatives of all levels of society. Plans for the project include an initial inventory of present interest, attitude, concern, and participation of students in citizenship activities. This will be followed by controlled experimentation with old and new citizenship techniques. —*Christian Science Monitor.*

zen is a complicated task, and there is no single approach to the problem. 2. The techniques of citizenship training have never been adequately evaluated. 3. The development of new techniques has never been adequately attempted or stimulated. Six schools will participate in the study—two in the elementary, two in the intermediate, and two in the high-school system. They have not been designated as yet, but educators say they will be representatives of all levels of society. Plans for the project include an initial inventory of present interest, attitude, concern, and participation of students in citizenship activities. This will be followed by controlled experimentation with old and new citizenship techniques. —*Christian Science Monitor.*

New List of Visual Aids Now Available

(Continued from p. 1)

tubes, symbols of tubes, functioning of tube in a circuit, effect of plate voltage changes, space charge, and diode and duo-diode as reflectors. So 1805, Radio receivers: principles of radio receivers. 18 min. sound jh-sh-c \$2.25.

Portrays the principles and workings of typical radio receivers including crystal and tube detectors, radio and audio frequency amplification, and the super-heterodyne circuit. So 1955, Machine transcription: machine operation. 15 min. sound sh-c \$1.50.

Explains the purpose of the dictating and transcribing machines, and demonstrates the operation of the Dictaphone and Ediphone types. Demonstrates reshaping a cylinder, how to set controls and the proper method of removing the cylinder from the machine. So 1956, Machine transcription: transcription technique. 21 min. sound sh-c \$2.25.

Demonstrates the proper method of phrasing, how to control and phrase dictation at various speeds, how to prepare for a day's work, compose a letter and correct errors in the transcription on the cylinder. So 3075, Elementary tactics of lifesaving. 23 min. sound jh-sh-c-adult \$3.00.

Shows how to gain control of the victim by the surface and underwater approaches. So 1884, Control of body temperature. 1 reel. 10 min. sound jh-sh-c-adult \$1.50.

By means of laboratory demonstrations, animated drawings, and special photography, phenomena associated with variations of body temperature in animals and men are shown. Foods are designated as the source of body heat, and the roles of nerves, glands, and muscles in its control are portrayed. The blood stream is depicted as the distributor of heat, and the function of the hypothalamus is compared to that of a thermostat. So 1795, Tiny water animals. 1 reel. 10 min. sound jh-sh-c-adult \$1.50.

Describes, with microscopic studies, the life processes of amoebae and parameria, with major emphasis on the former, including time-lapse scenes of its reproduction. The shape and movements of human white blood corpuscles are compared with those of the amoeba. So 1797, Animal life. 1 reel. 10 min. sound jh-sh-c-adult \$1.50.

Reviews the main types and diagrams of animals. Animated diagrams depict the tree of life and body functions. So 1806, Electrostatics. 1 reel. 10 min. sound jh-sh-c-adult \$1.50.

Explains how positive and negative electrification are produced. Animated drawings show the part played by insulators and conductors. The theory of lightning arresters is depicted with reference to building protection. So 1807, Electrons. 1 reel. 10 min. sound jh-sh-c-adult \$1.50.

By photography and animation, the hypothesis that electricity consists of unit elementary charges is supported by observation of phenomena associated with the conduction of electricity in liquids, gases, and vacuum. The following phenomena and principles are explained: Faraday's laws; valence; Millikan's oil drop experiment; the principles of vacuum tubes; Edison effect; photoelectric cells; reproducing sound on film; and the determination of the electron's mass. So 1809, Sound recording and reproduction. 1 reel. 10 min. sound jh-sh-c-adult \$1.50.

Explains the mechanics of "sound-on-film." Shows how the microphone transforms the kinetic energy of air waves into electrical energy; and how fluctuations in electric current are caused to operate a photographic light valve which registers their fluctuations through a varying light beam upon a sensitized photographic film; and finally how the process is reversed

in the reproducing process through the sound film projector. So 1890, Colloids. 1 reel. 10 min. sound sh-c-adult \$1.50.

