



Urges Revision of Classification Rule

(By T. E. McCollum, Superintendent, Brownfield)

WE ARE in accord with the sentiment expressed by Mr. R. A. Armstead in the January LEAGUER.* Brownfield was another school which was notified that we would have to be voted in, if we were to continue in AA, and that even then our status would be only temporary.

We have no desire to be out of our conference, but it was our belief that we had no choice about being in AA, if we had as many as 500 enrolled the preceding year. I know of schools with a larger enrollment than Brownfield, that are still playing in conference A, because they have only three grades in their high school. Many times these so-called Junior High Schools are not Junior High Schools, but merely house one-year of high-school students.

Asks Uniformity
It is my opinion that there should be some uniformity about counting high-school enrollment. We do not have, and will not have for some time, as many as 500 in high school for any particular day, but we will have more than 500 enrolled in our high school during this year. I doubt that the Bulletin on Standards and Activities will show that we have 500 this year. We have been voted in for this coming year, but we had already made our conference schedule before we received notice of the ruling of the State Office at Austin.

I have talked with several school men about the method now used in determining the enrollment in high school and all that I have talked with are of the opinion that all schools should count the same number of grades. In case the league should decide to count only three grades, we would be forced back to Conference A, and I would be much in favor of letting the Conference A teams go on and determine a State champion for that class. In case some should think that that would cause the Conference A teams to play too many games, that could be remedied by starting the conference play earlier.

I should like a vote on the way to determine the number of classes to count to determine our high-school enrollment.

Mr. W. W. Wimberly, Principal of Stephen F. Austin High School, is in Southwestern General Hospital improving rapidly from a major operation. He was rushed to the hospital on the evening of Tuesday, January 23.

*Page 1, col. 1.

RADIO STATIONS TO BROADCAST THE FINAL CHAMPIONSHIP BASKETBALL GAMES		
Conference AA, Conference A, and Conference B		
TWO BROADCASTS March 10, 1945		
Saturday beginning at 2:00 p.m. Saturday beginning at 9:15 p.m. Play-by-play accounts of championship games direct from Gregory Gym, Austin, Texas.		
Ablene	KRBO	1450 Kc.
Ames	KGNC	1440 "
Austin	KNOW	1490 "
Austin	KTRC	550 "
Beaumont	KRIG	1450 "
Big Spring	KBST	1490 "
Brownwood	KRWD	1320 "
Corpus Christi	KWBT	1490 "
Corpus Christi	KEYS	1490 "
Dallas	KRLD	1080 "
Dallas	KRFB	1310 "
El Paso	KRBD	600 "
Fort Worth	KFBZ	1270 "
Houston	KTRH	740 "
Longview	KFRD	1370 "
Lufkin	KRBA	1340 "
Midland	KRLH	1230 "
Pampa	KPDN	1340 "
Paris	KPFT	1490 "
San Angelo	KGKL	1400 "
San Antonio	KRAB	1450 "
Sherman	KRRV	910 "
Temple	KTEM	1400 "
Texarkana	KCMC	1280 "
Waco	WACO	1450 "
Weslaco	KRGV	1290 "
Wichita Falls	KWFT	620 "
Vernon	KVWC	1490 "

*Day only.
†Day and night.

Sketches of Council Members Continued



Advisory Council Is Representative

Democratically Selected on Regional and Conference Basis

LAST month we presented pictures and biographical sketches of ten members of the Interscholastic League Advisory Council. It is not, as Supt. Moore (Kerrville), humorously suggests, that we have reserved for the present issue only "the rougher element" of the council, but we are taking them by guess and by chance; and, if there is any general difference between this group and that published last month, it is that the present group is generally more dilatory: at least they exhibited that characteristic in the length of time they take to reply to a civil request for photograph. There are still a few tail-enders missing, and we hope to round them up (Continued on p. 4, col. 4)

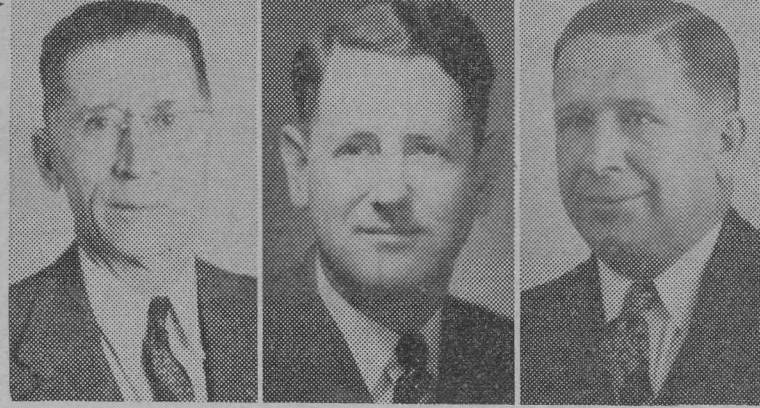
Track-training Preliminaries

Writer Urges Coaches to Begin Softly and Gradually Increase Pressure

II
(By J. Eddie Weems, Austin High School)

MANY prisms marvel at the brilliant performances of track and field men of this generation. There is no secret, however, connected with these feats; coaches have learned to train boys scientifically. There was a time when a boy would report for track practice and run the quarter mile, the half mile, or the mile for time the first day. A more serious mistake was never made. That kind of unscientific training is injurious to boys, and it is not conducive to records. If there is such a thing as an athletic heart (I doubt whether there is), that kind of training would develop one.

Long Training Period
The correct method is for boys to have a long training period. All middle-distance runners who are not out for football should report for fall training in track. It is just as important to have fall training in track as it is to have spring training in football. I am an ardent advocate of both. Many advantages accrue from a long training period. Shin splints, which have long been a bane to track coaches, can be virtually eliminated by training boys slowly. In addition to obviating physical ailments, a long training period develops track morale. The runners who train correctly enjoy the sport, they tell other boys about it, and the school becomes more track-conscious. I agree with the boy in the Navy who recently wrote to me and said that every school could have a good track team if the coaches were not too lazy. The coach who waits until the balmy (Continued on p. 4, col. 1)



Left to right, top row: Supt. Earl K. Barden, Sugar Land; Supt. R. W. Matthews, Lubbock; Supt. H. A. Moore, Kerrville; Supt. J. W. Roach, Alice; Supt. J. E. Gregg, Marfa; Supt. V. W. Miller, Dayton; Supt. A. L. Faubion, New Deal (Lubbock).

The Rook's Nafur

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

CHESS, which is usually an orphan along the magazine front except in magazines devoted exclusively to its discussion, received two nice breaks lately. The first of these was an interesting article in the "New Yorker" concerning the blindfold champion George Koltanowski; the second was a short sketch of Alexander Knox in "Photoplay." Those who enjoyed Mr. Knox's portrayal of Woodrow Wilson may be interested to know that he is also an excellent chess player.

Faculty Club
Several ladies of the Corpus Christi High School Faculty have finally hopped on the Chess bandwagon and, on at least one night a week, they seek to transfer their mental agility to the chess board. A round robin schedule is being played and at the present time Miss Virginia Huffstader, guidance director of the high school, is leading the tournament. Miss Huffstader claims that the game gives her mental relaxation.

Do You Want Chess?
If the students of Texas High Schools desire chess as a form of interscholastic competition now is the time to indicate it. Last year an unofficial tournament was held in Austin in which three schools participated but this year that number must be doubled or better if chess is going to have any chance to be adopted as a league activity.

We believe that chess offers a unique opportunity to schools to interest boys and girls in a worth-

while recreation who would not otherwise be attracted by the league contests. Particularly those who are physically handicapped. We appeal to every teacher to at least inquire if there are not chess players in your school. Ask them to write to James A. Creighton, 133 Glendale, Corpus Christi. The war has taken many hundreds of boys from high schools, some of whom will one day desire to finish their education. These boys, all of whom will have a tremendous job to re-orientate themselves in civilian life, may find chess at least one means to that end.

Radio Debate on League Question

THROUGH the co-operation of Kenneth M. Gould, Editor of the Scholastic Magazines, a radio broadcast by outstanding debaters of national reputation will be heard over the Mutual Stations in Texas listed below on Tuesday, February 20, 8:30 p.m. Central War Time:

- KBWD Brownwood
- KFRO Longview
- WRR Dallas
- KBST Big Spring
- KRBC Abilene
- KPDN Pampa
- KCMO Texarkana
- KRLH Midland
- KVWC Vernon

Editor's note.—Possibly other Mutual Stations will announce intention to carry this program later, but the above are all that had answered our query affirmatively at the time the LEAGUER went to Press. It will be well to keep in touch with your own Mutual Station regarding this broadcast. It will doubtless be very helpful to our high-school debaters.

Junior High School Pupils Conduct School Enterprises

Experiment with Various Types of Corporate Business

(By Carleton Washburne, Superintendent of Schools,* Winnetka, Illinois)

This series of articles on the co-operative movement in South American schools is reprinted from *School Activities*, Topeka, Kansas, by special permission. LET US turn now to a totally different environment. Winnetka, Illinois, is just about everything that South America is not. It is small, South America is large. It has above average economic resources, South America far below average. It is a highly democratic community, South America tends to be auto-

cratic. Its schools are among the most advanced in terms of educational method, South American Schools among the most retarded—and so on. Yet in Winnetka one finds co-operative experience as feasible and as profitable a part of education as one does in South America.

