

# INTERSCHOLASTIC LEAGUER



**CONCERNING** the State Meet in which her daughter participated, Mrs. E. W. Laub, of El Paso, writes as follows: "Captain Laub and I both wish to express our appreciation to The University of Texas Interscholastic League for offering such a variety of competition, and for the very efficient way in which the contests were conducted. The trip to Austin is one of the outstanding events in Mary's high-school career. On our trip from El Paso to Leesville we came through Austin so that she could show us The University of Texas."

Superintendent C. G. Matthews, Fort Davis: "Our youngsters certainly did appreciate the many courtesies extended us while at Austin. We may not get there next year but we will surely be in there trying. It is difficult to find time to coach athletics (boys and girls) as well as the plays, but our children have been able to carry on a fairly well-balanced program of League activities. We have some young talent in Dramatics, in fact the two boys this year were both freshmen, so this activity should remain popular with them."

**Pres. Fred Outlines Function of University**

**WISCONSIN** legislators were asked to think of the State University staff as co-workers in the great task of planning Wisconsin's future, and were requested to work with the staff to maintain a University that will continue its distinguished service to the state and nation by Pres. Edwin B. Fred at the biennial Legislative dinner.

**Legislative Partnership**  
"With your cooperation, we want to increase the scope of the effectiveness of our extension services," President Fred told the legislators. "We must stand ready to serve the educational needs of every citizen. Our young people deserve such a university. You, and your constituents, want it. Let us all work together always to keep it so."  
President Fred expressed thanks to the legislators on behalf of the State University for the "careful, painstaking consideration that our state officials and your legislative committees have given to the serious problems confronting the university. It will be my continuing purpose to share with you and with Wisconsin's citizen's full information about our educational, research, and extension programs," he asserted.

**University Belongs to People**  
"For the University belongs to the people of Wisconsin," President Fred declared. "It has served them well for almost a hundred years. It has sent forth succeeding generations of young people better equipped to lead happy and successful lives. It has made available in usable form the knowledge created and preserved by the scholars of the world. Much of this knowledge, especially in natural and social science, has been immediately useful. It has made for better farming. It has contributed to the growth of industry. It has helped solve the complex problems created by the growth of an independent society. Acquainting students with the best in music, art, and literature, and with the great minds of the past, it has contributed to the growth of a Wisconsin culture."

**Free Inquiry**  
"The University is known and admired throughout the world for its freedom, its scholarship and its productive research. Credit for this achievement belongs to the people of the state, and their elected representatives, who created and maintained a University that attracted outstanding teachers and allowed them to work in an atmosphere of free inquiry. The responsibility for living up to this great tradition falls upon us—the citizens, the legislature, and the University staff."

"The less you have to do with some people the less you are worse off."

## Savitt (El Paso) 1st Singles



Dick Savitt, El Paso High School

**THE UNIVERSITY SILVER CUP** for first place in Tennis Singles was awarded to Dick Savitt of El Paso High School in the State matches held in Austin last May. Other tennis and basketball honors had been won during his high-school years. He graduated in May with a scholastic rating of Superior. His father, Morris Savitt, lives at 8 Wesley Court, Bayonne, N.J.

## One Great English School Has 50 Songs in Repertoire

**HARROW** is the "singing-est" school in all England, perhaps in the whole British Empire, maybe in the whole world. How many schools do you know where the pupils can sing without use of a book fifty school songs?

Where Churchill Learned to Sing  
The Prime Minister of England, Winston Churchill, returns to Harrow every year to sing with the boys the great songs he learned as a student there fifty years ago. "Blitz or no blitz," says G. F. Timpson in the *Christian Science Monitor*, he has journeyed to his old school at Harrow on the Hill to join with the present boys in singing the Harrow School songs.

"Most schools boast a song or two," continues Mr. Timpson, "Harrow has over 50. All but five were written and composed, during the second half of Queen Victoria's reign, by a group of assistant masters with a rare gift for blending those 'sphere-born

harmonious sisters, Voice and Verse."  
"Twenty-eight of the songs are from the pen of Edward Bowen; of these, 22 are set to the music of John Farmer, six to that of Eaton Fanning. Other outstanding names in the song book are those of E. W. Howson, George Townsend Warner, James Robertson and Percy C. Buck."  
Embodied in Song  
"Dr. Montagu Butler, Headmaster from 1860-1885, first encouraged the development of singing as an integral part of school life. The idea was somewhat new, and it gathered other new ideas to itself. School life had been a very serious matter up to this time: "Tom Brown's Schooldays" is proof of that. Harrow gave to England's schools the sense of laughter and play, of rich friendships between masters and boys; and embodied these ideas in song."  
"Turning the pages of the Harrow Song Book, one feels at the

(Continued on page 4, col. 7)

## Athletic Insurance Plan Liberalized for 1945-46

**FIVE** years ago a special insurance committee of the Interscholastic League drew up an athletic insurance program based on the best of the state plans then in use. The Texas plan was modeled in the main after the New York State High School Athletic Protection Plan, and a contract as underwriter was allotted by low bid to the Security Life and Accident Company, of Denver, Colorado. Since that time the Company has insured more than 25,000 League athletes, and from a rather slow start the plan has rapidly grown to where schools in every part of Texas avail themselves of the protection.

**Purpose of Plan**  
The purpose of the plan is to provide medical and dental services to athletes injured in school activities at a cost low enough to make the protection available to all students, regardless of the economic situation of any student. Many schools have expressed a preference for a higher-priced plan that would provide larger benefits, but the plan

as now in effect has been selected by the committee as the best rounded for all students and all schools.  
The success of the plan depends on the co-operation of three parties—first, the school official; second, the doctor or dentist, and third, the insuring company. The school official arranges for the insurance, remits the premium, reports accidents, and files claims. The doctor cares for the injuries, and the company pays premiums back in the form of claims under the terms of the policy. The plan is operated under the approval of the Insurance Department of the State of Texas, which means that all stipulations and agreements must be followed to the letter of the law.

**Benefits Commensurate with Premium**  
While it would be convenient at times for the benefit schedule to provide higher medical fees, it must be remembered that a certain premium will only provide a certain amount of protection, and the premium must be kept at a low enough figure so as not to become a financial burden. The plan is to help pay medical expense. It does not necessarily cover the entire bill. However, most physicians and dentists have been quite co-operative.

(Continued on page 4, col. 8)

## The "Old" Team Has Best Chance

Statistics Show Winners Contain Most "Hold-overs" in Starting Line-ups

**IS THERE** any correlation between winning the district championship in Class AA football and the number of players 18 years of age? Does it profit a school from the standpoint of winning to have an accumulation of "elderly" players? Is it to the advantage of a school from the standpoint of winning to "hold-over" exceptionally good players? These are questions, answers to which are indicated in the following tables taken from 1944 eligibility blanks, including only those players used in starting line-ups:

**Table I (District Winners)**

School	Contestants 18 years old	Number of 18's having 13 or more credits
A	7	6
B	7	6
C	5	6
D	4	3
E	4	2
F	3	3
G	1	1
H	8	6
I	8	4
J	7	4
K	1	1
L	6	6
M	1	1
N	15	13
O	3	3
P	2	2

**Table II (Losers of nearest same size as schools listed in Table I)**

School	Contestants 18 years old	Number of 18-year-old players having 13 or more credits
A	5	3
B	3	1
C	4	4
D	1	1
E	2	1
F	0	0
G	2	2
H	4	3
I	3	3
J	1	1
K	5	5
L	1	0
M	7	6
N	4	3
O	6	6
P	2	0

**Table III (Summary)**

Total contestants 18 years old	Winners	Non-Winners
82	60	22
Average of above per school	5.125	3.125
Total of above players having 13 or more credits	64	39
Average per school	4	2.438
Total school enrollment in conference AA: 19076	14552	4524
Average enrollment per school	1192.25	897

As there is a difference of 4724 in the total enrollment of the winning schools of conference AA as compared with the losing schools, there is a margin of error in comparison of 1.33. (Example: to equalize the average enrollments, multiply the smaller by 1.33.

**Table IV (Correction for Varying Enrollments)**

Total contestants of 18 years	Champions	Losers
82	66.50	15.50
Average of above per school	5.125	4.156
Total of above players having 13 or more credits	64	50.77
Average per school	4	3.239

The above table presents the picture as it would be (near approximation) if the enrollment of the winning and of the losing schools were equal. This means that even though they were equal, there is still a very noticeable difference.

(Continue on page 4, col. 8)

Price controls can be safely removed, I believe, only in the same way they were built up—gradually and in response to a progressive stabilization of the national economy. To drop all controls suddenly . . . would be to invite a more disastrous inflation than we had after World War I, when all wartime controls were withdrawn within five days after the signing of the Armistice.—*Chester Bowles.*

## Number Sense Winner Is from Amarillo



Joe Perry Amarillo High School

**THE** State trophy for first place in Number Sense was awarded to Joe Perry of Amarillo High School in 1945. He was a member of the National Honor Society and Ken Club and graduated in May with a four-year high-school average of 92.92. At present he is attending Amarillo Junior College. Parents are Mr. and Mrs. J. H. Perry, 2204 Olive Street, Amarillo.