Deals with a definition of the colloidal state in terms of particle size, with factors which prevent particle growth, and with some methods of coagulation of colloids. So 1798, Moths. 1 reel. 10 min. sound jh-sh-c-adult \$1.50.

Presents the complete life histories of the silk and white-marked tussock moths, together with their economic importance. The egg, larva, pupa, and adult stages are depicted. So 1799, Beetles. 1 reel. 10 min. sound jh-sh-c-adult \$1.50.

Treats in detail the egg, larva, pupa, and adult stages in the lives of the Tiger, Japanese, and Ladybird Beetles. Closeups show the habits of each and permit study of their characteristics, including their relation to other insects. So 1815, Goats. 10 min. sound el-jh-sh \$1.50.

Depicts the life of a herd of goats on the farm. The feeding, milking and care of mature goats are shown together with the play activities of young goats. So 1817, The Horse. 10 min. sound el-jh-sh \$1.50.

After showing the role of the horse in modern life, the film follows the development and training of a colt from one week to three years of age in the Blue Grass country of Kentucky. So 1816, Farm animals. 10 min. sound el-jh \$1.50.

Follows a farmer through a typical day of caring for his animals. Scenes include a newborn calf and colt, young pigs and lambs nursing, a goat and kids frolicking and the shearing of sheep. So 1810, The woodwind choir. 1 reel. 10 min. sound jh-sh-c \$1.50.

Demonstrates the individual tone quality of the various woodwind instruments and illustrates playing techniques. So 1811, The percussion group. 1 reel. 10 min. sound jh-sh-c \$1.50.

Demonstrates, with full orchestral accompaniment, the playing techniques of the tympani, tom tom, snare drum, brass drum, tambourine, cymbals, chimes, gong, castanets, triangle, bells, xylophone, and celesta. So 1812, Children of China. 1 reel. 10 min. sound el-jh-sh \$1.50.

Reproduces episodes from the home, school and play life of children in a representative Chinese village. Traditional patterns of Chinese family life are portrayed. So 1813, Children of Switzerland. 1 reel. 10 min. sound el-jh-sh \$1.50.

Portrays the influences of an Alpine environment upon the pastoral existence of the members of a typical Swiss family. Characteristic village, home, and outdoor scenes reveal the frugal existence of a mountain people whose chief means of livelihood is their cattle. So 1814, Children of Holland. 1 reel. 10 min. sound el-jh-sh \$1.50.

Provides an intimately human study of the home life, environment and activities of a country boy and girl in picturesque Holland. Their school activities, sports and games, and a horse and cart trip with their parents to a typical Dutch town provide captivating glimpses of rural and urban life. So 1815, The passenger train. 1 reel. 10 min. sound el-jh \$1.50.

Interprets a journey on a modern, streamlined, Diesel-electric-powered passenger train from a large city through a picturesque countryside. Right-of-way problems including tunnels and bridges are portrayed. Attention also is given to factors of comfort, safety, and efficiency in the train's operation. So 1940, Safety in the Home. 1 reel. 10 min. sound el-jh-sh \$1.50.

Presents graphically the rate and annual toll of home accident injuries. Attention is focused on the most common sources of accidents in and about a typical home and suggestions are given for their elimination. The garage, basement, inside stairways, kitchen, living room, bedroom and bathroom are visited to detect hidden dangers in the interests of a home safety campaign. For booking reservations or additional information write to the Visual Instruction Bureau, The University of Texas, Austin 12, Texas.

A naturalist of the 16th century reveals a very safe and easy way of capturing a wild rhinoceros, as follows: "He is taken by the same means that the unicorn is taken, for it is said that above all creatures they love virgins, and that unto them they will come, be they ever so wild, and fall asleep before them, so being asleep they are easily taken and carried away."

Paradox is the poisonous flower of quietism, the iridescent surface of the rotting mud.—Thomas Mann.