Skokie Junior High
The impetus in South America has come out of dire economic and social need, the impetus in Winnetka out of the broad social vision and educational philosophy of members of the staff and especially of S. R. Logan, Associate Superintendent of Schools and Principal of the Skokie Junior High School. It is in the Skokie Junior High School that co-operative undertakings are best developed. There are various less highly organized forms of co-operative work in the elementary schools, with their school (Continued on p. 4, col. 7)

Senators Interrogate The Poet, MacLeish

ONE of the neglected sources of free entertainment is the hearings before committees of the Congress," says Donald Coney, Librarian of The University of Texas, in a recent note to the faculty. "The Committee on Foreign Relations of the United States Senate (Connally, chairman) has just printed its hearing on the nominations of Joseph C. Grew, et al.

The interrogation of Archibald MacLeish (Librarian of Congress and nominated to be an Assistant Secretary of State) illustrates the hazards of writing poetry if one later expects to hold public office. Mr. MacLeish received the special attention of Senator Clark of Missouri, who confronted him with carefully chosen extracts from his written works. The Senator was about to conclude his interrogation when Senator Pepper, arriving late, inadvertently referred to Mr. MacLeish's poetry, whereupon Senator Clark read two examples, and affirmed—"perhaps because of my low intellect"—that he did not understand what they meant.

Mr. MacLeish. First of all, Senator, that was, I think I ought to say in my own defense, an undergraduate poem. But I am moved to ask, Senator, if I may—perhaps I should put it this way: I wonder when John Hay came up for confirmation as Assistant Secretary of State, or Secretary of (Continued on p. 3, col. 7)

Tennis Star Has Other Sports, Too

Plays Basketball, Football, Also Competes in Dramatics and Debate

(By Ann Martin)
HERE is a lad who seems "to have everything." He broke into the limelight in the Interscholastic League last spring by coming through with his just as remarkable team-mate, Towner Leeper, as runner-up in the fiercely fought-out tennis tournament composed of the pick and flower of the high-school tennis talent in Texas.

But prior to that, he was a familiar face in other contests in the Interscholastic League, especially in debate and dramatics, although in these contests he has not won through to the State Meet.

Tennis runs in the Elrod family. David Elrod, youngest of three brothers who are all outstanding tennis players, ably carries on the tradition. His brother J. W. won district singles in 1936, and Joseph Towner Leeper went to State semifinals in singles in 1938 and in doubles in 1939.

In Junior High, David won the boys' singles in junior district. His sophomore year he went to the finals in regional doubles. As a junior he played in State quarter-finals in doubles.

Versatile both in sports and school activities, David rated Who's Who in Newman High (Sweetwater) last year. Besides tennis which he has played for ten years, he has been captain of the basketball team for the past two years. This year is his first at football, and he has made a reliable half back on the Mustang first team.

President of the Dramatic Club for the second year, he took part in the Interscholastic League play in 1942, and in the debate. He has sung with the Mixed Chorus for three years and is a member of the boy's quartet. He is an Eagle Scout.

Last summer he was the pitcher for the Mustang baseball team which placed first in the city league, and is proud of a no-hit game he hurled. David is the son of Mr. and Mrs. J. W. Elrod, 404 East Third Street, Sweetwater, Texas.

First in First Tennis Meet; Doubles Champions of 1914



E. Rittenour C. Walker

Camera Club Boys Make Hobby of Bird-pictures

THE School Camera Club at North Toronto Collegiate (Canada) developed two young photographers who have contributed (through their enthusiasm for pictures) to the science of ornithology. Word comes from there that these two boys, Richard Robinson and Dalton Muir, have taken pictures of nesting birds which were previously not known to have nested in that vicinity. They hike for miles, climb trees seventy feet high, and wait out a shy bird for hours, in pursuing their hobby.

Protection of Birds and Soil
CONSERVATION of birds especially appeals to children. A corner of the schoolyard can be made into a bird sanctuary with shrubs and trees, bird bath and feeding station. Built-in shelters give additional protection from storms and cold winds in winter. In the country, children can help save soil. For example, teacher and pupils can secure permission to fence a small gully near the school and to plant vines, trees, and shrubs there which grow well in the locality. These prevent the gully from increasing in size, and also afford food and protection for birds and small wild animals. Larger boys can learn to build small dams to help control the gully when necessary.—Effie G. Bathurst.

School Initiates Health Plan for Whole Community

Kosse Sets Envious Record in Carrying Out Notable Program

(By Clay Doyle, Superintendent of Schools, Kosse)

THE HEALTH of a community is everybody's concern. But too frequently, as in other matters, what is everybody's business is nobody's particular responsibility. This is especially true with reference to health in the hundreds of communities where no doctors are present to provide professional leadership. What can such communities do to maintain and improve the health and fitness of their inhabitants?

The School Takes Over
In Kosse, a Texas community which has for years been without the services of a local doctor, the school assumed the responsibility for initiating and directing the health program for that area. A course for high-school seniors in problems of community health was introduced into the school curriculum at the beginning of the cur-

Coach W. P. Webb Scored 1914 Win

Boys Say He Was Much Prouder of Their Feet Than They Were

(By Dr. Daniel A. Penick)

THE FIRST Interscholastic League Tennis Championship in doubles was held in Austin in May, 1914. All contestants were from the smaller towns, 12 in all, as follows: E. Rittenour and C. Walker, Beeville; W. Daniels and F. Hurlburt, Brownwood; D. Childers and B. Strickland, Cameron; E. Gwaltney and C. James, Honey Grove; D. Thomas and C. Corley, Lone Oak; C. Bartlett and G. Gorden, Marlin; Summers and Wilson, Nacogdoches; W. Burch and D. Morrow, Port Arthur; L. Wall and J. Watson, Quanah; A. Bryan and E. Sharpe, San Augustine; Maner and Linn, Sweetwater; Feuille and McCaleb, West Texas Military Academy.

The winning team was from Beeville, Rittenour and Walker. Their coach was our distinguished professor and author, W. P. Webb. Dr. Webb says: "In the spring of that year Curtis Walker and Everett Rittenour, both left-handers, won the first statewide tennis (Continued on p. 4, col. 3)

How to Train for Shorthand Meets

Teacher Whose Pupils Are Consistent Winners Tells How It Is Done

(By Earl Y. Wolford, McKinney, Texas)

AS Interscholastic League records will show, Earl Y. Wolford, of McKinney High School, is one of the most successful producers of shorthand winners in the State. We wondered whether or not he devoted all his time to a few exceptional pupils, or simply used the contests to develop general interest. So we asked him, and he replied in the article which is published herewith. He says the work of the pupils selected to represent the school in contests improves the school in the whole class.—Editor's note.

IN TRAINING for Interscholastic League Shorthand Tournaments, I find that its benefits far exceed its detriments, for it not only highly motivates the teaching, but encourages the best effort on the part of both the teacher and the pupils.

On the part of the teacher, the tournaments provide a very serviceable field for the exchange of ideas and methods. They encourage the commercial teacher to exploit his field of methods and teaching aids to the fullest extent causing him to check constantly his methods so as to motivate his classroom procedures. If a teacher is not getting results, why not? Is he using the method that allows his personality full play in developing interest on the part of his pupils? Does his method allow for the fullest use of the literature and other helps—as in the case of the Gregg Company, these are bountiful! Use of "Helps"

As to myself, I use a combination method—that is, I use the Functional Readers for reading material and practice purposes, but I also use the Anniversary Manual. This correlates with the Gregg Writer, the Gregg News Letter, and other Gregg helps, and I cannot conceive of better motivation than the Gregg Literature gives. However, as the enthusiasm and skill of the teacher is imitated by the pupils, the teacher usually gets the best results from the method in which he has the greatest faith.

On the part of the pupils, training for the contests not only motivates them by encouraging them to use the literature of the field, but it also provides a competitive spirit which is essential in increasing speed. No, training for the contests does not interfere with the development of a majority of the pupils—it tends to engender a "Want to Spirit" on the part of the whole class.

Same Training for All
During the first term all the pupils receive the same training; and usually during the second term most of them co-operate until eliminated. Elimination begins in the latter part of February; and then, the better pupils are selected and trained either before or after school for the remaining period of several weeks, during which time class material is read at a rate suitable to the average pupil.

On the part of the average pupil, both shorthand form and speed are improved, as is also their enthusiasm for its attainment, by the presence in the class of a few highly motivated well-trained writers, and it certainly does any teacher and his class good to point with pride to those who have reached a degree of efficiency in the accomplishment of good shorthand writing.

"Though the direct prize at the Greek games was little, the indirect rewards were great. Many cities voted substantial sums to the victors on their return from their triumphs; some cities made them generals . . . sometimes he was given free sustenance in the city hall."

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.

Discovering Health Hazards
In the study of the environmental influences the school group devised such means as check lists and questionnaires for compiling information about public sanitation, water supply, housing, insect (Continued on p. 3, col. 7)



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ROY BEDIČEK Editor

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DISTRICT MEETS are set up in all Conferences now available in circular form. See to it that your school (if eligible) is listed. Mistakes are sometimes made, and the list is now published so that responsibility is shared by the schools themselves.