## League Tennis Star Carries on

Will Enter Columbia University for Master's in Physical Education



Shelby Frizzell, Austin

**FOR THE PAST** two years the Texas Tennis Singles Championship for women has been held by Shelby Frizzell, 1941 winner of the League cup for first place in Girls' Singles. Since her successful competition in the League State Meet, she has won the following singles championships throughout the state: Gulfoast (twice), Southwestern Invitational Meet, San Antonio City, Texas Amateur Athletic Federation Tournament, Texas Sectional Open Tennis Singles (and Doubles), and successfully defended the

## Britain to Require 80,000 More Teachers in New Plan

**BRITAIN** will need an addition of 80,000 teachers to its normal pre-war number of 200,000 when the 1944 Education Act comes into full effect, it has been disclosed by Sir Maurice Holmes, permanent Secretary to the Ministry of Education. Sir Maurice was giving evidence before the Royal Commission on equal pay for male and female teachers.

The increase in numbers would be spread over a number of years but the minimum figure of 13,000 was needed as a result of raising the school leaving age, Sir Maurice added. He further disclosed that on a basis of 280,000 teachers it would cost the country £14,500,000 per year for equal pay alone.

Speaking of the problem of salaries, Sir Maurice said different-

## Pro and Con Articles on Progressive Education

**THIS** is a field day for writers who choose to attack or defend progressive education, for hardly a week goes by without a magazine holding forth on the subject pro or con. War years stir parents' concern about their children's schooling—some worry whether their sons have had discipline enough, others whether they had happiness enough, to stand the war.

The trouble is, the attack always comes first, then the defense, as in the June 23 and June 30 issues of the *Saturday Evening Post*, which I am going to talk about. I suppose this is sound news value, on the rough old principle that the reader loves to see something knocked flat and then, maybe, try to stand up again. Unfortunately, the grim delight of seeing modern education knocked down may end there. The reader may not bother to get the next issue.

If I were an editor, I would consider this foolish copy with which to fill precious white paper. In the first place, it is rather mean, like

(Continued on page 4, col. 7)

## First Girl to Win First in Slide Rule



Mary Laub Austin (El Paso)

**THIS** is the first girl to place in the Slide Rule Contest, and she not only placed but won the championship of the State in the 1945 State Meet. Being daughter of a military man, Mary's school career has been spread over a considerable part of the United States, but she stayed in each place long enough to garner a few honors.

Mary attended the Anna Head School for girls, in Berkeley, California, until she entered the Piedmont Junior High, Piedmont, California. There she won the Junior High School Medal for Scholarship and was class champion in girls' tennis.

Due to the war, her sophomore year was spent in Washington State, where her father, Captain Laub, was stationed at McChord Field. There she attended Clover Park High School and received a school sweater for scholarship and sports.

Her junior year was at Austin High School, El Paso. There she was a member of Toastmasters' Club, the school tennis team, and was elected to National Honor Society.

We are at present in Louisiana, but expect to enter her in Palo Alto High School, California, for her senior year.

Mary plans on attending Stanford University, her father's Alma Mater.

## Results of Ballots

**THE** Legislative Advisory Council at its annual meeting in November, 1944, recommended to the State Executive Committee that the present age rule (Article VIII, Section 1) be revised so as to read as follows:

No one shall take part in any contest in this League who, on the first day of September preceding the contest, has reached or passed his eighteenth birthday.

This recommendation was presented to our member schools in ballot form, and their vote was 295 to 236 for retaining the present rule, which will read as follows:

No one shall take part in any contest in this League who, on the first day of May preceding the contest, has reached or passed his eighteenth birthday.

In addition to the eligibility change, Conferences A and B ballooned on Rule 2 of the Football and Basketball Plans, requiring the use of a full-time coach in these two sports. By a rather close margin both conferences agreed to permit schools to use part-time coaches in both football and basketball for the 1945-46 school term.

Conference B schools, by a vote of 137 to 108, favored the suspension of the rule for the 1945-46 school year; while Conference A, by a vote of 103 to 85, voted in favor of permitting the use of part-time coaches.

The challenge of these critical days is that we begin to be truly Christian in all our relationships—or stop pretending. We are fighting for total victory, but we shall never achieve total victory unless we fight for total Christianity.—*The Rev. Peter Marshall.*

## Universities Credited With Radar Pioneering

**RADIO** listeners in America have been led to believe that Radar is the accomplishment, sole and undisputed, of a famous American corporation. The British, however, have a different story, which follows:

"The British name Sir Robert A. Watson-Watt as the scientist who first took radar out of the laboratory and made it a practical proposition."  
"After British radar proved itself in the Battle of Britain," says the British report, "Watson-Watt came to America in 1941-2 at the request of the U. S. Government to advise Army and Air Force chiefs on its principles and practice. Sir Robert is a Scot, 53 years old, short and tubby. His wife, who has helped him in many of his experiments, was a student in his class when he was a lecturer in physics at University College, Dundee."

And U. S. reports list the names of nine American scientists who contributed to the early development of radar without ever mentioning the name of the famous American corporation:

Dr. A. Hoyt Taylor, now chief consultant and co-ordinator of electronics at the Naval Research Laboratory, and his associates, Leo C. Young and L. A. Hyland.

Dr. Gregory Breit and Dr. Merle A. Tuve of the Carnegie Institution, Washington.

Dr. Robert M. Page, formerly of Hamline University, and his assistant, Robert C. Guthrie, University of Montana.

Louis A. Gebhard and Matthew H. Schrenk of the Navy Laboratory.

## Army Radio Equipment Will Go to the Schools

**ACCORDING** to Drew Pearson, in a recent article syndicated by the Bell Syndicate, Inc., plans for re-leasing large quantities of radio material to schools are progressing rapidly.

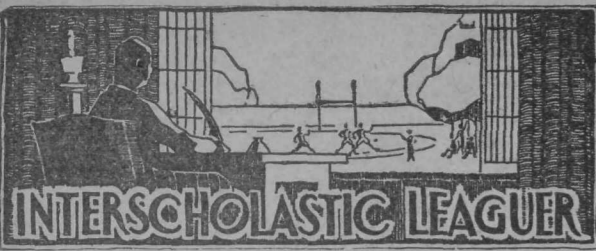
He says:  
"The nation's schools will receive both army transmitting equipment and receiving equipment—for standard broadcasting and for the new FM broadcasting."

"Right after the last war, as radio was beginning to be developed, schools were in the forefront among radio station owners. Gradually, however, though frequencies had been reserved for them, the educators were swamped by commercial broadcasters. Today, only 39 broadcasting stations are owned and operated—full or part time—by schools.

"This time, however, the educators are determined not to lose out on their second chance, and plans are being drawn for more than a dozen state-wide educational FM networks. A number of colleges and city boards of education have applied for FM licenses, and it seems fairly certain that non-commercial broadcasts from these stations will be available to listeners in most areas. Of the 90 channels set aside for FM by the FCC last month, 20 are for the exclusive use of these educators."

"Surplus military equipment, therefore, should prove a great boon to this program. Some well-endowed universities, colleges and private schools are able to purchase their equipment at market prices, but the vast majority are not. One problem now being worked out for disposal of this property is a pricing formula, with the educators hoping the government will permit a loss in selling their radio equipment. Dr. Ronald R. Lowdermilk of the office of education urges that schools be permitted to buy the equipment cheap."

I put it to you that we have not even made up our minds whether the aim of education is to help young people make a living or to make a life. If you say that we aim to do both, I reply that no activity can have two primary aims. If it has two aims, one must be primary and the other secondary, otherwise the activity will be essentially aimless, and this is so no matter how much time you have at your disposal. If your time is limited, your failure will simply be more obvious and dismal.—*Robert M. Hutchins.*



Published eight times a year, each month, from September to April, inclusive, by the Bureau of Public School Service, Division of Extension, 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. XXIX SEPTEMBER, 1945 No. 1

STATISTICS which are given in another column indicate that schools having the largest number of "hold-overs" in their starting line-ups have the best chance of winning the district football championship. It is not suggested that the schools containing a large percentage of "hold-overs" are guilty of breaking any League rule. The deferring of graduation by failing a course or by refusing to take a required course may be bad administrative practice but it is not against any rule of the League. Often the administration can do nothing about it. Perhaps we should have a rule which will tend to place all schools on an equal footing insofar as age of contestants is concerned. One suggestion, that of moving age-date up to September 1 from May 1, was rejected by the schools on a referendum submitted last spring. Since that was defeated, there is talk of an 8-semester rule to even things up among the competing schools. Maybe some one will come along with a still better suggestion.

THE FIRST EDITION of "Number Sense" was issued ten years ago. Prepared by Dr. John W. Calhoun, it met with immediate popularity in the public schools. Originally, it was designed for the seventh grade, equivalent, under the reorganization of public schools in Texas, to the present eighth grade. The revision now in press has increased the scope somewhat, and, while still adaptable to the grades, may be used in high school. Indeed, the contest which it is designed to support is now open to all grades in the high school. It is often pointed out that nine-tenths of the arithmetic used in life situations is mental arithmetic. One does not carry around a deaf-man's pad and pencil to figure out change, or comparative prices of oranges by the dozen with oranges by the basket, nor the number of miles he gets from a gallon of gasoline. "Numbers" is a language, and the development of the "number sense" is an essential part of learning to talk effectively. The new, enlarged and revised edition of "Number Sense" by Dr. Calhoun will be ready for distribution by the time this issue of the LEAGUER reaches its readers.