DEBATE FORUM

By Edd Miller

LAST month, this column carried an article by Ben Ramey, a student in the University, setting forth arguments in favor of the 18-year-old vote. In order to present both sides of the controversy fairly and to give an idea of the sort of arguments that were used pro and con in the discussion of this question on this campus, I have asked Ed Cohen, another University student, to present the arguments against the 18-year-old vote. Edd is a member of the University Varsity Debate Squad, and has behind him some five or six years debate experience both in high school and college. He is a senior in the University and a member of the Naval R. O. T. C. unit. Here is what he has to say against the 18-year-old vote:

Criterion for Voter

In America, as in no other country, the right to vote and its resultant effect is the very core of citizenship and government. By nature, this country leaves its ultimate control to the voter; insisting only that he be qualified to cast an intelligent vote. In establishing this standard, two factors are generally considered—that the voter understand what he is voting about and that he have an interest in the results of the question being decided. Applying this criterion, any new plan for the extension of suffrage must include a positive assurance that these conditions can be met. This cannot be done by the advocates of the 18-year-old vote.

On the first count modern educational standards and techniques have undoubtedly raised the intellectual level of the average 18-21 year-old. If this type of abstract knowledge was sufficient to impart practical understanding, our problem would be solved. This, however, is not true and every important decision we make is tempered by our actual experiences. These we gain by our social and economic activity. It is hardly possible, then, simultaneously to gain a thorough education and to obtain a background of practical experience. To have one is to sacrifice the other while without both, a person is severely handicapped in making important decisions. At present we recognize this situation by providing a transition period between the end of schooling and

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.

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

Association Improves Football Officiating

FOOTBALL officiating, particularly in the high schools, has improved tremendously in the past few years. Much of the improvement must be credited to the activity and leadership of the Southwest Football Officials Association. This association has organized football officials, and conducted examinations on rules and the mechanics of officiating. Evidence of physical fitness is also part of the annual check-up on men who offer to serve as officials. In addition, reports from coaches on the work of the individual officials under game conditions are required. All of these factors enter into the final rating of each man as a football official.

Code of Ethics

A code of ethics should be formulated to govern the conduct of all those engaged in officiating. Evils are: (1) constantly soliciting games from individual coaches, which at best places the official in a compromising position; (2) cutting fees under established standards to secure games; (3) drawing out of games of doubtful gate to take a game that will pay a larger fee; and (4) making suggestions or giving information on teams for whom they have worked that could be used as scouting material.

Officiating is an important task, that requires physical fitness, strength of character, mental alertness, poise, and other characteristics. Many men can never qualify for a top flight rating due to emotional deficiencies, just as many players never become more than bench-warmers. Some men are competitors, others are not.

Plan for Fair Rating

The average individual that officiates football does the work more as an avocation than as a profession. He should be given every opportunity to make advancement in his chosen field. Ratings are often too slow and too low. A closed corporation is an unwholesome set-up. Coaches should be generous, fair and unbiased in rating men who work for them, and above all should stand for non-partisan operation of all games by securing officials of unquestionable integrity.

The annual mid-winter meeting of the Board of Directors was held in Austin, December 29-30. Abilene was selected for the site of the clinic and all-star game. August 6-10 was the date of the school. The facilities of Hardin-Simmons University and the Abilene Public Schools have been extended the Coaches' Association. The staff will be announced as soon as all contracts have been closed. A great school is in the making.

Congratulations to Coach Tom Dennis and the Port Arthur High School. A great team that merited the high honor that they earned.

The University Interscholastic League Directory

Organizing Agency: Extension Division, The University of Texas, Bureau of Public School Service. State Executive Committee: T. H. Shelby, Chairman; Roy Bedichek, R. J. Kidd, J. O. Matherly, B. C. Tharp, C. A. Wiley, DeWitt Reddick, E. F. Beckenbach, H. A. Calkins. Legislative Advisory Council: R. W. Matthews, Lubbock; Knox Kinard, Hereford; A. L. Faubion, New Deal (Lubbock); H. S. Fatherson, Abilene; Nat Williams, Ballinger; W. T. Graves, Coleman; Jack Ryan, McKinney; W. J. Stone, Nocona; H. O. Harris, Sanger; E. N. Dendard, Marshall; Frank Morgan, Commerce; W. C. Cummings, Bonham; R. B. Sparks, Goose Creek; V. W. Miller, Dayton; E. K. Barden, Sugar Land; H. A. Moore, Kerrville; E. T. Robbins, Taylor; J. D. Fulton, Prairie Lea; Ben Bright, Brownsville; J. W. Roach, Alice; Walter Coers, Orange Grove; Murry Fly, Odessa; R. D. Lee, Monahans; J. E. Gregg, Marfa. Director: Roy Bedichek. Director of Athletics: R. J. Kidd. Tennis: Dr. D. A. Penick. Director of Public Speaking: F. L. Winship. Dramatics: Mrs. June Moll. Debate: Edd N. Miller. Declamation: Howard Townsend. Extemporaneous Speech: Graydon L. Ausmus. Commercial Contests: Miss Florence Stulken. Ready Writers: Dr. R. A. Law.