WE HAVE it on good authority from certain schools that game officials sometimes accept a game, and then, near time for the game, cancel the engagement on account of having received a more lucrative offer for that afternoon or night.

READY WRITERS will get good tips on the type of composition which best meets the requirements of this contest by reviewing the winning compositions which have been published in the LEAGUER.

DESPITE the fact that the Commission of Public Relations of the Association of American Colleges recommended an appeal for Federal aid, the Association at its meeting in Atlantic City last month went on record as opposed to making such a request.

PROPAGANDA contests have no place in the public schools. They tend to prescribe a point of view, and this in itself gives the pupil a sort of "sell out" psychology; and certainly one's views, especially on public questions, should not be for sale.

LET US NOT FORGET the scholarships that are awaiting winners in certain League contests in regional and state contests. You will find in Appendix V of the Constitution and Rules detailed offerings from Baylor, Southern Methodist and Southwestern universities, including awards in the following: Extemporaneous Speech, Number Sense, Debate, Declamation, Dramatics, Ready Writers, and Slide Rule.

POSTWAR PLANNERS, while they are having dreams, had as well have some really pleasant dreams. A dream we have always nourished is a dream of trails, foot-trails and horseback-trails.

Guadalupe, Davis, and Chisos Mountains could be made among the wildest and most attractive in the whole country for the summer tourist. There is an area quite as large as an ordinary state in trans-Pecos country which for summer walking and horseback touring is exceedingly attractive.



Grade School Choral Singing Mimeographed copies of choral singing rules for grade school meets are available free on request to the State Office.

Grades Choral Singing Songs for this contest are contained in 1942-1943 Song Book. Don't use the 1941-1942 book for contest purposes.

Correction in Publications List The last item on page 4 of the current "Publications List" should read as follows: "A Prescribed List of Plays (1944) No. 4425, 12 pages."



OFFICIALS of the I.L.P.C. are now preparing for the hardest part of their year's work—selection of the best two papers in each class and district to be announced as district winners in journalism. Within the next two weeks we shall check carefully to see that all member papers have submitted to us a copy of each issue for the current school year, as decisions for district winners must be based upon a consideration of all issues to March 1.

Junior High Papers Some day it is the hope of I.L.P.C. officials to establish a separate division for Junior High School papers. In spite of the war several junior high schools have managed to continue the publication of creditable school papers.

Pilot Changes "The Pilot" of Port Arthur High School recently made two changes under the sponsorship of Miss Helene Huff and the editorship of Blayne Salyer.

"The little isle of Ceos, where," if we may believe the incredible on the authority of Strabo and Plutarch, "there was once a law that appears to have commanded those who were sixty years of age to drink hemlock, in order that the food might be sufficient for the rest."

What Constitutes Good Radio Voice!

Speech Instructor Puts "Personality" First, but Lists Other Items

PERSONALITY, sincerity, genuineness and warmth of the individual are the "musts" for a good radio announcer or actor, Graydon Ausmus, instructor in speech at The University of Texas, believes.

Personality Most Important "Clear pronunciation and a pleasant voice, preferably of low pitch, are certainly necessary for a good radio performer," Mr. Ausmus said.

"Voice and speech are the wagon taking the apples (ideas) to the market. If too much emphasis is put on speech—if it is too 'fine and pretty'—then all the attention is

focused on the wagon, and none on the apples. On the other hand, if the vehicle of communication is too poor the apples never reach the market at all."

Thus he summed the requisites for a good radio voice. The ideal voice, he explained, is a combination of the two: is a voice which neither over-emphasizes nor under-emphasizes niceness in speech and voice.

Opportunities for Women Radio advertising, public relations, script writing, traffic management, secretarial positions, and specialized women and children's programs were named by Mr. Ausmus as the broadest fields for women in radio.

"These 'behind the scenes' jobs play a tremendous part in successful radio programs," he said, "and women should aspire toward these jobs rather than solely toward the field of announcing."

Women are too apt to carry their own personality too far in radio announcing, the professor said. Too many, he thinks, forget that radio broadcasting is a business and not just entertainment.

"A radio is a guest in the home of the listener, and the radio announcer or speaker should not be too obtrusive, yet positive enough to command attention."

CURRENT PUBLICATIONS ISSUED BY THE UNIVERSITY INTERSCHOLASTIC LEAGUE

Those ordering bulletins should read carefully the description of the bulletin given below and the terms upon which it is distributed. Stamps are not accepted in payment for bulletins, and bulletins are not sent C.O.D. or on account.

Reduced prices do not apply on cumulative orders. For instance, a school ordering 50 copies one time and 50 at another time does not receive these at the rates given on 100 lots.

Bulletins ordered are not subject to exchange, nor will money be refunded for same.

Constitution and Rules of the Interscholastic League (1944), No. 4427, 111 pages, 10 cents per copy.

Reducing Voting Age to Eighteen, 60 cents per copy (1944), 200 pages. Briefs and selected arguments on the 1944-45 debate question.

Re-Constituting the League of Nations, debate handbook, 60 cents per copy (1943), 200 pages.

"The League of Nations" (1923), No. 2329, 87 pages, 25 cents. Contains briefs and arguments, pro and con, concerning the following query: "Resolved, That the United States should join the League of Nations."

Post-war World Organization (Background Studies), Volume II, 50 cents per copy. This is a workbook for Interscholastic League debaters. It contains alternate plans for post-war world organization, thus furnishing the negative side in debates.

League of Nations Debate Package, \$1. This package contains Volumes I and II of the NUEA Debate Handbook for 1942-43 entitled "World Organization," and containing many articles dealing with one phase or another of world organization.

Equalization of Educational Opportunity (1941), No. 4138, 250 pages, single copies 35 cents, four copies for \$1.

The Natural Resource Tax (1940), No. 4038, 250 pages, single copies 35 cents, four copies for \$1.

The Sales Tax, No. 3838, 250 pages, single copies 35 cents, four copies for \$1.

Texas Legislature: One House or Two? No. 3738, 250 pages, single copies 35 cents, four copies for \$1.

Medical Medicine, No. 3938, 250 pages, single copies 35 cents, four copies for \$1.00.

The School and Pre-Military Training, No. 4220, 33 pages. For free distribution.

Victory Physical Fitness Clubs, Instruction Manual, 32 pages. For free distribution.

Athletics—For Better or Worse. By Dr. Chas. W. Flint, formerly Chancellor, Syracuse University, 30 pages.

Typewriting and Shorthand Tests. Fifteen-minute typing tests, of the same nature as tests used in Interscholastic League Typewriting Tournaments, spaced out, two cents per copy, fifteen tests per dozen.

"Number Sense" Test Sheets. For practice tests in "number sense." One cent per sheet. Key for grading problems is sent with each order.

Speech Teaching: A Vital Problem in Public Education, by Harry G. Barnes, Ph.D. The Interscholastic League Breakfast and Section Meeting, November 27, 1934, voted unanimously to request the League to issue Dr. Barnes' address in pamphlet form.

How to Use a Slide Rule. Bulletin of 37 pages giving detailed instruction in use of slide rule and many illustrations. Also tests are available at 1 cent per copy, 10 cents per dozen.

Congress. Debate classes, literary societies, and debate clubs will find a discussion of this question very stimulating.

"Nationalization of Munitions" (1936), No. 3638, 225 pages, 10 cents. The question for debate in all Interscholastic League matched debates for the 1936-37 school year was: "Resolved, That the Manufacture of Munitions of War Should Be a Government Monopoly."

"Texas History Syllabus," No. 3544 (1935), 61 pages, 10 cents per copy, 15 copies for \$1. This bulletin offers a detailed outline of Texas History especially prepared for Extemporaneous Speech contestants, with abundant references and a blank page suitable for notes.

"Making Friends in Music Land," Book II (1926), No. 2637, 75 pages, 10 cents. This bulletin was prepared by Dr. Lota Spell for use in the Music Memory contests in the League a number of years ago.

"Making Friends in Music Land," Book VI (1935), No. 3540, 80 pages, 10 cents. Same description as Book II, except that different selections are treated. Single copies 10 cents; twelve copies for \$1.00.

"Making Friends in Music Land," Book VII (1938), No. 3840, 100 pages, price 15 cents. This bulletin by Dr. Lota Spell gives both teachers and pupils valuable information and suggestions for recognition of themes, instrumental tone and types.

"Developing Number Sense" (1938), No. 3827, 32 pages, 10 cents. Written by John W. Galloway, Professor of Applied Mathematics, The University of Texas. This bulletin is an enlargement of the bulletin issued by the League under the title "Number Sense" in 1934.

How to Teach Number Sense, a Handbook for Teachers (1938), Bulletin No. 3842, 28 pages, 25 cents per copy. A teacher who has been sponsoring this contest since it was included in the League Bulletin No. 3842, 28 pages, 25 cents per copy.

Word Lists for Interscholastic League Spelling Contest (1944), No. 4433, 16 pages, 5 cents per copy. The word lists for the three divisions in this contest are published in this bulletin, making a supplementary list for those appearing in the State adopted text.

Art Appreciation Studies in Fourth and Fifth Grades (1940), No. 4036, 15 cents per copy, 10 copies for \$1. Mrs. Florence Love Phillips is the author of this bulletin which was designed for fourth and fifth grades.