IT WILL be well for school executives interested in Interscholastic League eligibility rules to note two items in the "Official Notice" column of this issue of the LEAGUER. The first is concerned with Art. VIII, Sec. 4, and proposes to define the term "college course." This interpretation is of especial interest to schools which have near-by junior colleges which provide sub-college courses for high school pupils. The second concerns the age-rule, the most vital of all eligibility rules. When the referendum which proposed a return to September 1 as the determining age-date, was defeated, it left a kink in the age-rule which had to be ironed out, one way or another. Note the exact statement of the rule: "No one shall take part in any contest in this League who, on the first day of May preceding the contest has reached or passed his eighteenth birthday." Since the State Meet is always held either on or after the first day of May, all contestants whose 18th birthday falls on or before May 1 are thus ineligible. The referendum to be submitted this fall will offer an opportunity for schools to amend the rule to make a pupil who is of eligible age at the beginning of a "contest-season" to remain eligible throughout the season.

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, E. F. Beckenbach, C. C. Tharp, C. A. Wiley, DeWitt Reddick, H. A. Calkins.  
Legislative Advisory Council: R. W. Matthews, Lubbock; Knox Kinard, Hereford; A. L. Fabian, New Deal (Lubbock); H. S. Fatheree, Abilene; Nat Williams, Ballinger; W. T. Graves, Coleman; Jack Ryan, McKinney; W. J. Stone, Nonaca; H. O. Harris, Sanger; E. N. Dennard, 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, Brownville; J. W. Roach, Alice; Walter Coors, Orange Grove; Murry Fly, Odessa; R. D. Lee, Monahans; J. E. Grez, Marfa.  
Director: Roy Bedichek  
Director of Athletics: R. J. Kidd  
Tennis: Dr. D. A. Penick  
Director of Public Speaking: F. L. Winship  
Debate: Edd N. Miller  
Declaration: Howard Townsend  
Extemporaneous Speech: Graydon L. Ausmus  
Commercial Contests: Miss Florence Stullken  
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:

\*Absent on Leave, Military Service.

Quote & Comment

Textbooks on Celluloid:

Will the generation returning from the wars be satisfied to have their children taught by ancient methods after they themselves have learned so many combat lessons in quicker and more satisfactory fashion? Those who have seen Army-Navy training films will understand what we mean. Audio-visual education is certain to be given a great impetus in the post-war era as the result of what it has done in preparing fighting men.

Walter Huston recently told two stories which illustrate the efficacy of the film-training method. One concerned a store manager who was given the job of running a motion-picture machine in the Navy. One picture taught men how to aim and fire a rifle. The operator, who had never fired a gun in his life, studied it well—to such effect that he scored third high in his company when he went on the range the first time. The other was about 86 green men in the Engineer Corps, who, after seeing a training film once, built a timber trestle strong enough for tanks.

Undoubtedly the motion picture shortened the training period for America troops—which was of tremendous advantage to a nation pressed for time. It can do still

more toward accelerating certain lines of education as fast as the pedagogical world, from grammar school to university, is permitted by school boards to accept and adapt these textbooks on celluloid. —*Christian Science Monitor.*

The school today which is not equipped to use the "celluloid textbook" is indeed a back number. Better dispense with the expense of buying some of our printed and much-censored school texts in favor of the celluloid variety. Certainly in teaching certain subjects teacher-time, pupil-time may be saved, and the quality of teaching vastly improved by the use of visual aids. However, it is a mistake to suppose that the motion-picture dispenses with the teacher. Indeed, it requires better teaching talent since there is an additional skill necessary if this device is to be properly employed. And there is another distinction necessary: visual aids are not merely an entertainment, sugar-coated instruction, or a lazy method as some seem to suppose. Great diligence and active and creative work is necessary on the part of both teacher and taught. There is considerable danger of slipping into the spectator-amusement attitude, which is a growing curse in many fields, especially in athletics.



Article VIII, Section 1: Age Rule  
At its meeting July 5, 1945, the State Executive Committee considered the above section in the light of its effect upon contestants who become eighteen years of age on or before the first day of May and are thus rendered ineligible under this rule for participation in the State Meet, which always occurs on or after May 1.

Declaring that an emergency existed in this matter, the Committee voted to submit a referendum to member-schools which, if carried, will (after a year's published notice) permit a contestant who is eligible at the beginning of any contest-season to remain eligible, so far as age is concerned, throughout the season. Contest-seasons to be designated in the referendum-ballot are, as follows:

- Fall Season: September 1 to January 1
- Winter Season: January 1 to March 10
- Spring Season: March 10 through the State Meet

This referendum will be submitted to the member-schools this fall.

"College Course" Interpreted

Article VIII, Section 4, bars college contestants from participation in any Interscholastic League contest. And a "college contestant" is defined in this section as a pupil "who has ever enrolled for as much as one college course." The State Executive Committee was called upon to define a "college course" as used in this section. At a meeting July 5, last, the following interpretation of "college course" was made and is now officially announced:

"No course is considered a college course within the meaning of this rule for which only high-school credit is given, although such course may be administered by a college."

At Odds With Orthodoxy

MELVILLE was nothing if not individualistic. Bodily as well as intellectually and spiritually he traveled a wide eccentric orbit. True as this was, there was much that he had in common with such Americans of his time as Emerson, Thoreau, Hawthorne, Whitman and Poe. For they were each and all of them individualistic and eccentric, some of them almost as much as he. . . .

In a larger view of things, however, it was not they but the solid mass of their respectable contemporaries who were at odds with the main American movement and experience. Looking back to the seventeenth and eighteenth centuries one sees that a dominant impulse in American history was to break away from authority and to step free of the shackles of traditional society. . . .

For example, there is Leatherstocking, to whose spirit Cooper was never so loyal as at the end of *The Pioneers*. Civilization and society in the person of Judge Temple would persuade the old hunter to stay the remainder of his days he had been all his life. . . . But Leatherstocking will not accept the judge's kindness. Between the impulse which he represents and the circumpections and circumventions and circumscriptions impersonated by Judge Temple there is no reconciliation. Old as he is, he leaves

Question Box

Do Interscholastic League activities tend to favor the brighter child to the discouragement of the average child?  
Are these activities not conducive to create leaders for our nation?

These two questions came in a letter from a school executive who said he was preparing a paper discussing the value of Interscholastic League participation. We replied as follows:

We would answer your first question by saying that League contests might discourage the "average" child if the school centers on only one or two contests. For instance, suppose a school went in solely for debate. The result would be that half a dozen quite bright pupils in a small school would soon monopolize all the attention, and others whose abilities did not happen to lie in that field would be quite discouraged.

Again, suppose a school went in solely for football, as many of them do. Pupils not fitted naturally for that activity feel a great handicap, and all the to-do made over the team tends to give those not equipped for this rugged sport a feeling of inferiority.

The League presupposes a contest program, that is, it presupposes putting on sufficient variety of contests to accommodate the various types of ability found in the school. If so inaugurated it is a great stimulation and need not discourage any considerable percentage of pupils. Some pupils bring their inferiority complexes to school with them, and bring their inability to cooperate, their laziness, their lack of ambition. All the school can do is to offer an opportunity. There is generally a certain percentage of pupils who do not profit either by the extra-curricular or by the regular school program. The discouraging of the rather dull pupil is much more apt to be accomplished by sticking strictly to the curriculum and making the only distinction the achieving of high scholarship, or high grades. The extra-curricular program broadens the base of possible achievement.

Your second question we answer definitely in the affirmative. Opportunities for practicing leadership under exciting or trying conditions are given more often in team games, including debating, dramatics, etc., than in any other school activity.

his familiar hunting grounds and presses alone into the western wilderness. . . . So, too, at the end of *Huckleberry Finn*, Mark Twain was true to the impulse which created the hero of his finest book. Huck will not be fooled a second time by Tom Sawyer's slick salesmanship that would persuade him that he can be free—free as it was in his soul to understand freedom—and remain a respectable member of society with good prospects of amassing a reputable fortune. This time Huck will not submit; he will not be tamed; "I reckon I got to light out . . . because Aunt Sally says she's going to adopt me and civilize me and I can't stand it. I been there before."—from "*Herman Melville*," by William Ellery Sedgwick, (Cambridge: Harvard University Press, 1944).

Competition is the only method which does not require the coercive or arbitrary intervention of authority.—*Friedrich A. Hayek.*

"Moaning Birds" of Midway Island

WHEN night falls and the noisy terns and other day birds have quieted, the silence of Midway is broken by a chorus of shrieks and moans unlike anything one has ever heard before. The midnight song of cats on the back fence is musical by comparison.

This wailing is the greeting and love song of the "moaning birds," which is the name locally given to the shearwaters. Two kinds nest here—the wedge-tailed in summer, the Bonin shearwater in winter. At sea they look and act like very small albatrosses, soaring on rigid wings just above the surface. But they are less exclusively aerial, and daily spend several hours toward noon resting on the water in great flocks. One bird of each pair spends the day on the nest, which is made at the end of a tunnel in the ground. In places these nest holes are so thickly crowded as to make walking difficult.

At dusk the birds return from the ocean and are met by their mates, who come up from underground with wails of welcome and elaborate gestures of affection. Sometimes in bright moonlight they can be seen flitting overhead, or running about in couples on the ground. Shortly before sunrise the commoner ends. One of each pair returns to the nest while the other goes off to sea for the day.