Regional Directors: Region I: Mr. Boone McClure, West Texas Teachers College, Canyon. Region II: Superintendent L. E. Dudley, Abilene. Region III: Dr. C. L. Wiseman, Southern Methodist University, Dallas. Region IV: Dr. B. E. Masters, Kilgore Junior College, Kilgore. Region V: Mr. J. O. Webb, Assistant Superintendent of Schools, Houston. Region VI: Mr. Pat H. Norwood, Southwest Texas State Teachers College, San Marcos. Region VII: Professor S. W. Bass, College of Arts and Industries, Kingsville. Region VIII: Mr. W. R. Averett, College of Mines, El Paso.

*Absent on Leave, Military Service.

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

CHILDRESS High School is fortunate in having as its principal and coach Cotton Weidman, who has won a name for himself as one of the top-ranking coaches in the State. The High School Coaches Association has received his active support and he is at present a Director of that organization.



Cotton Weidman, Childress

Mr. Weidman's athletic career first gained attention when he was fullback and quarterback on the Centenary College teams in 1933, '34 and '35. He also played on the baseball team of that college.

In 1936 he began his coaching at Olney, where he served as assistant coach for two years. Gainesville High School obtained his services in 1938, and he held the position of assistant coach there until 1941, when he took over the duties of head coach at Childress. During the three years that he has guided the Childress team, this school has done outstanding work in both football and basketball.

AT DENISON High School we find a coach of champions, L. N. Crabtree, at the head of an outstanding athletic department. Prior to beginning his coaching career, he attended Burleson Junior College at Greenville from 1923 to 1926, where he played on the State championship teams. From 1927 to 1929 he attended North Texas State Teachers College.



L. N. Crabtree, Denison

In 1930 Mr. Crabtree became coach at State Home in Corsicana, and during his four years there his teams won three district championships in football. From 1935 through 1942 he coached the Plano High School teams, winning one bi-district and four district football championships.

During his first year at Denison, the football team won seven games, tied in two, and won second place in the district. With a record of 27 consecutive undefeated games, Denison High offers Mr. Crabtree the championship material to which he is accustomed.



Dick Young, Cameron

COACH Dick Young, of Cameron, was a member of the famous Centenary teams (1930-34), when they were under the guidance of Homer Norton, now at A. & M. College. He earned his varsity letter at center. After coaching five years at Thrall, Dick dropped out of the profession for several years, but returned last season to his present position.

Port Arthur Wins Over Highland Park in Final

(Continued from p. 1)

1-2, 3-4, 5-6, etc.: Amarillo, 7-6; San Angelo, 40-0; Highland Park, 0-0 (penetrations); Sunset, 16-7; Waco 27-27 (penetrations); Lufkin, 19-13; Port Arthur, 21-0; Austin, 39-13.

Quarter-final games were won as follows: San Angelo over Amarillo, 20-13; Highland Park over Sunset, 20-0; Lufkin over Waco, 33-6; Port Arthur over Austin, 13-7.

Semi-final games won as follows: Highland Park over San Angelo, 39-6; Port Arthur over Lufkin, 27-19.

In the State championship game played between Port Arthur and Highland Park at Austin, December 30, Port Arthur defeated Highland Park 20-7.