Favorite Pictures (1941), No. 4136, 15 cents per copy, 10 copies for \$1. A collection of stories concerning the pictures and the artists included in the 1941-42 picture memory list is here presented in quite attractive form.

"Picture Study in Elementary Grades" (1936), No. 3634, 50 pages, 10 cents per copy. This is a collection of articles published in the Interscholastic Leaguer under the title "Picture Study" by Miss Florence Love Phillips.

Art Appreciation Studies (1943), No. 4336, 62 pages, 15 cents per copy, 10 copies for \$1.00. By Waldine Hunter. This bulletin describes briefly pictures selected for their suitability in illustrating various phases of the art appreciation part of the curriculum.

"The Three-R Contest" (1927), No. 2639. A large folder containing the Ayres writing scale. Five cents per copy.

A Prescribed List of Plays (1944), No. 4425, 12 pages. A list of 850 One-Act Play titles for use in League contests. Listed according to title, author, number of characters, type, royalty, and publisher.

A Prescribed List of Junior Declarations, No. 4144, Price 10 cents. A list of 8,000 titles of poems for use in League contests. Listed alphabetically according to title, author, and the books in which each poem is found.

The Speech Teacher and Competition (1941), No. 4142, 75 pages, 25 cents per copy. Part I of this bulletin, the use of competitions as a method of teaching is discussed from a historical and theoretical standpoint by Roy Bedichek.

Songs for the Choral Singing Contests, 1942 and 1943 Song Books, two pamphlets, 32 pages each, 10 cents per copy, \$1 per dozen. Many schools have a supply of one or both of these books.

Sing We All Noël, Christmas and Twelfth Night Suggestions for Home School, Church, Recreation Center, Club and Community, by Augustus Delafeld Zanzig. No. 4147, 42 pages. Price 15 cents per copy.

Senior Declaration Bibliography. A list of thirty-four books and publications containing Senior Declarations. Some contain both Senior and Junior Declarations. This bibliography is sent free.

Relationship of Scholarship in School to Later Success in Life. Fifteen-page pamphlet containing reprint of a series of articles by Dr. H. Y. Benedict, late President of The University of Texas, published in The Interscholastic Leaguer.

The School and Pre-Military Training, No. 4220, 33 pages. For free distribution. This bulletin attempts to describe the situation confronting the public schools in this wartime emergency.

Victory Physical Fitness Clubs, Instruction Manual, 32 pages. For free distribution. Here is a manual which is prepared with a view to using in physical education even teachers who have no formal training in the field.

Athletics—For Better or Worse. By Dr. Chas. W. Flint, formerly Chancellor, Syracuse University, 30 pages. Dr. Flint is a recognized authority on athletics.

Typewriting and Shorthand Tests. Fifteen-minute typing tests, of the same nature as tests used in Interscholastic League Typewriting Tournaments, spaced out, two cents per copy, fifteen tests per dozen.

"Number Sense" Test Sheets. For practice tests in "number sense." One cent per sheet. Key for grading problems is sent with each order.

Speech Teaching: A Vital Problem in Public Education, by Harry G. Barnes, Ph.D. The Interscholastic League Breakfast and Section Meeting, November 27, 1934, voted unanimously to request the League to issue Dr. Barnes' address in pamphlet form.

How to Use a Slide Rule. Bulletin of 37 pages giving detailed instruction in use of slide rule and many illustrations. Also tests are available at 1 cent per copy, 10 cents per dozen.

All orders for bulletins or other League publications should be addressed to THE INTERSCHOLASTIC LEAGUE, University Station, Box H, Austin 12, Texas.

TEACHERS' GUIDE TO GOOD PLAYS



(By Mrs. James Moll)

FOR THIS month's review we have chosen a group of good contest plays worthy of a second review after being on the Prescribed List of Plays for several years. In addition, we are giving special notice in another column to an excellent book just received from the Longmans Green Company. The plays or book may be borrowed for reading purposes by any responsible individual in the State for a period of seven days.

To Kill a Man by Percival Wilde. Baker, Roy. \$10, 3m, comedy, 1 act, 35 cents.

De Tolbiac, an out-of-work actor, earns a living by selling revolvers to glib persons who do so to save him from suicide. Givrette, an author who has been forewarned, refuses to be a dupe and urges the young man on. Whereupon, De Tolbiac confesses and the author works out a solution satisfactory to all.

The Southern Cross by Paul Green. French, Roy. \$5, 4m1w, drama, 1 act, 35 cents.

The tragedy of the young who sacrifice a worthy life in the name of duty to the ancient glory of family is revealed in this excellent one-act. Challenging characterizations and well-written dialogue. Highly recommended.

Finns by Erna and Paul Green. French, Roy. \$5, 2m1w, drama, 1 act, 35 cents.

A sincerely-written, moving play about the tragic never-ending struggle of farm folk to achieve variety in their existence. This is

a challenge to both director and actor, with emphasis on the understanding and projection of theme.

The Examination by Fred Eastman. Baker, Roy. \$5, 4m3w, drama, 1 act, 35 cents.

The Dean's assistant, Sarah, is about to retire. Candidates for the position are given the problem of dealing with a thief who turns out to be the Dean's son. Only Sarah is equal to a solution of the situation and returns to the job for which she is so well suited.

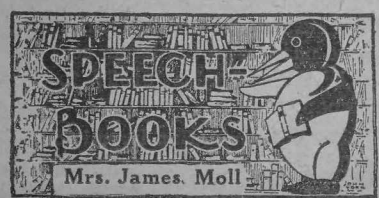
Old Love Letters by Bronson Howard. French, Roy. \$5, 1m2w, comedy, 1 act, 35 cents.

A charming adaptation of the original manuscript of this play written in 1878. Two middle-aged people meet after many years to exchange love letters written in their youth, and the meeting reunites them. Set in 1888, the play involves the problem of costuming in the period and still staying within the rules of the League Play Contest. Setting can be simplified using a draped stage.

Now That April's Here by James Reach. French, Roy. \$5, 2m4w, comedy, 1 act, 35 cents.

Young love and a case of measles provide the springboard for this gay comedy. An ideal play for school groups. Technically simplified and believable dialogue.

Other contest plays we recommend for your reading are: "In a Blue Moon," "The Command Performance," "Strange Road," "Pearls," "Three's a Crowd," "He," "Where the Cross is Made," "All My Life," "Jazz and Minuet," "The Kettle Singing," "The Last Curtain," "Sham," "Two Crooks and a Lady," "The Devil Comes to Alcazar."



Mrs. James Moll

achieves the wonder of the electric light.

From This Small Beginning. 9m and mixed extras. The seldom told story of Henry Bergh and his fight for the success of the American Society for the Prevention of Cruelty to Animals.

Horace Mann, American Educator. 14m3w. The newly-established Board of Education in Massachusetts is nearly abolished due to the stringent and somewhat radical methods of Horace Mann. But the best interests of future generations prevail and Mann, the educator, makes vast strides forward in the education of American young people.

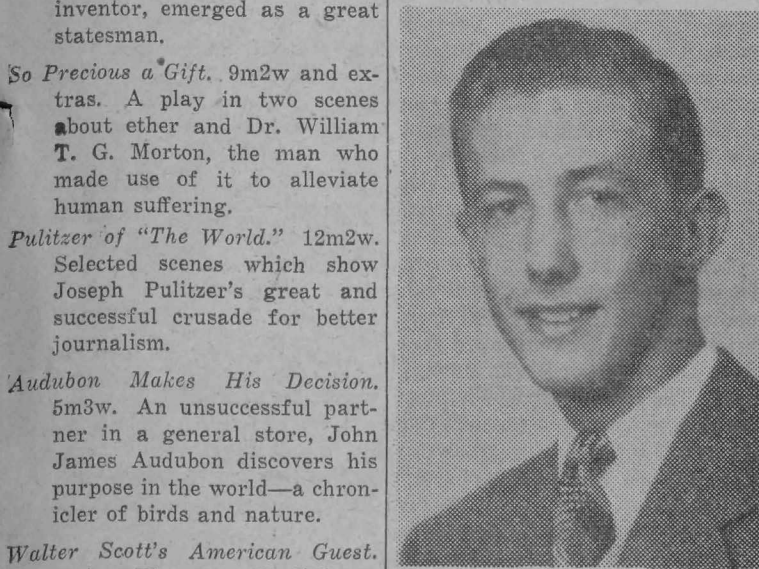
Louis Pasteur. 16m4w or less. Young Pasteur is nearly given up as hopeless, but he perseveres and wins in this dramatic story. An account of his treatment of the young boy bitten by the mad dog and of later honors heaped upon him by a grateful humanity.

Rizal of the Philippines. 18m2w. The persecution and personal triumph of Dr. Jose Rizal, nationalist and Philippine educator and reformer.

Speech Winner Is Now Engineering Major

(By Beth Peniger)

SECOND place in extemporaneous speech last year, Wick Field, is now majoring in mechanical engineering at The University of Texas.



Wick Field

Wick graduated from Austin High School last June, after participating in many extracurricular activities besides making creditable grades in his regular academic work. He was a member of the National Honor Society, and was secretary of the society in '44. Wick's other high-school activities included Boys' Booster I (he was intramural manager in 1943), and the Goldshirts. He led a forum on psychology in '44.

Wick is the son of Mr. and Mrs. Warwick F. Field, 1600 1/2 Watchhill Road, Austin, Texas.