Although I heard these birds constantly, I saw them clearly but once. On the day of my departure from the island, I got up before dawn, because my airplane left

early. As I rode down the airport runway in a jeep, the morning twilight was lightening. The birds were all about, moaning as if their hearts would break, standing close together in pairs with heads touching. It looked as if they were kissing each other good-bye and bewailing the coming day's separation. Even as I sat in the plane, waiting for the engines to warm up, the shearwaters were already streaming out to sea.—*Captain T. McKean Downs* in "Birds of Midway," *The Atlantic Monthly*, July, 1945.

All Insects Not Enemies

Dr. Fred C. Bishop, Assistant Chief of the U.S. Agriculture Department's bureau of entomology and plant quarantine says that of the 620,000 known species of insects, he tells us, not more than 55,000 are recognized as being injurious.

"Thousands of species might be classed as neutral and other thousands as beneficial," Dr. Bishop says. "Some prey on our enemy species as parasites or predators, some contribute by destroying noxious weeds, some by breaking down dead plants and animals so that they are returned to the soil to serve as plant food. Some aid by working over and aerating the soil, and others furnish dyes for the fine arts, fibers for clothing, or food for beneficial wildlife, our livestock and man.

"Thifty important food crops depend largely or solely upon insects to pollinate them. Furthermore, many of our crops so essential for livestock, soil improvement and prevention of soil erosion would be barren or produce very light seed crops. This is true of alfalfa, the clovers and others."

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. Cash in the form of money order, express order, currency, or personal check must accompany order. Do not expect the bulletins to travel as rapidly as first-class mail. Wait a reasonable time before sending in an inquiry concerning an order previously given. If it is necessary to telegraph an order, the money should be telegraphed also, as otherwise the order must surely be held up awaiting remittance. When the term "League School" is used in this list it is meant to refer to a school which is a member of The University Interscholastic League. 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 rate 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 (1945), No. 4527, 111 pages, 10 cents per copy.

Contains rules and regulations governing all contests of the University Interscholastic League. Free copy is sent to the person remitting the fee for a school. Extra copies 10 cents each.

Compulsory Military Training. Official debate handbook for 1945-46 scholastic year. \$75 per copy.

This bulletin of more than two hundred pages contains arguments pro and con on the debate-question adopted by the League as the official question, stated on page 28 of this edition of the Constitution and Rules. Although there is much material on both sides of this question available, this bulletin is considered basic and every debater should have a copy.

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

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

This bulletin contains arguments pro and con on the Interscholastic League debate query for the school year 1941-42. It also contains affirmative, negative and general briefs, as well as an exhaustive analysis of the question and a classified bibliography. It was prepared by Dr. Joseph Ray, Professor of Government in the North Texas State Teachers College.

On this same subject, there are available two handbooks, Vol. I and Vol. II, entitled "Equalizing Educational Opportunity," at \$25 per volume. These bulletins are both good-sized volumes of 200 or 250 pages each.

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

The debate question for the school year 1940-41 proposed an increase in taxes on natural resources, and this bulletin contains a wealth of material, both negative and affirmative. It also contains suggestive briefs. It was prepared under the direction of Professor Thomas A. Rouse, of the Public Speaking Department, The University of Texas.

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

Affirmative, negative and general briefs of the 1939-40 League debate question, prepared by Dr. Joseph M. Ray, Associate Professor of Government, North Texas State Teachers College. This is an assembled authoritative information, pro and con, on this very vital question. There is included a large bibliography and the names of organizations which will furnish free material.

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

This was the League handbook on the debate query for the school year 1938-39. It contains suggestive briefs, selected arguments, bibliography, etc., all bearing on the debate query, "Resolved, That Texas Should Adopt a Uniform Retail Sales Tax." It was prepared by Professor George Hester and Professor Thomas A. Rouse.

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

This was the League handbook on the debate query for the school year 1937-38. It contains suggestive briefs, selected arguments, bibliography, etc., all bearing on the debate query, "Resolved, That Texas Should Adopt the One-House Legislature." It was prepared by Dr. Joe M. Ray, Associate Professor of Government in the North Texas State Teachers College.

Government Control of Cotton Production, No. 3538, 311 pages. Single copies 20 cents. Eight copies for \$1.

This was the League handbook on the debate query for the school year 1936-37. It contains both negative and affirmative briefs, articles from standard authorities giving a general survey of the cotton situation, as well as selected arguments from those who favor and from those who oppose government control of production. The material in this bulletin is evenly balanced, and it is designed to furnish the high-school debater with a fairly comprehensive treatment of the subject. It was prepared by Professor Thomas A. Rouse, Debate Coach, The University of Texas.

"Radio Control," Debate Handbook, 224 pages, 20 cents.

Contains bibliography and selected articles for and against the following debate query: "Resolved, that the United States Should Adopt the Essential Features of the British System of Radio Control." Eight copies for \$1.

"Trial by Jury," No. 3028, 10 cents.

Contains briefs and arguments pro and con on the following query: "Resolved, That a substitute for trial by jury should be adopted." This question was debated in the League debating contests during the 1930-31 scholastic year.

"Limiting Taxes on Tangible Property" (1932), No. 3228, 10 cents.

Contains briefs, selected arguments and authoritative statistics on the following debate query: "Resolved, That at least one-half of all State and local revenues in Texas should be derived from sources other than taxes on tangible property." This bulletin was prepared by C. A. Duval, Ph.D., Instructor in Economics, The University of Texas.

"Equalizing Educational Opportunity," two volumes, 1934, Vol. I, 220 pages; Vol. II, 224 pages, 25 cents per volume.

These two bulletins were prepared by Mr. Bower Aly for debates in the League during the school year of 1934-35. This is an excellent debate question, especially so since the question has become very much alive during the past session of 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." Professor Thomas A. Rouse, Debate Coach at The University of Texas, prepared this bulletin covering practically every phase of the query. The bulletin contains general, negative, and affirmative briefs, bibliography, selected arguments, etc., using, of course, only the most eminent authorities in the field. Single copies, 10 cents.

"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 opposite each page of outline for additional references and notes. Valuable also for regular curriculum classes in Texas History.

"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. It is an excellent supplementary reader and may be correlated with music appreciation work. Twenty classical selections are treated. Five cents per copy in quantities of ten or more. Single copies, 10 cents.

"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 the tempo, instrumental tone and thought as it appears in the music. The bulletin contains many suggestive and thought-provoking questions appended after discussion of certain phases of the subject.

"Making Friends in Music Land," Book VIII (1941), No. 4140, 100 pages, price 15 cents per copy.

Each of the selections contained in the 1942-43 music memory list receives attention in this bulletin. Also there are suggestions to teachers and pupils which assist in the study of the various requirements of the Interscholastic League contest in Music Appreciation. Teachers find this little book quite a help in enlisting the interest of pupils, and in systematizing the study of the selections.

"Developing Number Sense" (1945) No. 4526, 32 pages, 10 cents.

Written by John W. Calhoun, Professor of Applied Mathematics, The University of Texas. This bulletin is a revision of the bulletin issued by the League under the same title in 1929. It contains directions to the teacher and to the student for developing "number sense," that is, an ability to solve quickly arithmetical problems with a fair degree of accuracy without the use of pencil or paper. It is old-fashioned mathematics texts in a modern presentation. It is excellent as a basis for conference contests in arithmetic. It contains more than a thousand problems. One free copy to each member school expecting to enter the arithmetic contest. Extra copies, ten cents apiece, fifty cents per dozen, \$3 per 100.

Word Lists for Interscholastic League Spelling Contest (1945), No. 4533, 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 texts. Both the texts and the word lists are necessary for preparing pupils to engage in this contest. In quantities, 25 cents per dozen or \$1 per hundred, postpaid.

Art Appreciation Studies in Fourth and Fifth Grades (1940), No. 4036, 15 cents per copy, 10 copies for \$1.

Mrs. Florence Lowe Phillips is the author of this bulletin which was designed for fourth and fifth grades. Each one of the selections is discussed, and biographical data concerning each of the artists are given.

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 1942-1943 picture memory list is here presented in quite attractive form. The author is Mrs. Florence Lowe Phillips who has prepared these stories in a very interesting past. The bulletin is printed in large type and in a manner suitable for study by children. Each pupil in the picture memory class should have an individual copy of this publication.

"Picture Study in Elementary Grades" (1936), No. 3634, 50 pages, 10 cents per copy.

This is a collection of articles published in the *Interscholastic Leagueur* under the title, "Picture Appreciation," by Miss Florence Lowe, Head, Art Department, Sam Houston State Teachers College. The articles contain many helpful hints to teachers who have charge of picture appreciation study in the fourth and fifth grades, as well as a great deal of general information concerning the less technical aspects of painting, sculpture and architecture.

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 in art for intermediate grades approved by the State Department of Education. They are excellent art prints, 8 x 10 reproducing pictures of the great classical artists. Packages are mailed on cost-of-postage basis, and on guaranty by the school of payment in case any picture is damaged and destroyed.

A Prescribed List of Plays (1944), No. 4425, 12 pages. A list of 350 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 3,000 titles of poems for use in League contests. Listed alphabetically according to title, author, and the books in which each poem is found. Contains bibliography of 56 books of poetry.

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, Director of the University Interscholastic League. Part II is written by F. L. Winship, Director of Speech Activities in the Interscholastic League. It is designed to be of practical assistance to teachers who have undertaken the work of sponsoring dramatic, extemporaneous speech or declamation contests in their respective schools. Even experienced teachers will find Part II quite worthy of study. Those assigned certain duties but inexperienced in this field, will find it invaluable.