Conference A

District winners for 1944, numeral indicating the district:

- (1) Hereford; (2) Phillips; (3) Wellington; (4) Spur; (5) Littlefield; (6) Denver City; (7) Pecos; (8) Merkel; (9) Ballinger; (10) Eastland; (11) Seymour; (12) Crowell; (13) Nocona; (14) Diamond Hill (Ft. Worth); (15) Garland; (16) Roysse City; (17) Commerce; (18) Van; (19) Mt. Vernon; (20) McLeod; (21) White Oak (Longview); (22) London (New London); (23) Huntsville; (24) Cartilage; (25) Nederland; (26) Hull-Daisetta; (27) Aldine (Houston); (28) Pasadena; (29) Gatesville; (30) Mexia; (31) Killeen; (32) Fredericksburg; (33) Brenham; (34) El Campo; (35) Gonzales; (36) Harlandale (San Antonio); (37) Devine; (38) Edna; (39) Freer; (40) Weslaco.

Bi-district matches, week ending December 9, districts being paired, 1-2, 3-4, 5-6, etc.: Phillips, 27-0; Wellington, 13-6; Littlefield, 39-20; Merkel, 19-7; Ballinger, 69-0; Seymour, 20-0; Nocona, 14-12; Garland, 13-0; Commerce, 13-13 (penetrations); Mt. Vernon, 12-0; London, 25-0; Huntsville, 13-0; Nederland, 26-0; Pasadena, 13-0; Gatesville, 19-18; Killeen, 40-7; El Campo, 22-6; Harlandale, 20-7; Edna, 13-12; Weslaco, 27-6.

Regional championship games were won as follows: Phillips over Wellington, 19-14; Merkel over Littlefield, 24-14; Seymour over Ballinger, 13-7; Garland over Nocona, 13-13 (first downs and penetrations); Mt. Vernon over Commerce, 53-14; New London over Huntsville, 32-31; Pasadena and Nederland tied, 0-0; Killeen over Gatesville, 26-0; Harlandale over El Campo, 27-0; Edna over Weslaco, 19-18.

Conference B

District winners follow, numeral indicating district:

- (1) Meadow; (2) Lueders; (3) McCamey; (4) Ozona; (5) Robert Lee; (6) Eden; (7) Strawn; (8) No schedule played; (9) Frisco; (10) Tom Bean; (11) No schedule played; (12) Wilmer-Hutchins; (13) Ladonia; (14) Hawkins; (15) Eustace; (16) Kerens; (17) Bruceville-Eddy; (18) Troy; (19) A. & M. Consolidated; (20) Marble Falls; (21) Bastrop; (22) Port Lavaca; (23) Anahuac; (24) Sugar Land; (25) Floresville; (26) Pleasanton; (27) Ingleside; (28) Miranda City.

Bi-district games played, week ending December 9:

Lueders over Meadow, 40-0; Ozona over McCamey, 31-7; Robert Lee over Eden, 7-6; Wilmer-Hutchins (Dist. 12) over Strawn (Dist. 7), 39-0; Frisco over Tom Bean, 20-0; Ladonia over Hawkins, 18-6; Bruceville-Eddy and Troy tied, 0-0; Marble Falls over A. & M., 19-12; Bastrop over Port Lavaca, 13-0; Sugar Land over Anahuac, 18-12; Pleasanton over Floresville, 26-0; Ingleside over Miranda City, 52-0.

Six-Man Conference

District winners follow, numeral indicating the district:

- (1) Silverton; (2) Oklaunion; (3) Sundown; (4) Union (Lamesa); (5) Courtney (Stanton); (6) Toyah; (7) Pearl; (8) Paint Creek (Haskell); (9) Wylie; (10) Union Hill (Bettie); (11) Shepherd; (12) Sweeney; (13) Missouri City; (14) Crescent (Wharton); (15) Prairie Lea; (16) Yancey; (17) Poth.

The following bi-district matches were reported to the State Office: Silverton over Oklaunion, 31-6; Sundown over Union (Lamesa), 37-6; Toyah over Courtney, 26-26 (first downs); Paint Creek over Pearl, 25-20; Union Hill over Wylie, 28-18; Sweeney over Shepherd, 48-7; Missouri City over Crescent, 41-18; Prairie Lea over Yancey, 66-0.

The sloth never travels on the ground, but from tree to tree by catching hold of a branch blown to him by the wind, swinging on it to the next tree, and so on through (or rather) over the forest.