The Elephant's Trunk

IN many other ways besides its smelling ability the elephant's trunk is the most extraordinary part of this most extraordinary animal. A man's arm has a more or less universal joint at the shoulder. The elephant's trunk is absolutely flexible at every point. It can turn in any direction and in whatever position it is, and has tremendous strength. There is no bone in it, of course, but it is constructed of interwoven muscle and sinew so tough that one can hardly cut it with a knife. An elephant can shoot a stream of water out of it that would put out a fire; lift a tree trunk weighing a ton and throw it easily; or it is delicate enough to pull a blade of grass with it. He drinks with it, feeds himself with it, smells with it, works with it, and at times fights with it. Incidentally, a mouse that endeavored to frighten an elephant by the traditional nursery rhyme method of running up his trunk would be blown into the next county. There is nothing else like an elephant's trunk on earth.

—Carl Akeley.

Extemporaneous Speech

IT'S TIME now to split up the general subjects and begin more specific preparation. So far we have had background study, and now it is necessary to concentrate on one or more phases of the general subject for presentation. This process has been under way in many schools already; the present break up of subjects into topics is intended to hasten the specialization.

Please note that special library packages are not available on the more specialized topics. Packages are available only under the general heads, the ones in the list which are numbered with arabic numerals, may be ordered from the Library. Of course, the material for the specific topics is all there, but will have to be sifted out by the students themselves; part here part there. See how many more specific topics, such as the ones suggested, you can find.

It is not meant to confine the students range of study to the package library material. He may get help anywhere he can find it. The more material he finds on the subjects the better. But there is enough "thunder" in the packages to furnish forth a speech of eight, ten or fifteen minutes.

- Assignments follow:
- 1. Reconversion in War Industries.**
 - a. Manpower Demobilization and Re-employment Problems of Reconversion.
 - b. Surplus Materials Disposal and Reconversion.
 - 2. Postwar Unemployment Problems.**
 - a. Public Works for Postwar Unemployed.
 - b. Factors That Will Contribute to Unemployment After the War.
 - 3. "I Was for Roosevelt" or "I Was for Dewey."**
 - a. The Vice-presidential Issue in the Campaign.
 - b. Importance of the Soldier Vote in the Presidential Election.
 - 4. Rehabilitation of Disabled Servicemen.**
 - a. Adaptation of Jobs to the Handicapped Ex - servicemen.
 - b. Community Responsibility in Rehabilitating the Disabled Veteran.
 - 5. Employment of Discharged Servicemen.**
 - a. Vocational Rehabilitation and Training for Ex-servicemen.
 - b. Government's Part in Placing Veterans in Suitable Jobs.
 - 6. The Dumbarton Oaks Conference.**
 - a. Main Points of Dumbarton Oaks Conference Proposals.
 - b. Role of Smaller Nations, as Outlined at Dumbarton Oaks.
 - 7. Universal Military Training.**
 - a. Arguments for Military Training.
 - b. Arguments against Military Training.
 - 8. General Wage Increase?**
 - a. Recent Attempts by Labor Unions to Secure Wage Hikes.
 - b. Administrative and WPB Stand on Wage Increases.
 - 9. Following her defeat, what shall be done with Germany?**
 - a. Arguments for Allied Military Administration of Germany After Defeat.
 - b. Russia's Plans for Defeated Germany.

The Speech Arts In Texas Schools

DEBATE FORUM

By Edd Miller

BY THIS TIME of the year most of you are making definite plans for the Spring debate season. Despite the fewer number of tournaments and the fewer opportunities for inter-school contests, this is the time of the year for as much practice in actual debating as possible.

If you can't manage debates with neighboring schools because of gasoline rationing or a slender budget, utilize intra-squad debates to the utmost. It's been my experience that intra-squad debates can often be more exciting and controversial even than inter-school contests. Work up some good rivalry between the various teams on the squad and put on some exhibition debates. You will probably be able to put on an exhibition debate during the auditorium period and more than likely even get invitations to appear before some of the civic organizations in your town. The practice will be excellent for the debaters and the audiences should profit by it, too.

Watch Proposed Legislation

I suppose that most of you noticed in your newspaper that a bill has been introduced in the State Legislature calling for 18-year-old votes. Keep your eye on the progress of this legislation. Some interesting affirmative and negative arguments will probably be brought up on it when it reaches the floor of the Legislature. Regardless of the outcome of the measure, it is a good indication of the interest of the public in the voting question.

Two Classes in Debate

There are two new features about the Interscholastic League debate program that I'd like to call to your attention—I suppose most of you are aware of them, but it won't hurt to remind you. First there is the matter of a separation of the large schools into one division and the smaller schools in another division. It has long been a problem for some of the smaller schools to adequately compete with the larger ones, simply because they did not have the "manpower" and "womanpower" to draw from. Now, however, the two divisions can fight it out separately and the battles will be a little more even. I don't mean to cast aspersions by any means on the smaller schools—some of the best debating is done in them—but this will serve as an equalizer. If you are not sure about which division your school comes in, get in touch with the League office, or write to this column and that information and anything else you want to know about the new system will be explained.

No Longer Girls' and Boys' Divisions

The other innovation is that the separate girls' and boys' division in debate have been abolished. Now a team representing a school may be made up of either two boys, two girls, or a girl and a boy. Under this plan, schools with smaller squads will not be penalized since only two debaters instead of four will be needed. Besides, girls and boys compete directly with each other in almost all walks of life, so why not in debate. This should make the competition in debate keener and probably will add considerably to the interest, especially on the part of audiences.

One other matter: Participation in Interscholastic League Debate has fallen off a good deal. Why don't we all band together in an effort to revitalize high-school debating? One of the best ways this can be done is to present some concrete suggestions about programs, activities, plans, procedures. Why not use this column as a clearing house for information about high-school debating all over the State? Send in any kind of material on your debate program, any questions about the debate proposition, or about debating, or any other items you wish. I promise to print them and in the case of question, attempt to answer them, or ask for answers from other schools. Besides getting good publicity for your debate program, you will be serving a useful purpose in helping other debaters and coaches in the State. Let me hear from you soon. Just write: Edd Miller, Department of Speech, The University of Texas, Austin, Texas.

Will the English class please criticize the following statement by Drew Pearson? "Most unique example is Democratic Representative John Fogarty of Rhode Island who left Washington December 12 to report for duty in Baltimore as an apprentice seaman."

Considers Speech in High School Invaluable



Jacqueline Nelson

A MEMBER of The University of Texas Debate Squad, Jacqueline Nelson of Corpus Christi, considers her Interscholastic League debate work one of the most valuable and enduring experiences of her school career. She thinks the topics have been especially helpful in giving the student a broad outlook and a sense of balance when considering current and post-war problems, and even if a student never wins a contest the research done is invaluable.

League Debater

She gives special credit for her interest in debate to John Love who was her coach the first two years in high school. His insistence that the class do a great deal of research on the subject "Equalization of Educational Opportunity" first awakened her to the possibilities in debate. In 1942 and 1943 she was a member of the debate teams that represented Corpus Christi at the State Meet.

In 1942 she was also a member of the one-act play cast of "The Gift" which went as far as the regional contest under the direction of Miss Mary Scott. Miss Nelson feels that her dramatic work while in high school helped fit her for the work she has done with the Radio House Workshop at the University. She has participated in a number of dramatic programs, including the series entitled "Reading is Adventure" and "Music is Yours."

Valedictorian

In 1943 she was chosen valedictorian of the Senior Class of Corpus Christi High School, and because of her great interest in the topic the debate coach suggested that she make her graduation speech on World Federation. She says she will always be grateful that she could end her high-school career speaking on her favorite subject. At the University she is a sophomore Arts and Sciences major, member of Alpha Lambda Delta and of Forensics, girls' speech group.

Extemp Winner Now Journalism Major



Maisie McMahan, Lometa

Another outstanding student who won honors at the last State Meet was Maisie McMahan of Lometa who placed third in the Extemporaneous Speaking Contest. She was an honor-roll student throughout high school, and graduated as salutatorian in the 1944 class. During her senior year she was president of her class and was elected Queen of Halloween. She served as class reporter the other three years in high school. At two Regional Meets she won first place in essay writing. She is now a student in The University of Texas, majoring in Journalism. Parents are Mr. and Mrs. Ray McMahan, Lometa.

NEWS NOTES

In the January issue of the National Thespian Magazine, *Dramatics*, appears a full-page picture

of a cast from Brackenridge High School, San Antonio, in a scene from the play *Once and For All*. Miss Jeston Dickey is director of dramatics at this high school.

Dr. E. P. Conkle, Associate Professor of Drama at The University of Texas for the past few years, has obtained a leave of absence for the spring semester in order that he may study under a grant from the Rockefeller Foundation. Dr. Conkle is the author of such well-known plays as *Sparkin'*, *Prologue to Glory*, *Lecton*, and many others.

Jack Ernest, who won first place in Boys' Extemporaneous Speech at the last State Meet, is attending Vanderbilt University, where he has been elected president of the Ace Club. He has also been made a member of the Men's Honor Council. He is an ex-student of Adamson High School, Dallas.

The speech classes at Tyler High School have presented several interesting assembly plays recently under the direction of Mrs. Charles Hairston and Miss Alice Bartosh. Plays presented in January were *The Lost Elevator* and *The Arrowmaker's Daughter*. Most programs for the year are planned in accordance with the various holidays and special school events.