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

Now is the time to begin preparation for a big Christmas celebration in school and community. This bulletin will offer many suggestions, not only for music but for various ceremonial. Lists of suitable plays, festivals, pageants, and lists of carols are appended, very valuable for reference.

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 Leagueur*. It dispenses finally the old contention that the poor student stands best chance of later success in life. The problem is attacked statistically and the answer is conclusive. Many superintendents and principals will want to pass this information to high-school pupils through auditorium talks and on other occasions. Sent only in case localized stamped and addressed envelope is enclosed with request.

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 in so far as physical training and physical education is concerned. It contains the report of the U.S. Office of Education Wartime Commission, but it is chiefly taken up with a description of the Interscholastic League's Physical Fitness Program. There is an extensive bibliography which is of interest mainly to the coach and the instructor in physical education.

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 had no formal training in the field. Anticipating the shortage of physical education teachers and coaches, the League in cooperation with the Texas Health and Emergency Medical Service is distributing this publication, hoping to encourage the organization of Physical Fitness Clubs on three levels, elementary, junior high school and senior high school. Full instructions are given for teaching the standards and testing the results. All blanks necessary for carrying on this program are also available from the League office.

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

Dr. Flint is a recognized authority on athletics. His analysis of the evils of athletics is keen and searching, while his estimate of the educational value of athletics is based not only on theoretical study, but upon years of experience in practical administration of the same in school and college. Free on request to member schools; to others, 5 cents per copy.

Typewriting and Shorthand Tests. Fifteen-minute typing tests, of the same nature as tests used in Interscholastic League Typewriting Contests, spaces counted. Two cents per copy, fifteen cents per dozen. Sixty-word, seventy-word, and eighty-word shorthand tests, as used in Shorthand Tournaments, 5 cents per set.

"Number Sense" Test Sheets. For practice tests in "number sense." One cent per sheet. Key for grading purposes is sent with each order. No order filled for less than ten copies of a given test. Be careful in ordering to call for "Number Sense" tests.

The Interscholastic Leagueur. Monthly publication, official organ of the League, mailed free on request to any teacher in Texas who is coaching or training pupils for participation in League contests.

Speech Teaching: A Vital Problem in Public Education, by Harry G. Barnes, Ph.D. The Interscholastic League Breakfast and Section Meeting, November 27, 1936, voted unanimously to request the League to issue Dr. Barnes' address in pamphlet form. This was accordingly done, and it is now available for anyone interested who will enclose with request a legal sized stamped and addressed envelope.

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:

INTERSCHOLASTIC LEAGUE  
University Station, Box H  
Austin 12, Texas

TEACHERS' GUIDE TO GOOD PLAYS



By Mrs. Mae Ashworth

Due to the fact that there are many new teachers who do not know about our drama loan library...

We have a library of 16,000 plays, 300 play collections, 210 speech books, and over 100 books on play production.

Our shelves are most of the one- and three-act plays of the major publishing companies.

The Speech Arts In Texas Schools

This column belongs to Texas Speech teachers for discussion of speech problems and news concerning Speech activities in Texas high schools.

During the past few years the public schools of Texas have taken an increasing interest in radio as a means of education and public service.

Several colleges in the state are offering an opportunity to continue this activity and provide excellent training for a career in radio.

Baylor University has spent thousands of dollars in the past few years equipping her radio studios.

Beginning this fall, The University of Texas is offering a degree in Radio which will cover all phases of radio broadcasting.

Mrs. James Moll, who reviewed plays for the LEAGUER and served as director of the State One-act Play Contest the past three years...

After two years of working in war industries, Miss Virginia Wade of San Marcos has returned to the teaching profession...

J. Clark Weaver of Denton, who has served as Executive Secretary of the Texas Speech Association,

The kind of audience you will have, the number of characters you have available, whether or not you can pay a royalty...

Our production books cover all phases of production and direction of plays. We have some very good books on simplified lighting, scene construction and painting...

The only cost to you for our loan service is that of postage on the material both ways. A card is sent to the borrower at the time the package is mailed...

True Education

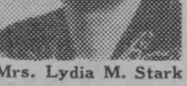
The education we have had for fifty years has been appropriate, in Bishop Berkeley's phrase, to thriving earthworms. An earthworm who wants to thrive will insist on being trained for physical health and vocational success.

These speeches are usually well-reported in the papers, and often copies of the speeches are available on request by writing to the speaker or to the War or Navy Department.

In short, much material of many kinds is available. The question is current, interesting, alive and vitally important.

Who's Who In Texas Speech

As head of the Speech Department at Austin High School of El Paso, Mrs. Lydia M. Stark has given many years of valuable service to the promotion of speech activities in West Texas.

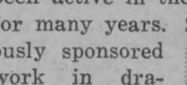


Mrs. Lydia M. Stark

Mrs. Stark holds a B.A. degree from the Texas College of Mines, and is a graduate of the Perry School of Oratory and Dramatic Art in St. Louis, Mo.

In 1939-40 she was vice-president of the Texas Speech Teachers Association. She is a member of the National, State, and local teachers associations...

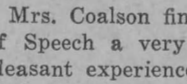
Mrs. Frank D. Coalson, Speech and Spanish teacher in the South Junior High School of Abilene, has been active in the field of Speech for many years.



Mrs. Frank D. Coalson

Mrs. Coalson finds the teaching of Speech a very satisfying and pleasant experience. Having been a declaimer and debater herself, she feels with her students' pride of being a winner and the disappointment of being a loser.

Twenty years of teaching in the fields of English, Speech, and Dramatics in the high schools of four states—Nebraska, Iowa, North Dakota, and Texas—have given Edwin Hardin many rich experiences.



Edwin Hardin

Mrs. Wanda Banker received her A.B. degree at the University of Kansas and her M.A. degree from Texas Christian University. She has also attended the University of California, Southern Methodist University, and both North Texas State Teachers College and Texas State College for Women at Denton.

Besides having many winners in Interscholastic League contests, Mrs. Banker is in charge of all speech and dramatic programs at Sunset, with the exception of debate. She organized the chapter of the National Thespian Club, and helped organize the National Forensic League.

She has been quite successful with her one-act plays, having won first place in the city for six consecutive years, and first place in the State Meet in 1944.

Mr. Hardin is the author of the dramatics text, "Practice in Dramatics," and has written articles on various phases of dramatics for the "High School Thespian" (now "Dramatics"), "Players Magazine," and the "Texas Outlook."

One of the most active Drama teachers in West Texas is Lucia P. Hutchins, who has been connected with the El Paso High School for a number of years. She has entered some excellent plays in the One-Act Play Contest, several winning honors in the State Meet.

Elizabeth Geer of Wichita Falls Senior High School is an all-around Speech and Drama teacher whose work has shown gratifying results. She teaches classes in dramatics, radio speech and play-making, and directs the Footlight Players Club.

Elizabeth Geer of Wichita Falls Senior High School is an all-around Speech and Drama teacher whose work has shown gratifying results.

Miss Lucia P. Hutchins attended Emerson College and Leeland Powers School of the Spoken Word in Boston, and Keene Normal School in New Hampshire.

Miss Hutchins belongs to National, State and local professional organizations. The theatre and travel are her hobbies.

Miss Hutchins belongs to National, State and local professional organizations. The theatre and travel are her hobbies.

Among the teachers who were newcomers to Sunset High School in Dallas the past year was Miss Rebecca Thayer, Speech teacher and debate coach.

Perhaps the best gauge of Mrs. N. N. Whitworth's ability as a teacher is the fact that during the eighteen years she has been at Amarillo High School the Speech and Drama activities.

She graduated from Texas State College for Women, receiving her M.A. degree, and has done graduate work at the University of Iowa and at Northwestern.

In only one year Miss Thayer has contributed much to the good name of Sunset. The debate team coached by her appeared in the last State Meet. Her finest work has no doubt been with the student body through the Student Council.

One of the most dynamic figures in the Sunset High School (Dallas) Speech Department is Mrs. Wanda Banker. She has been with the Dallas school system for sixteen years, first teaching at Adamson High, and in 1939 going to Sunset, where she has directed her students to many honors in speech and drama activities.

Before beginning her connection with the Dallas schools, Mrs. Banker taught at Lubbock High School and received the State Department of Education affiliation in Speech for that school.

She is a native of Kansas and received her A.B. degree at the University of Kansas and her M.A. degree from Texas Christian University. She has also attended the University of California, Southern Methodist University, and both North Texas State Teachers College and Texas State College for Women at Denton.

Besides having many winners in Interscholastic League contests, Mrs. Banker is in charge of all speech and dramatic programs at Sunset, with the exception of debate. She organized the chapter of the National Thespian Club, and helped organize the National Forensic League.

She has been quite successful with her one-act plays, having won first place in the city for six consecutive years, and first place in the State Meet in 1944.

Mr. Hardin is the author of the dramatics text, "Practice in Dramatics," and has written articles on various phases of dramatics for the "High School Thespian" (now "Dramatics"), "Players Magazine," and the "Texas Outlook."

One of the most active Drama teachers in West Texas is Lucia P. Hutchins, who has been connected with the El Paso High School for a number of years.

Elizabeth Geer of Wichita Falls Senior High School is an all-around Speech and Drama teacher whose work has shown gratifying results.

Miss Lucia P. Hutchins attended Emerson College and Leeland Powers School of the Spoken Word in Boston, and Keene Normal School in New Hampshire.