The Rook's Pawn

(By Jas. A. Creighton, Corpus Christi High School)

THE BEST article ever written on the qualities that make a good chess player appeared in the November issue of Chess Review. Capt. Henry A. Davidson, psychiatrist in a U. S. Army Hospital in New Guinea wrote: "Being both a psychiatrist and a chess player, I have often thought about the problem of the intellectual assets required in playing a masterly game. Offhand, one would assume that the sole requisite is intelligence. But it is not so simple."

From this introduction Capt. Davidson continued with a very keen analysis of the qualities which he believes that a top flight chess player should have. These qualities were memory, patience, and visual imagery held together by the putty of associative reasoning. Inductive reasoning, Capt. Davidson pointed out, was largely absent in chess, and it is for that reason that many men distinguished in business and the professions are sometimes bunglers in chess.

Help Offered

From Mrs. W. E. Prather, Bookkeeper and Collector of the Clifton Independent School District, comes word that she is going to do her best to promote high-school chess in that section of the State. Mrs. Prather is one of the outstanding correspondence chess players of the State and her support is deeply appreciated by this column. Youngsters in that section will find Mrs. Prather a very delightful and capable director.

Steinmeyer Steals Show

The old idea that chess is only for the elderly received its most recent setback when Robert H. Steinmeyer, the seventeen-year-old champion of St. Louis, Mo., ranked third in the U. S. Open Championship at Boston. Bob played magnificently and was outdistanced only by Sammie Reshevsky, former U. S. Champion and contender for the world's title, and A. E. Santasiere. According to all reports the young gentleman from the Show Me State is destined for the highest honors in chess.

Checkers Versus Chess

Supt. S. R. LeMay's remarks on the value of checkers as a recreation in secondary schools is a point well taken. Many chess players will be surprised to learn that George Koltanowski, former blindfold chess champion of the world, declared that checkers was equally difficult if not more so than chess, and that the very keenest type of mental reasoning was employed in both games. Koltky's only defense for chess was the fact that he believed chess offered greater chances for artistic combinations than did checkers. Newell Banks, checker champion, plays both games on his exhibition tours and is quite adept at the royal game.

Let's Play One

Maybe you are just a beginner, have no book, and not quite sure about your opening move. Well, just for luck try Pawn-K4, that is, move white King's Pawn, two squares forward. Reason: the pawn now controls two central squares and both your bishop and queen are now open. Now suppose your opponent moves his King's Pawn likewise. What would be your second move? Move the King's Knight (KN) to Bishop 3, thus attacking your opponent's pawn. Very likely he will defend with the Queen's Knight at B3—thus the position is comparatively even. Now if you want a fast open game move your King's Bishop (the white bishop) to Bishop 4 attacking Black's KB Pawn at B2. If Black counters with B to B4 what would be your next move? Drop me a postal card as to White's next move and I will try and answer any I receive in the next month's LEAGUER. Actually some very interesting discussions might be started.

Fresh vegetables are the answer to food rationing, says Dr. Jet C. Winters, chairman of the State Nutrition Council, which has headquarters at The University of Texas. Cabbage, Miss Winters suggests, is not only plentiful, but exceedingly rich in Vitamin C. Vitamin C is needed in building all cells of the body and helping them function normally. So, she says, whether you eat it Jiggs style with corned beef, or raw, eat it!

Schools interested in debate may obtain, free of charge, three copies of the Scholastics special debate edition by addressing The League, Box H, University Station, Austin, Texas.

Co-operatives in South American Public Schools

(Continued from p. 1)

morning by automobile and at the end of the automobile road to mount horses and go over mountains and down canyons and across a plateau. One wound up at a little one-room school on a large hacienda. A few acres of the hacienda had been given over to the school as an experimental farm. The teacher was a young man full of enthusiasm and zeal and he was helping the youngsters to develop a little experimental farm for herbs, greens, and vegetables. The children paid a microscopic amount for a share in the co-operative and with this capital and some outside help the necessary seed was purchased. Distribution of proceeds was largely in terms of the actual products, but there was also a very small cash distribution as a result of products sold.