Mrs. Bernard Hennes, dramatics instructor at Lamar High School, Houston, has returned to her teaching activities after a two months' leave of absence.

Jack and the Beanstalk was presented by the Children's Theater of Austin on January 23 and 24. The theater is sponsored by the Department of Drama of The University of Texas and plays are directed by faculty members.

Debate, declamation, and extemporaneous speaking were the featured events of a two-day speech tournament held January 12 and 13 at Sunset High School, Dallas. In addition to Dallas and Abilene students, groups from several Oklahoma schools and from Shreveport, La., participated in the events.

The year's calendar for the Children's Theater of Waco is as follows:

- November—*The Ghost of Mr. Penny*.
- January—*Hans Brinker*.
- March—*The Indian Captive*.
- May—*The Emperor's New Clothes*.

Janie Teipel of Adamson High School, Dallas, who was a member of the first place winning debate team at the 1944 State Meet, has been invited to appear as a student guest of the American Forum of the Air in Washington, D.C., discussing the current debate proposition. She has been chosen to uphold the negative side of the question on one of the February programs.

Biographical sketch and picture of Janie was published page 3, column 3 of the November issue of the LEAGUER.

The Junior Class of Whiteoak High School, Longview, has chosen as its play for the season, *The Ready-Made Family* by Jay Tobias.

On January 15 the Port Arthur High School production of *Janie* played to a packed house, and the audience thoroughly enjoyed this comedy of modern youth. The play was under the direction of Miss Lois McBride, who was formerly with the Clare Tree Major Players.

In January Seguin High School students participated in an oratorical contest sponsored by the American Legion. The subjects of the speeches were taken from a variety of topics dealing with the American Constitution. Medals were awarded to the two first place winners. The debate club of the school is also preparing to compete with neighboring schools in practice debates in order to gain experience for the League debate contests later in the season.

McAllen High School has chosen for its Senior Play this spring *The Imaginary Invalid* by Moliere. Rehearsals were begun January 22 under the direction of Don Irwin.

Captain Conrad Freed, formerly head of the Speech Department of West Texas State Teachers College (Canyon), is serving his country in the European theater of operations, the latest report from him coming from somewhere in Germany.

About thirty pupils from Grand Prairie are planning to compete in the declamation contest at County Meet in March. Most selections will be in some way related to "the American way of life." Participants are being coached by Miss Goble.

San Antonio Vocational and Technical High School has selected "Charley's Aunt" as the Senior

Play. Plans are to present the show March 16 in the Tech Auditorium.

Plays produced by Texas State College for Women at Denton this season were *Brief Music*, directed by Eleanor Chase; *A Doll's House*, directed by Mary K. Sands; *Nativity Play*, directed by J. Clark Weaver; *Midsummer Night's Dream*, directed by Josh P. Roach.

The Lamesa High School debate club was organized early in the fall under the sponsorship of Prudence M. Taylor, and since then its twenty-five members have debated eight different subjects before settling down to work on the current League debate question. There are enthusiastic teams from all four high school grades.

"Little Britches" Gets Into Headlines Again

(Continued from p. 1)

State, whether anybody read Little Britches and the Pike County Ballads to him.

Senator Clark of Missouri. That was Pike County, Illinois, not Pike County, Missouri. I am still very fond of that little poem, Little Britches; but I cannot understand this one without some trouble.

Senator Pepper. I merely wanted to conclude by asking if I am correct in noting in my biography that you played quarterback on the Yale football team when you were in college; and whether I am correct in my understanding that you were in combat in the Battle of the Marne in the First World War.

Mr. MacLeish. Yes, sir; I was on the front line in the Second Battle of the Marne; and in addition to writing poems at Yale, I also did play on the football team.

The Chairman. Are there any other questions?

Senator Chandler. May I ask Mr. MacLeish one question, Mr. Chairman?

The Chairman. Yes, Mr. Chandler.

Senator Chandler. You were an end, were you not? You were not quarterback?

Mr. MacLeish. Senator, I was an all-around substitute. I was used as a substitute for every position.

Senator Chandler. I thought you were an end.

Mr. MacLeish. That is right, sir.

The Chairman. Are there any other questions?

Kosse School Promotes Community Health

(Continued from p. 1)

and rodent pests, fire and accident hazards, and the extent of immunization against contagious diseases. Nor did the group overlook the important factors contributing to the mental and social health of the community. Information was sought on the opportunities and means for recreation, social expression, and personality development.

With no local doctor available to help with the more technical aspects of this survey and with the investigation of the health status of individuals, the school called upon the State Department of Health for assistance. The Department, in conjunction with the Texas Interprofessional Commission on Child Development, provided a staff of research experts for the continuation of the study. The research staff gave each pupil enrolled in the school a complete medical examination and also surveyed professionally many of the environmental factors not included in the study conducted by the school group.

Health Needs Discovered

Through these measures a variety of health needs were discovered. Some elements of the environment, such as home and public sanitation, were found to be unfavorable. Inadequate housing and excessive numbers of insect and rodent pests were revealed as commonplace rather than exceptional. A very ineffective degree of immunization against contagious diseases was indicated. Only limited facilities for recreation and social expression were discovered.

Correction of Conditions

Working from the informational base thus provided, the school health group, with the continued co-operation of the professional

staff from the State Department of Health, set out to secure the correction of the defects already developed. This constituted the second step of the general health program. The parents of each school child were notified of the condition of the child as revealed by the medical examination. If the report showed any serious defect or impairment the parents were invited to confer with the school officials and the staff representatives of the Department of Health. At these conferences the necessity of medical treatment was discussed and the parents were advised as to the nature and extent of any treatment needed. Procuring the actual medical service was left to the parents except in instances of parents unable to pay for such services. Measures were worked out for assisting such parents in obtaining the needed treatment for the child.

In cases where the corrective work did not require medical treatment, the parents were informed of the methods to be employed. An appreciable number of cases of nutritional deficiencies, for example, were handled merely by instructing the parents in the proper supplementation of the child's diet.

Preventive Measures

Important as the corrective work seemed, the directors of the health program considered as of greater ultimate value the third step in the plan, the protection of the community in days ahead against the recurrence of preventable defects and impairments. This step called for a set of procedures designed to eradicate as many of the environmental and personal health hazards as possible. To that end, an educational campaign was organized to inform the public of the dangers present in the community. Through the use of posters, talks to civic groups, discussions with individuals, and by every other means possible the health leaders sought to bring the information to everybody. With this information went suggestions as to actions which would be necessary to remove the hazards already revealed. One community meeting has just been held to consider definite procedures and other such meetings are scheduled.

High School Class Aids Plan

Meanwhile, the responsibility for one important phase of the preventive work was assumed entirely by the high-school health class. The group arranged with the county health officer for a complete immunization program for the entire school population of the area. The program is to be carried out in the remaining months of the school term.

The interest aroused in the general health program by these earlier steps provided motivation for the fourth step of the plan, learning how to maintain personal health of body and mind. To accomplish that end the health instruction program throughout the school was revised and strengthened. The high-school health class especially did valuable work in this field, using such means as posters, committee studies, and assembly programs to bring information about health facts in dramatic form to the attention of all school groups. The instruction was also carried into the homes through the distribution of pamphlets and bulletins secured from the United States Public Health Service and the State Department of Health.

Promoting Health Habits

The instructional phase of the work, however, was not considered as an end in itself, since mere knowledge of health facts does not of itself produce health. A recognition of this fact indicated the need for the final step in the community health program, the development of habits and actions which contribute to healthful living. Achievement standards for desirable health practices were established and emphasis was placed throughout the school upon the attainment of these standards. New activities were devised to encourage the employment of proper habits and to promote their development. Additional opportunities for recreation, social expression, and personality development were provided.

Thus the health program in Kosse, conceived and initiated by the school officials and a small group of high-school students, has achieved considerable progress in maintaining and improving the health of a community. It has revealed the local health needs; it has resulted in a considerable amount of corrective work for defects already present; it has instituted measures to protect the population from preventable defects in the future; it has promoted the growth of knowledge about how to maintain personal health; it has given encouragement and new opportunities to the people to develop and practice health habits and activities. The program has been particularly helpful to the young people, and it arouses hope that the next generation of community citizens will be stronger individuals both in body and in mind.

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)

Secretary Coaches Ass'n Comments on Plan

FROM the Executive Secretary of the Coaches Association, W. R. Carmichael, Mr. Stone received the following comment on the proposal:

In our summer meeting last August in Wichita Falls, the question of Conference A football State Championship was discussed and a report from a Conference A coaches' committee was made. In this report the coaches were unanimous in their desire to have a State race. Although several objections were mentioned, more counter-suggestions for approval were given and the Coaches' Association as a whole felt that if a majority of the Conference A coaches wanted to have a State race that we would be in favor of it.

We want you to realize that the Association does not attempt or even desire to run the school affairs beyond their regular coaching assignments. In other words, we do not want to be in the position of trying to interfere with the administrative setup, and I think you can appreciate that fact.