Miss Hutchins belongs to National, State and local professional organizations. The theatre and travel are her hobbies.

Among the teachers who were newcomers to Sunset High School in Dallas the past year was Miss Rebecca Thayer, Speech teacher and debate coach.

Perhaps the best gauge of Mrs. N. N. Whitworth's ability as a teacher is the fact that during the eighteen years she has been at Amarillo High School the Speech and Drama activities.

Elizabeth Geer of Wichita Falls Senior High School is an all-around Speech and Drama teacher whose work has shown gratifying results.

Miss Lucia P. Hutchins attended Emerson College and Leeland Powers School of the Spoken Word in Boston, and Keene Normal School in New Hampshire.

Miss Hutchins belongs to National, State and local professional organizations. The theatre and travel are her hobbies.

Miss Hutchins belongs to National, State and local professional organizations. The theatre and travel are her hobbies.

Among the teachers who were newcomers to Sunset High School in Dallas the past year was Miss Rebecca Thayer, Speech teacher and debate coach.

Perhaps the best gauge of Mrs. N. N. Whitworth's ability as a teacher is the fact that during the eighteen years she has been at Amarillo High School the Speech and Drama activities.

She graduated from Texas State College for Women, receiving her M.A. degree, and has done graduate work at the University of Iowa and at Northwestern.

In only one year Miss Thayer has contributed much to the good name of Sunset. The debate team coached by her appeared in the last State Meet. Her finest work has no doubt been with the student body through the Student Council.

One of the most dynamic figures in the Sunset High School (Dallas) Speech Department is Mrs. Wanda Banker. She has been with the Dallas school system for sixteen years, first teaching at Adamson High, and in 1939 going to Sunset, where she has directed her students to many honors in speech and drama activities.

Before beginning her connection with the Dallas schools, Mrs. Banker taught at Lubbock High School and received the State Department of Education affiliation in Speech for that school.

She is a native of Kansas and received her A.B. degree at the University of Kansas and her M.A. degree from Texas Christian University. She has also attended the University of California, Southern Methodist University, and both North Texas State Teachers College and Texas State College for Women at Denton.

Besides having many winners in Interscholastic League contests, Mrs. Banker is in charge of all speech and dramatic programs at Sunset, with the exception of debate. She organized the chapter of the National Thespian Club, and helped organize the National Forensic League.

She has been quite successful with her one-act plays, having won first place in the city for six consecutive years, and first place in the State Meet in 1944.

Mr. Hardin is the author of the dramatics text, "Practice in Dramatics," and has written articles on various phases of dramatics for the "High School Thespian" (now "Dramatics"), "Players Magazine," and the "Texas Outlook."

One of the most active Drama teachers in West Texas is Lucia P. Hutchins, who has been connected with the El Paso High School for a number of years.

Elizabeth Geer of Wichita Falls Senior High School is an all-around Speech and Drama teacher whose work has shown gratifying results.

Miss Lucia P. Hutchins attended Emerson College and Leeland Powers School of the Spoken Word in Boston, and Keene Normal School in New Hampshire.

Miss Hutchins belongs to National, State and local professional organizations. The theatre and travel are her hobbies.

Among the teachers who were newcomers to Sunset High School in Dallas the past year was Miss Rebecca Thayer, Speech teacher and debate coach.

Perhaps the best gauge of Mrs. N. N. Whitworth's ability as a teacher is the fact that during the eighteen years she has been at Amarillo High School the Speech and Drama activities.

Elizabeth Geer of Wichita Falls Senior High School is an all-around Speech and Drama teacher whose work has shown gratifying results.

Miss Lucia P. Hutchins attended Emerson College and Leeland Powers School of the Spoken Word in Boston, and Keene Normal School in New Hampshire.

Miss Hutchins belongs to National, State and local professional organizations. The theatre and travel are her hobbies.

Miss Hutchins belongs to National, State and local professional organizations. The theatre and travel are her hobbies.

Among the teachers who were newcomers to Sunset High School in Dallas the past year was Miss Rebecca Thayer, Speech teacher and debate coach.

Perhaps the best gauge of Mrs. N. N. Whitworth's ability as a teacher is the fact that during the eighteen years she has been at Amarillo High School the Speech and Drama activities.

She graduated from Texas State College for Women, receiving her M.A. degree, and has done graduate work at the University of Iowa and at Northwestern.

In only one year Miss Thayer has contributed much to the good name of Sunset. The debate team coached by her appeared in the last State Meet. Her finest work has no doubt been with the student body through the Student Council.

One of the most dynamic figures in the Sunset High School (Dallas) Speech Department is Mrs. Wanda Banker. She has been with the Dallas school system for sixteen years, first teaching at Adamson High, and in 1939 going to Sunset, where she has directed her students to many honors in speech and drama activities.

Before beginning her connection with the Dallas schools, Mrs. Banker taught at Lubbock High School and received the State Department of Education affiliation in Speech for that school.

She is a native of Kansas and received her A.B. degree at the University of Kansas and her M.A. degree from Texas Christian University. She has also attended the University of California, Southern Methodist University, and both North Texas State Teachers College and Texas State College for Women at Denton.

Besides having many winners in Interscholastic League contests, Mrs. Banker is in charge of all speech and dramatic programs at Sunset, with the exception of debate. She organized the chapter of the National Thespian Club, and helped organize the National Forensic League.

She has been quite successful with her one-act plays, having won first place in the city for six consecutive years, and first place in the State Meet in 1944.

Mr. Hardin is the author of the dramatics text, "Practice in Dramatics," and has written articles on various phases of dramatics for the "High School Thespian" (now "Dramatics"), "Players Magazine," and the "Texas Outlook."

One of the most active Drama teachers in West Texas is Lucia P. Hutchins, who has been connected with the El Paso High School for a number of years.

Elizabeth Geer of Wichita Falls Senior High School is an all-around Speech and Drama teacher whose work has shown gratifying results.

Miss Lucia P. Hutchins attended Emerson College and Leeland Powers School of the Spoken Word in Boston, and Keene Normal School in New Hampshire.

Miss Hutchins belongs to National, State and local professional organizations. The theatre and travel are her hobbies.

Among the teachers who were newcomers to Sunset High School in Dallas the past year was Miss Rebecca Thayer, Speech teacher and debate coach.

Perhaps the best gauge of Mrs. N. N. Whitworth's ability as a teacher is the fact that during the eighteen years she has been at Amarillo High School the Speech and Drama activities.

Elizabeth Geer of Wichita Falls Senior High School is an all-around Speech and Drama teacher whose work has shown gratifying results.

Miss Lucia P. Hutchins attended Emerson College and Leeland Powers School of the Spoken Word in Boston, and Keene Normal School in New Hampshire.

Miss Hutchins belongs to National, State and local professional organizations. The theatre and travel are her hobbies.

Miss Hutchins belongs to National, State and local professional organizations. The theatre and travel are her hobbies.

Among the teachers who were newcomers to Sunset High School in Dallas the past year was Miss Rebecca Thayer, Speech teacher and debate coach.

Perhaps the best gauge of Mrs. N. N. Whitworth's ability as a teacher is the fact that during the eighteen years she has been at Amarillo High School the Speech and Drama activities.

She graduated from Texas State College for Women, receiving her M.A. degree, and has done graduate work at the University of Iowa and at Northwestern.

In only one year Miss Thayer has contributed much to the good name of Sunset. The debate team coached by her appeared in the last State Meet. Her finest work has no doubt been with the student body through the Student Council.

One of the most dynamic figures in the Sunset High School (Dallas) Speech Department is Mrs. Wanda Banker. She has been with the Dallas school system for sixteen years, first teaching at Adamson High, and in 1939 going to Sunset, where she has directed her students to many honors in speech and drama activities.

Before beginning her connection with the Dallas schools, Mrs. Banker taught at Lubbock High School and received the State Department of Education affiliation in Speech for that school.

She is a native of Kansas and received her A.B. degree at the University of Kansas and her M.A. degree from Texas Christian University. She has also attended the University of California, Southern Methodist University, and both North Texas State Teachers College and Texas State College for Women at Denton.

Besides having many winners in Interscholastic League contests, Mrs. Banker is in charge of all speech and dramatic programs at Sunset, with the exception of debate. She organized the chapter of the National Thespian Club, and helped organize the National Forensic League.

She has been quite successful with her one-act plays, having won first place in the city for six consecutive years, and first place in the State Meet in 1944.

Mr. Hardin is the author of the dramatics text, "Practice in Dramatics," and has written articles on various phases of dramatics for the "High School Thespian" (now "Dramatics"), "Players Magazine," and the "Texas Outlook."

One of the most active Drama teachers in West Texas is Lucia P. Hutchins, who has been connected with the El Paso High School for a number of years.

Elizabeth Geer of Wichita Falls Senior High School is an all-around Speech and Drama teacher whose work has shown gratifying results.

Miss Lucia P. Hutchins attended Emerson College and Leeland Powers School of the Spoken Word in Boston, and Keene Normal School in New Hampshire.

Miss Hutchins belongs to National, State and local professional organizations. The theatre and travel are her hobbies.

Among the teachers who were newcomers to Sunset High School in Dallas the past year was Miss Rebecca Thayer, Speech teacher and debate coach.

Perhaps the best gauge of Mrs. N. N. Whitworth's ability as a teacher is the fact that during the eighteen years she has been at Amarillo High School the Speech and Drama activities.