To Relieve Exploited Peons

This co-operative is extremely primitive but is at least a beginning of practice in a system desperately needed by the poor exploited peons of Ecuador. The other little school in which an alumnus of Uyumbicho was teaching was in a village and consisted of three or four rooms. Again there was an experimental farm of an acre or two. Children were organized as a co-operative. They had made a small irrigation ditch and were doing a good, practical job of gardening.

Both these schools are primary schools running from the first grade through the third, but the ages of the children run from six or seven up to fourteen or fifteen. In southern Chile, not far from Temuco, the Capuchin Monks had established a co-operative for the Indians on one side of the road, a school for their children on the other side. The co-operative for the Indians is a marketing co-operative to encourage the Indians to develop their own crafts and to get better markets both for their craft products and their agricultural products. It is a concrete example of what co-operation can do for the children of these same Indians, who get their vocational and academic education across the road.

In the school the youngsters have a fairly well equipped carpentry shop in which they take commercial orders, and an unusually well equipped print shop which prints and binds books commercially. I am not sure, however, how far the children actually practice co-operation in this school and how far they simply learn the trades and produce things which are sold by the Monks in charge.

Co-operative Garden

In Brazil, in the State of Sao Paulo not far from the capital, is the village of Butatan, famous for its snake farm. On the edge of this village is the little "Grupo Escolar Rural," directed by Neomia Saravia de Matos Cruz. It is a state school of five hundred children and runs through the fourth grade. The boys in the third and fourth grades work three hours a day in class and then one hour in a co-operative garden. They also are allowed to have individual or small group plots nearby which they may work privately during recesses and afternoons—this school like almost all schools in Paraguay and Brazil takes the children in shifts, half coming in the morning and the other half in the afternoon. The gardening and planning is co-operative but the proceeds are not distributed among the members of the co-operative but used rather to buy things for the school, as decided upon jointly by children and teachers—books for the library, a radio, etc.

In the same state, much farther from the capital, is the village of Pinal. Here in a rural agricultural school for children who have completed four grades of primary, and in some cases have had some secondary school work, was one of the best examples of co-operation we found on the continent. This school is known as "Escola Profissional, Agricola y Industrial Mixta de Pinal," directed by Professor Francisco da Silveira Caelho. A section of the school is in the village, another section on a large fazenda (hacienda). The part in the village has a department for girls, where they learn various forms of needlecraft, home-making, and child care, and have a mothers' and babies' clinic as part of the school. Here, too, are the shops for boys (later to be moved out to the fazenda.) There is woodworking related to the type of construction and materials used on the farm. There is similar work in iron, making farm tools and other metal things useful on a farm (such as hooks and other hardware), and there is a leather shop where they learn to make harness and other leather goods used on the farm.

Teach Cleanliness, Too

It is the work on the fazenda, however, which is especially interesting. Here there is a large experimental farm, including dairying with scientific milk testing laboratory, bee keeping, poultry, pigs, etc. There are orchards, vegetables and grains. The whole place is immaculately clean and orderly and greatly beautified with shrubs and flowers, all done by the boys themselves. Even the dormitory for the boarding students is homey and colorful and the dining room is hung with baskets of ferns.

All the students must be members of the co-operative and must work a certain number of hours per week on the co-operative farm. The members of the co-operative pay one milrei per month for membership, this going into capital. Capital is increased by vote of the co-operative each year. Last year, for example, twenty per cent of the net profits were turned over to capital to be used for buying machines and other permanent equipment. Capital is also used for the credit union, which pays three per cent interest on deposits and lends money to the students at six per cent. The organization is strictly democratic, the members electing a president, secretary, treasurer, commercial agent, and monitor for the co-operative, and the president, accountant, and treasurer for the bank.

... "let them," he says, "amuse themselves by repeating a dialogue to each other respecting the letters," and an abundance of dialogue is furnished; as, "Q. How is the N formed? "A. 1st, Carry up the hair curve; 2nd, draw down the swelled stroke; 3rd, carry up on the hair curve inverted. "Q. How is the M formed? "A. 1st, carry up the hair curve; 2nd, draw down the swelled stroke; 3rd, carry up the hair stroke; 4th, draw down the pointed l."