To Coaches Interest
I feel that a State race in Conference A in football would provide the same interest that it does in basketball, in that it would encourage more boys, and more schools to participate. In that way the fundamental good that comes from football and its coaches would reach more boys. Purely from the coaches' standpoint we would like to have it because more coaches in Conference A would receive proper recognition, thereby giving them greater opportunities in regard to salaries and promotions. In other words, we feel that the coaching position and the Association of Coaches would be stronger because of a Conference A State final.

Harris Denounces Gambling on Games

THE present furore in college basketball circles over gambling is a challenge to every thoughtful athletic coach and school administrator in Texas. There is too much gambling on the outcome of interscholastic contests in this area. Hundreds, probably thousands, of dollars are wagered on the outcome of important high-school contests each week. The agencies fostering gambling publish form cards listing odds, etc., and distribute them in cafes, hotels, recreation parlors, and even among the high-school pupils. The condition has passed the stage of friendly wagering and has become an organized racket with sinister implications.

Shall our schools continue to ignore this threat? Must we condone this evil? Silence gives consent. Do we intend to remain silent and let this octopus destroy one of our wholesome extra-curricular phases of education?

Basketball is in full swing, many good teams have visions of the coveted State Championship. Is a tournament the best solution to a championship? Several coaches have approached the writer and proposed that the AA title be decided by a play-off patterned after the football plan. This suggestion may have merit. Personally, I have given it insufficient consideration. I am just passing it along.

Advices Track Men to Begin Early and Softly

(Continued from p. 1)

days of March or April to call for track practice is a disgrace to one of the best sports in the world.

Beginning Practice
When boys first report to me for practice, I tell them to jog a lap and walk a lap. They repeat this until they feel as if they have had all the work they need. They do this every afternoon for several weeks. Occasionally an impatient boy thinks he is wasting his time by this slow method, and he wanted to do some fast starting and hard running the first week. Boys with grade-school attitude think it is a waste of time to train slowly and scientifically. The first thing a track coach should do is to correct this distorted attitude. A boy who goes through a long training period can go through the races in the spring with comparative ease. He is the boy who will not collapse when he finishes a race. I like to see a runner finish his

Beeville Won First Tennis Meet in 1914

(Continued from p. 1)

match of the Interscholastic League. They did this because of the excellent coaching I gave them and my backing them in a school whose superintendent did not believe in outside activities."



Tennis Coach W. P. Webb, Principal (1914) Beeville High School

I hope that nobody tells Mr. Bible this, for I might lose my job in tennis to the Professor of History. Maybe he will let me assist him.

Curtis Walker says: "I have thought and remembered many times about our winning the State championship in tennis, and at the time our principal, Mr. Webb, was about the proudest man around. He seemed to act as if it was he that had won the championship and acted very much like a boy at the time, the strange point being that he was always so full of dignity." Later Walker adds: "By the way I want to give all the credit due to Prof. Webb, as he was very helpful to us in winning this meet." Thus he justifies Dr. Webb's claim for the credit.

Neither of these valiant left-handers kept up tennis. Webb says that he encouraged Walker to enter professional baseball "because I knew more about baseball than I did about tennis." Walker played professional baseball 14 years, ten of them in the National League: one with the New York Giants, two with Philadelphia, seven with Cincinnati. He had a ten-year batting average of .305 and was never fined nor put out of a game. At present he is continuing his father's business in Beeville with his brother as an undertaker.

Of his old tennis partner Walker writes: "The last time I saw the other boy, Everett Rittenour, was in 1932, and he was then living in Chillicothe, Ohio. He was a fine boy, and one worthy of winning a state championship anywhere."

Begins Study of 'A' Championship

Chairman of Committee Invites Consideration of New Proposal

(By W. J. Stone, Superintendent, Nocona)

A COMMITTEE to study the feasibility of playing Class A football to a State Championship as they do in Class AA has recently been appointed by the State Executive Committee upon the recommendation of the State Advisory Council.

Although this subject has been much discussed pro and con for the past several years, the serious matter of its consideration has not been brought to the point of actually trying to decide the issue one way or the other. Most schools have just accepted the original plan as set up when the conferences were divided into the three or four classes in the football plan.

Invites Expression
As chairman of the committee, appointed to study this plan and present the findings back to the Advisory Council and the State Committee, it is my wish that every school that participates in Class A football should express themselves one way or the other, either through the LEAGUER or directly to a member of the committee as announced in the January issue.

In order to consider the feasibility of such a plan, it is perhaps well to suggest some of the possibilities and changes that would have to be made in the present Class A football program before time would permit finishing a Class A State championship as early as it is now done in Class AA. Under the present tentative assignments for 1945 season there are 40 Class A Districts in 10 Regions and approximately 275 schools participating. Under the present plan district championships must be determined by the Saturday following the last Thanksgiving

Day, the same as that for determining district champions in Class AA, where there are 16 districts instead of the 40.

Reduce Districts to 32
It is evident that by reducing the districts in Class A to 32 and starting the bi-district eliminations on the same week end that the Class AA finishes district play, that a State championship could be determined on the same week that it is in AA.

On the other hand, some have suggested that it would be better to make 64 districts and finish championships two weeks earlier that at present and thereby finishing two rounds of eliminations past the district by the last week end in November. In either plan the race would finish up in the same week with that of AA.

Under the 32 district plan, there would be 8 or 9 teams in each district while under the 64 plan only 4 or 5 teams would make up a district. Beginning the second week end in September, when most schools open the season, there are ten week ends this year under the suggested 64 plan by the time a district champion is crowned and eleven by the time play is finished in the 32 district plan. There is never more than one week end less than these numbers and that occurs when there are only four Thursdays in November.

Time Will Permit
One of the big arguments in the past against carrying the Class A football play on to a State championship is that time will not permit. It is the belief of those favoring this plan that either of the above programs will eliminate this objection.

As superintendent, Mr. Barden places the greatest emphasis upon the improvement of instruction through better organization and supervision. He is a life member of the Texas State Teachers Association and is past vice-president of the organization. He has also served in administrative capacities with other school executives' associations. During his long connection with the League, he has served as director-general, committee member, and chairman of various League organizations in his section of the State.

The Bardens have two sons, both married, and four grandchildren.
J. E. Gregg, Marfa
The B schools of Region VIII are fortunate in having as their representative on the Advisory Council Superintendent J. E. Gregg of Marfa who has been active in League organization work for the past twenty-nine years. After that number of years with the Marfa schools, it would appear that he is qualified to handle all interests and problems of the region.

Mr. Gregg was born in Wise County where he attended the rural schools, later continuing his studies at the old Polytechnic College Preparatory School in Fort Worth. He earned a bachelor's degree from Southern Methodist University and a master's degree from The University of Texas.

The first teaching position he held was in history teaching at the same time serving as coach and principal of the Marfa High School in 1914. He has been connected with the Marfa schools continuously since that date with the exception of two years. During World War I he served in the Army one year as a second lieutenant of Field Artillery. He spent one year soon after the war as principal of the Hubbard High School, returning to Marfa in 1923 as superintendent of the school system.

Mr. Gregg is Past High Priest of the Marfa Chapter of Royal Arch Masons, and Past Commander of the Alpine Commandery of Knights Templar. He has served as president of the Rotary Club and of Trans-Pecos Teachers Association, and is a life member of the Texas State Teachers Association. He is a member of the Board of Stewards of the Methodist Church, chairman of district committee of Boy Scouts, and an officer in the Texas State Guard.

Mr. and Mrs. Gregg are the parents of two daughters, Elaine and Mary, who are students in The University of Texas, and a son, Ernest, Jr., who is an aviation cadet at Kelly Field. Hobbies which occupy Mr. Gregg's spare time are working with boys and experimenting with plants.

J. W. Roach, Alice
Another Council member who has been with the same school many years is Superintendent J. W. Roach who began teaching in Alice twenty years ago. During these years he served in the capacities of instructor, coach, high-school principal, and for the past ten years as superintendent. On the Advisory Council he has served as representative of Region VII A schools since 1941.

In 1924 Mr. Roach received a B.A. degree from Baylor University, Waco, and an M.A. degree from Texas College of Arts and Industries, Kingsville, in 1941. He was a letter man in baseball while attending Baylor.
Mr. Roach is active in the fol-

lowing organizations: Texas State Teachers Association, National Education Association, Texas Society for Mental Hygiene, Gulf Coast School Executives Association, Texas Congress of Parents and Teachers, life member. He is a member of the Baptist Church. Hobbies which he enjoys are hunting and fishing.

Mr. and Mrs. Roach have one daughter, aged 11 years.
R. W. Matthews, Lubbock
During his 22 years with the Lubbock schools, Superintendent R. W. Matthews has seen the town grow from a population of 5,000 to 50,000. The school system has grown from one with a senior class of 84 to a class of 350. The experience of adapting educational facilities to meet this rapid growth is one of the factors contributing to Mr. Matthews' able representation of the Region I AA Schools since 1941.

At the beginning of his connection with the Lubbock Schools, he taught in the classrooms in grade and high school two years, was principal of the grade school one year, and served as high-school principal sixteen years. He became superintendent last spring after serving several years as acting superintendent.
He received his B.A. degree from S.M.U. in 1916 and his M.A. degree from Texas Tech in 1928. Prior to moving to Lubbock, he was principal of Spur High School and Lovington, New Mexico, and superintendent of Plains Schools.