DEBATE FORUM

By Edd Miller

With the beginning of the new school year—the first peace-time school year in several years—prospects for interscholastic debating should be looking up.

Travel restrictions are being eased, gasoline rationing is at an end—new cars are even in prospect in the near future.

It is very desirable to have the question discussed and debated frequently and at as many different places as possible.

Each of us should make a determined effort to get many students on our debate squads.

We owe it to ourselves and to the people who will hear us debate this question to make our debates thoroughly educational.

Abundant Material One advantage to this question is that there is no shortage of controversial material on it.

Audience Appeal We owe it to ourselves and to the people who will hear us debate this question to make our debates thoroughly educational.

Abundant Material One advantage to this question is that there is no shortage of controversial material on it.

Audience Appeal We owe it to ourselves and to the people who will hear us debate this question to make our debates thoroughly educational.

Abundant Material One advantage to this question is that there is no shortage of controversial material on it.

Audience Appeal We owe it to ourselves and to the people who will hear us debate this question to make our debates thoroughly educational.

Abundant Material One advantage to this question is that there is no shortage of controversial material on it.

Audience Appeal We owe it to ourselves and to the people who will hear us debate this question to make our debates thoroughly educational.

Abundant Material One advantage to this question is that there is no shortage of controversial material on it.

Stranger in a Cornfield

Proud serious corn, be not severe nor call too soon this flower a weed. It may be that it has strayed, a small unwilling trespasser, from fields by cities overlaid.

It may be that its parents grew by woodlands cool and green and fresh, where sang the nightingale and thrush, until the builders came to hew the trees and clear the underbrush.

The cockle and the cornflower blue, the poppy and the pimpernel, these are the tares remembered well, these are the farmer's ancient foe, these are the brigands of the soil.

But this small bloom none ever saw save only in its rightful place with fragrant and unnoticed grace, till pipes enclosed the morning dew and herbs shut in the wayside grass.

Proud serious corn, this tiny flower requests your tolerance for today. It will not hurt you to be gay with its bright petals for an hour. Be kind to this small refugee.

Peter J. Henniker Heaton.

A Theory of Culture

(By Walter Prescott Webb, Professor of American History; Director, Research in Texas History, The University of Texas.)

HAD I BEEN assigned the task of writing about almost any phase of Texas life save the cultural, I might have resorted in part to tangible facts and statistical reports.

One of the most dynamic figures in the Sunset High School (Dallas) Speech Department is Mrs. Wanda Banker. She has been with the Dallas school system for sixteen years, first teaching at Adamson High, and in 1939 going to Sunset, where she has directed her students to many honors in speech and drama activities.

Before beginning her connection with the Dallas schools, Mrs. Banker taught at Lubbock High School and received the State Department of Education affiliation in Speech for that school. She is a native of Kansas and received her A.B. degree at the University of Kansas and her M.A. degree from Texas Christian University.

Culture "Springs from the Soil"

My theory holds that the true distinctive culture of a region, in this case of Texas, springs from the soil just as do the plants. There is this difference: the plants come from the physical soil and must be in harmony with it; the culture has this same source, but between it and the physical base of earth, air, and sun is the element of human soil and social climate.

If what I have said is true, then it follows that the cultural resources of Texas are indeed the resources of Texas, physical and human. At any rate, as I look out over this State, I can find no other foundation than the land and the people from which those refinements of civilization commonly known as culture can arise.

It is generally recognized in Texas, and suspected elsewhere, that there is something unique about the place, that Texans are a sort of special breed, a clan, a separate culture. Texans are to the Nation what Scots are to the English, a tough, troublesome, lovable set, noted for a sort of bald-faced attitude toward the conventional gods of other lands.

It is generally recognized in Texas, and suspected elsewhere, that there is something unique about the place, that Texans are a sort of special breed, a clan, a separate culture. Texans are to the Nation what Scots are to the English, a tough, troublesome, lovable set, noted for a sort of bald-faced attitude toward the conventional gods of other lands.

It is generally recognized in Texas, and suspected elsewhere, that there is something unique about the place, that Texans are a sort of special breed, a clan, a separate culture. Texans are to the Nation what Scots are to the English, a tough, troublesome, lovable set, noted for a sort of bald-faced attitude toward the conventional gods of other lands.

It is generally recognized in Texas, and suspected elsewhere, that there is something unique about the place, that Texans are a sort of special breed, a clan, a separate culture. Texans are to the Nation what Scots are to the English, a tough, troublesome, lovable set, noted for a sort of bald-faced attitude toward the conventional gods of other lands.

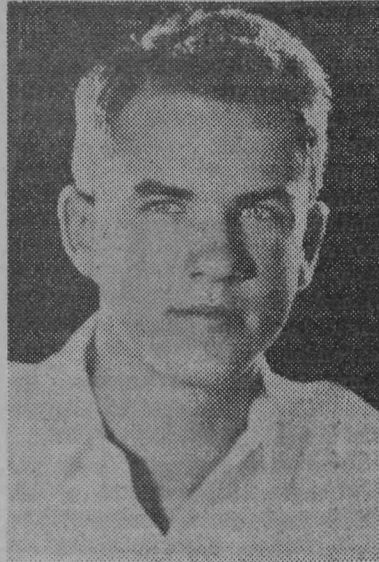
Jefferson (San A.) Double Champion in Relays 1945



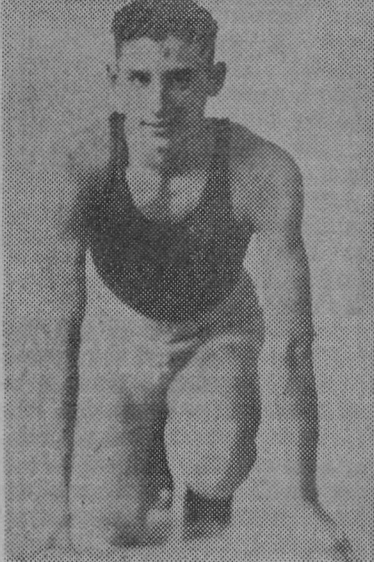
Pat Fischer, 2nd, 440-yd dash



Perry Biles, 440-yd relay, mile relay



Gordon Moore, 1-mile relay



Richard Guerrero, 440-yd relay

Members Star in Other Contests

Members of Famed Teams High in Scholarship and Student Affairs

THE 1-Mile Relay and 440-yard Relay teams from Thomas Jefferson High School (San Antonio) took first place in both events at the 1945 State Track and Field Meet. Several of the boys performed on both teams as well as competing in other track and field contests.

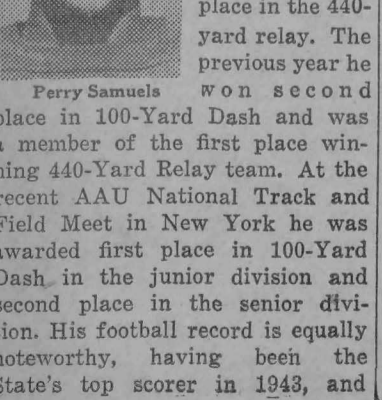
**Two Firsts for Fischer**  
To Pat Fischer went the distinction of winning two first places and one second place in the meet. The second place was an individual honor won in 440-Yard Dash, while the two first places were won as a member of the two relay teams. He graduated in May and plans to enter college for pre-medical training. He has always been active in athletics and other school activities, holding membership in the Math Club, Student Council and the Senate, and has also served as president of the Senior Young People of the First Presbyterian Church. Parents are Mr. and Mrs. A. G. Fischer, 1112 Blanco Road, San Antonio.

**Biles All-round Athlete**  
Thomas Jefferson's most outstanding all-round athlete, Harry Biles, was also a member of both winning relay teams. He was the only student in his school who earned letters in the three major sports the past two years—football, basketball, and track. His basketball teammates honored him in 1945 by choosing him captain of the team. During the past few years he won a number of medals in local athletic events, and his pleasing personality and sense of humor won him the friendship of rivals as well as teammates. He is the son of Mr. and Mrs. E. B. Biles, 729 North Pine Street, San Antonio.

**Guerrero—2 Sprint Records**  
Another member of the 440-Yard Relay Team was Richard Guerrero, who holds two sprint records at Thomas Jefferson. He was a sophomore the past year and an A student, ranking in the first quarter of a class of 650. After graduation he plans to attend The University of Texas. His parents are Mr. and Mrs. K. Guerrero, 1503 West Ashby Place, San Antonio.

**Active in Student Affairs**  
Gordon Moore did his share to make the 1-Mile Relay Team the highest award winner. He was active in track two years, and in student affairs through his high-school career. He served as vice-president of the Senate Club, parliamentarian of the Jeff Club, Student Council member three years, and president of Delta Phi Sigma fraternity. Following his graduation in May, he entered the U.S. Merchant Marine Cadet School, San Mateo, California, as a Cadet Midshipman. He is the son of Mrs. Elfreda W. Moore, 1204 McCullough Avenue, San Antonio.

**Samuels Comes Back**  
Three first places in State track and field events were won by Perry Samuels last year, two individual honors in 100-yard dash and 220-yard dash, and team award of first place in the 440-yard relay. The previous year he won second place in 100-Yard Dash and was a member of the first place winning 440-Yard Relay team. At the recent AAU National Track and Field Meet in New York he was awarded first place in 100-Yard Dash in the junior division and second place in the senior division. His football record is equally noteworthy, having been the State's top scorer in 1943, and



Perry Samuels

serving as captain of the 1944 team. Perry is also quite a ranchman. He spends his summers on his ranch, tending his herd and breaking and training his horses. In July he entered the Army, but hopes to continue his athletic career in college after he is discharged. He is the son of Mrs. G. L. Samuels, 739 East Ashby Place, San Antonio.