After keying up the general enthusiasm and refreshing the spirits of the whole class by this complete abandonment of artificial restraint for a period of ten minutes, the class was then ready for another forty minutes of "devoting their whole attention" to "drawing every stroke or letter accurately, according to the plate."

You see the matter was fairly simple.

his idea of speed by running the bases while he was playing major league baseball. Gone are the days when football teams depend wholly on weight and muscle. Today celerity and mentality play major roles in our football. Coach Standard Lambert, my co-laborer at Austin High School, has a good football team every year. By observation I have learned that Coach Lambert uses his stop watch in spring training almost as much as I use a watch in track. Boxers and wrestlers realize the value of speed, and they do a great deal of road work. It has often been said that a man is just as old as his legs. Running, then, is one way to stay young.

Poise, Grace, Confidence I like the poise, the grace, and the confidence that a good track man possesses. There is a vast difference, however, between confidence and egotism. The bumptious athlete is repulsive, and he will not last long. On the other hand, the real champion is one who retains his confidence and his equilibrium. That kind of athlete gave coinage to the often-quoted expression, "If I cannot win, I will make the one in front of me break the record."

A boy learns many valuable lessons from track and field athletics. A hurdler learns to overcome obstacles. A vaulter learns how to fall and to get up again. In running relay races, the competitors learn the value of co-operation. I like to think of a runner as preparing himself for the race of life. He has a fair start, an unimpeded path, and a just reward at the end. (To be continued)

Tennis Doubles Team Has Interesting Career (By Murray Yeager) BOBBY GOLDFARB, a former El Paso High School tennis champion, is now playing for Texas University while Edgar Chew, his teammate, is still in high school. During his high-school life, his first recognition as an outstanding player, came in 1941 when he obtained district honors for El Paso. In 1942, he took the fifth place in the State in the boys' singles. The following season, Bobby Goldfarb entered the city tournaments in doubles with Edgar Chew, another El Paso High boy. Together they won city and regional boys' doubles. Bobby also won the city junior boys' doubles of the El Paso Tennis Tournament but was defeated in the junior boys' division of the Southwestern Tournament in Tucson. He then entered the Sun Carnival Tournament at the Texas College of Mines with Chew and won the doubles. During the 1944 season, as a team, Bobby Goldfarb and Edgar Chew topped all previous honors by winning in the singles and doubles of the city, region, district, and State. Together they entered and won the Texas Open Tournament by defeating The University of Texas in the boys' doubles. With these victories, the boys began touring the country. They played in tournaments at Chicago and Milwaukee, winning second place in the doubles both times. They worked up to the semi-finals in the National Tennis Tournament at Kalamazoo College, Kalamazoo, Michigan. Bobby later won the singles at Austin.

Ed Chew, Ed's parents, Mr. and Mrs. Ed Chew, reside at 2410 N. Florence Street, El Paso; and Bobby is the son of Mr. and Mrs. Sol Goldfarb, 1418 Fewel Street, El Paso.

Pioneer Children Were Taught Handwriting (Continued on p. 4, col. 8) the abdomen, ruffles and other colonial idiosyncrasies of dress. Under his picture occur these lines: "Three things bear mighty sway with men, The sword, the sceptre and the pen; And he who can the least of these command In the first rank of fame he's sure to stand."

This is in script, faultless but with many flourishes. On the opposite page a lithographed angel appears bearing a scroll, on which scroll are printed a few of the words of the title of the book. The venerable Jenkins (he was 57 at the time the work was published), in spite of stern Puritan ancestry and training, conceded that there was danger of making even the acquisition of a beautiful "hand" a bore. "Their writings," he says, "must be made a diversion rather than a task... to make writing an amusement to them (the children) it is advised that a school never be kept writing more than thirty or forty minutes at a time; supposing (as it ought to be) that their whole attention for this time is engaged in drawing every stroke or letter accurately, according to the plate."

He advised that after such a period the whole school should be allowed to rest for ten minutes, and during that time engage in amusements. The conscientious pedagogue then suggests an amusement which the colonial children must have found wildly exciting.

Ed Chew

Ed Chew