Mr. Matthews was a pilot in World War I, receiving his training at The University of Texas and at Kelly Field. He was a second lieutenant and assistant to the instructor at Kelly Field.
His love of the outdoors finds its chief outlet through his hobbies of trout fishing in the summer and skiing in the winter. He is a member of the Taos Ski Club.

At present he is chairman of the West Texas Teachers Association, representative of District I AA in the League, and charter member of the Advisory Council. For three years he served as president of the Administrators Section of the West Texas Teachers Association.
V. W. Miller, Dayton
Since 1941 the A Schools of Region V have been represented by Superintendent V. W. Miller of Dayton. The schools he represents are in the section of the State where Mr. Miller has spent most of his life. He was born in Shelby County and attended a one-room rural school before entering Center High School, graduating in 1923.

After beginning his college course at Sam Houston State Teachers College, he began teaching in the rural schools of Nolan County in 1924, later holding principalships in Cleveland, Raymondville, Kingsville, and Humble. In 1936 he was elected superintendent of schools at Dayton. He was granted the B.S. degree from Sam Houston Teachers College in 1929, and in 1935 was granted the M.A. degree from the University of Colorado. He has done graduate work at the University of Chicago and The University of Texas.

He was married to Mildred Jane McGay of Raymondville in 1931, and they have one child, Marilyn Jane, aged 11 years.
Mr. Miller is a member of Kappa Delta Pi, NEA, American Association of School Administrators, Texas State Teachers Association, the Rotary Club, the Methodist Church, and the Houston Consistory of Scottish Rite Masons, and is active in many civic movements in his town.

H. A. Moore, Kerrville
Region VI AA schools have been represented since 1941 by H. A. Moore, Superintendent of Schools at Kerrville. He also serves as chairman of the 15 AA football committee.
Mr. Moore was born and reared in Missouri, attending rural schools and Pierce City High School until his enlistment for military service in the first World War. He served with a machine gun battalion two years, one overseas. Upon release from the Army, he resumed his education by entering the University of Missouri. By alternate teaching and attending the university, he completed work for the degree of Bachelor of Science in Education in 1927 and for a Master of Arts in Education in 1932.

His first eight years of teaching were spent in Missouri, two years as principal of the elementary school at Pierce City and six years as superintendent of schools at Jasper. In 1929 he moved to Texas to become superintendent at La Feria, and while in this position first became enthusiastic about the work of the Interscholastic League. He has held his present position at Kerrville since 1936.

He is a member of the Baptist Church, Rotary Club, and Masonic Order. Professional affiliations include membership in Texas State Teachers Association, American Association of School Administrators, Phi Delta Kappa, and Texas Association of School Administrators. He is serving the latter or-

ganization as secretary-treasurer for the ninth year.
In addition to his duties as superintendent, Mr. Moore is interested in summer camping for boys. He is business manager and co-owner of Camp La Junta, summer camp for junior boys at Hunt, Texas.
Mr. and Mrs. Moore have three children—Hollis, Jr., 22, serving with the 11th armored division in Belgium; Jordan, 14, and Patricia, 12, students in the Kerrville schools.

Private Corporation, Also
Private corporate management is also an important experience. In this category falls the Skokie Livestock Corporation. It received its charter from the Student Council, which is the governing body of the school. It sells stock and pays dividends in accordance with the amount of stock owned. This corporation raises, boards, and buys and sells rabbits, guinea pigs, and similar pets, and makes suitable cages and houses for them. It has a regular board of directors and is operated along the general lines of any well-planned private corporation. It, however, serves a public need in the school in connection with the work in biology and in satisfying the desire of children to have a source of supply for pets. Also it adds permanent fixtures, the "zoo" for example, to the school plant.

The Research and Production Company is again a private corporation but serving the public good. With the science teacher as a sponsor it carries on "research" as to products that it can make and distribute at low cost within the school. It has developed a very satisfactory ink which it sells to the schools and to children individually at a price far below the usual market price. It has developed a good paste and has even experimented a little with cosmetics. Yesterday I sat at a meeting of the Student Council when this company reported on its success in developing an effective fly poison which at the same time was not dangerous to human beings or pets. It proposed to furnish this fly poison to the various classrooms at a low cost. As a good corporation should do, it first investigates actual needs within the school and then seeks means of supplying those needs at a minimum cost but with a reasonable profit to the company.

No Indocctrination Permitted
Through direct experience with private corporate management, public ownership, and co-operatives, the children can get a real understanding of the values and limitations of each. Furthermore, criticism that the schools are propagandizing for or against any legal and legitimate form of corporate ownership is effectively prevented, as they are not indoctrinating toward one or another form, but are giving children some real understanding, based on actual experience, of each type. If, as many of us believe, the co-operative form is in many ways and for many purposes a desirable form, some elementary experience and observation of the main forms should promote further interest and study. One-sided indoctrination is the antithesis of education. The schools are not a place for propaganda, but the values of co-operative enterprise, of other private forms and of public ownership forms, speak for themselves when children have a fair chance to experiment with and discuss freely the various forms of economic co-operation. Throughout all forms, however, we attempt to emphasize the social purpose back of any legitimate economic undertaking.

Many Collateral Values
It is hardly necessary to point out that in these various enterprises in Winnetka and in the various forms of economic and co-operative experience that we found in South America, there is a great range of educational experience. There is much use of arithmetic in a practical way. There is, of course, the use of language. There is in the discussion and the implication of the work a considerable amount of social science. There is sound economic training. And there is training in democratic citizenship. Work of this sort is not a digression from education, but a foundation for and a part of any education that is worthy of that name.

Through the extension of consumers co-operatives which are of course very easy to establish in a school and which can do a great deal of educational work in the analysis of products, the studying of costs, and the utilization of the Rochdale principles, and through the establishing of other parts of the co-operative cycle—producers' co-operatives, marketing co-operatives, and co-operative financing, all as parts of the total co-operative movement for the public good—our schools can give an education far more realistic than in the past. They can tie education into the community. They can lay the ground for improvement of economic democracy.
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Public Ownership Enterprise
There is, for example, the B.B.B. (Bureau of Bees in the Biology Department), operated by a Board of Directors appointed by the President on the authority of the student council. The profits are not distributed to the children but used for the school as a whole to buy things decided upon by the children themselves. As I am writing this a group of children and their faculty sponsor are removing the honeycombs from some of the hives, the children protected with gloves and masks and smoke, but getting a great kick out of the excitement. From economic and educational standpoints the B.B.B.

has been highly successful for several years.
Similarly there is a public-owned bank which handles the funds of all the economic enterprises and on which the various ones can draw checks. Management is strictly democratic, but it belongs to the school as a whole.
Some of the school publications are also of the public ownership type—democratically managed by the children themselves but with the profits, if any, going into school equipment or other phases of the general welfare.

Corporation Handles The School's Livestock
(Continued from p. 1)
stores, their school papers, their numerous student committees, and occasional economic enterprises. But in the Skokie Junior High school economic citizenship is practiced on a scale unequalled, as far as I know, in any other school anywhere.
The School Store
The oldest enterprise is, of course, the co-operative school store. It is run on strict Rochdale principles and has been a successful and thriving institution for many years. It handles a great variety of school supplies, does wholesale buying, works out sales price, builds up a working capital, makes regular distribution of dividends to members in accordance with their purchases.
The credit union, run by the junior high school students who range from eleven to fourteen years of age, again follows orthodox co-operative credit union principles, modified, however, in terms of the type of loan and the term of loan characteristic of junior high school children. The boys and girls at Skokie School do not usually want to borrow money for months at a time, nor do they want to borrow large amounts. Their needs are very simple and short. A child has forgotten to bring his lunch money and wants to borrow enough to buy his lunch. He wants to buy some school supplies for which he doesn't have money. Perhaps he wants to go to a movie that afternoon before he can tap home resources for the wherewithal. If he is a member of the credit union, he can readily borrow the money, and if he returns it the next day, he pays no interest. Each delay in repayment, however, costs him money on a sliding scale, and he is thereby encouraged to make a prompt return. The credit union also serves, of course, as a savings and thrift institution for its members.

Insurance Company
One unique co-operative enterprise at Skokie School is the Co-operative Mutual Insurance Company, which insures children against losses from the breakage of dishes in the school lunch room. After a number of catastrophes had occurred, when a child stumbling over another, rising too suddenly just as someone else rose, dropped a tray of dishes on the concrete floor and found his allowance gone for weeks ahead to pay for the dishes, the children themselves in the Student Council got the idea of establishing an insurance company. They made a careful investigation of the total amount of breakage which occurred the preceding year, they discussed insurance with fathers in the insurance business, and other people who had specialized knowledge, and set up an active company. It was immediately successful and at the end of the first year dividends were declared for all the members, and a sum of capital set aside for the following year.

Minimizes Risks
Like all good insurance companies it set about to minimize risks, it eliminated certain hazards, it carried on an educational campaign. The result has been a lowering of premium rates and an increasing of dividends. Furthermore, whereas when the company was first organized it was decided to make the loser a co-insurer up to twenty per cent of his loss, it has been found possible now to give children one hundred per cent coverage without thereby increasing carelessness.

Experience in strictly co-operative enterprises such as these would lose some of its educational value if it could not be contrasted with other forms of corporate management. The Skokie School therefore has other economic enterprises that are run on the public ownership plan and on the limited private capital plan.

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