Garret Guly was a member of the one-mile relay team. (Editor's note.—Picture and further information concerning Guly was not available when this issue of the LEAGUER went to press.)

War Pressure Brings New Kinds of Glass

THE FIRST systematic study of the properties and production of glass for optical purposes was carried out by Michael Faraday, more than a century ago. From these early researches the manufacture of optical glass has become a great industry carried on in all parts of the world. Both before and during the present war the rapidly increasing demand for new and better optical instruments has stimulated the investigation and commercial development of entirely new types of glass.

Lenses and prisms for special kinds of cameras, range-finders, binoculars and other instruments demand not only new methods of design, but also new materials. Generally speaking, the optical properties of glass depend on its power of bending rays of light (refractive index) and the variation of this power with the color of the light (dispersion). Recently developed and patented British glasses possess in these respects properties which are greatly superior to anything known even a few years ago.

These developments have been possible only by using entirely new manufacturing materials. Ordinary types of glass contain a high proportion of silica (quartz), soda and boric acid. The new glasses contain little or no silica and their exceptional properties depend on the addition of oxides of lead, zinc and other metals. In some cases oxides of rare, and therefore expensive, metals are extensively used, but the high performance of the lenses more than compensates for the increased cost. It should perhaps be emphasized that these new types are not intended to replace the older ones but to supplement them. At present their use is confined to highly specialized but very important instruments for which ordinary optical glass does not prove suitable.

The manufacture of these glasses has necessitated the development of new manufacturing techniques. Not only must the product be absolutely flawless, but it is essential that a standard product should be obtained however many times the manufacturing operation is carried out. Consequently the whole process of manufacture must be subjected to the most exacting tests at all stages. The very high melting point of many of the new materials often necessitates their fusion being effected in platinum vessels at the high temperature of the electric furnace. A satisfactory method for work on a relatively small scale is already in operation and the plant is undergoing development to enable larger quantities to be made.—(MSN)

In all history, antique or modern, the grandest achievement yet for political Humanity—grander even than the triumph of the Union over Secession—was the return, disbanding and peaceful disintegration from compact military organization, back into agricultural and civil employments, of the vast armies, the two millions of embattled men of America—a problem reserved for Democracy, our day and land, to promptly solve.—Walt Whitman in 1876.

Diet and Disposition

IN 1927 Dr. McCarrison was appointed director of nutrition research in India, and launched the series of magnificent studies on deficiency diseases and malnutrition which made him famous as a great pioneer in the science of nutrition. What he did was to feed some rats on a diet based on that of the Hunzas, the Sikhs and the Pathans—all robust tribes of the northern border provinces—and others on diets like those of undersized and disease-ridden peoples of the south.

**Upper Class Diet**  
The Hunza rats got whole wheat bread smeared with fresh butter, sprouted peas and beans, fresh raw carrots and cabbage, unboiled whole milk, a small ration of meat with bones once a week, and plenty of water. There were 1,899 of these rats and when they were twenty-seven months old—an age in a rat which corresponds to about fifty-five in a man—they were killed and autopsied. During all their lives, not a single one of the rats had been sick, there had been no death of an adult by natural causes and no infantile mortality. The post-mortem examination showed that all were remarkably free from disease.

**Lower Class Diet**  
Very different was the plight of the 2,243 other rats used in McCarrison's experiments. Like the Hunza rats, they were housed in clean, sunny cages; but they were fed on the diets eaten by the poor people of Bengal and Madras; polished rice, unsprouted peas and beans, other "vegetables," condiments and a little milk. Those rats got every kind of disease—pneumonia, sinus infection, enlarged adenoids, stomach ulcer, cancer of the stomach, pernicious anemia, goiter, heart disease, and a whole list of other ills.

**Cockney Diet**  
In another experiment, a colony of rats was fed on the diet of the British working class, which is not unlike the diet of our lower-income city families in the United States. They were given white bread, canned salmon and boiled potatoes, with astonishing results. Whereas the rats fed on the Hunza diet were gentle, playful and even affectionate, the rats fed on the cockney diet not only got sick with various diseases, but developed the most terrible tempers. Soon they began biting their attendants and killing each other.

During these experiments, Victor Heiser, author of "You're the Doctor," visited McCarrison's laboratory and wrote this about what he saw:  
**Like a Malnourished Briton**  
"I approached the cage of one of the rats, expecting to find the usual peaceful laboratory animal. Not only must the product be absolutely flawless, but it is essential that a standard product should be obtained however many times the manufacturing operation is carried out. Consequently the whole process of manufacture must be subjected to the most exacting tests at all stages. The very high melting point of many of the new materials often necessitates their fusion being effected in platinum vessels at the high temperature of the electric furnace. A satisfactory method for work on a relatively small scale is already in operation and the plant is undergoing development to enable larger quantities to be made.—(MSN)

Later McCarrison found that by varying the diets of his rats he was able to produce almost to order the diseases of the Indian people who eat these diets. Gastric ulcer and duodenal ulcer are very common in Travancore, somewhat less so in Madras. Of the rats fed the Travancore diet, 27.7 per cent developed ulcers; of those fed on the diet of Madras, 11.1 per cent became ulcer victims.—N. P. Norman, M.D., and James Rorty in "The Healthy Hunzas," *Organic Gardening*, July, 1945.

**Will power: "The ability to eat one salted peanut."**

**Have no regard for the approval of man and its lack will not wound you.—Ernst von Feuchtersleben.**

Chinese Husband Adds Notes to Wife's Book

MRS. BUWEI YANG CHAO is author of a book published by John Day Company and entitled "How to Cook and Eat in Chinese." The lady's husband, Dr. Y. R. Chao, has interlarded some spicy footnotes to his wife's recipes, which add flavor to the reading if not to the dishes. For illustration, following the recipe for "Stirred Eggs," Y. R. C. appends the following note:

**A Commentary**  
During the match there is a running commentary, and at the interval and afterwards, the commentator invites questions. The fact that a crowd of some 50,000 is watching the match invariably raises the question of the box-office value of the players, who, if they held a similar position in the baseball realm, would receive many times their soccer salary.  
"Do you mean to say that those 22 players out there get only \$704 between the whole lot of them and yet they draw this crowd?" This retort usually follows when the Americans recovered from their surprise about maximum wages. And then the commentator has to amplify upon his earlier remarks about the conduct of professional soccer in Britain.  
The Football Association, he tells them, is made up of legislators

Assist Individuals Not Institutions

How can aversion to education by contract be reconciled to a proposal that returning veterans be educated at government expense? The unpopularity and resulting death of the National Youth Administration should not blind us to the useful precedent it established, the practice of giving assistance to qualified individuals to attend institutions and follow courses of study which they want to follow. In the present state of American education and American politics, assistance to individuals who deserve assistance is far safer from both the educational and the political point of view than assistance to institutions who will then assist the individuals.—Robert M. Hutchins.

Bartzen Makes His Mark in College Tennis



Bernard (Tut) Bartzen, in his high-school days

Bernard (Tut) Bartzen, San Angelo's little lefthanded net wizard attending William and Mary College, won his third round match recently in the National Collegiate tennis tournament in Evanston, Ill.

The San Angeloan, last year University League and National Interscholastic champion, defeated Midshipman Bob Crawford of Annapolis, 6-3, 6-1.

A man walked into the office of the Boise (Idaho) Statesman and presented a clipping advertising the newspaper's offer to give away gramophones. Finally the city editor noticed the item had been clipped from a "40 years ago" column.—Editor and Publisher.

**A good rhyme, like a good pun, has the trick of seeming both accidental and inevitable.—Louis Untermeyer.**

**"An adult is one who has stopped growing except in the middle."**

Professional Sport in Britain Doesn't Pay

HOW MUCH are these fellows paid? That question must have been asked dozens of times by Americans attending the big league Association football games under a scheme sponsored by the Football Association and the British Council. And always the answer has brought forth a gasp of surprise.

It is a source of amazement to Americans, reared on baseball salaries, to learn that the maximum a professional footballer in England can earn is \$32 per week, plus \$4 if his team should win and \$2 if it should tie. In wartime football the pay is \$4 per match.

American guests invited to see professional football usually congregate at a social center, where they are entertained at lunch, and afterward the guide for the day outlines the plans for a visit to the football ground. He gives them details of teams and players; explains how soccer is played and how it is conducted; and ends with a brief survey of football in Britain from the time it was a riotous mob game until it became the great national spectator sport of today.

**When the tree falls the shade is gone.—Chinese Proverb.**

Line Where the West Begins

THERE are streams that have no story except that of the people on their banks, but the Missouri River is a story in itself—and no idyll or eclogue either, but an heroic poem, an epic. It is a thoroughly masculine river, a burly, husky bulldozer of a stream, which has taken on the biggest job of moving dirt in North America. It has been well-named the Big Muddy.

For almost a century the Missouri was a principal highway of the biggest business in North America—the fur trade. But the traffic in furs was only a small portion of the business handled on the stream. We hear much of the Santa Fé and Oregon trails and other famous roads leading into and across the Great American Desert, and forget that nearly all travelers on those overland trails began their journey with a boat trip on the Missouri River. Thousands of the wagons which rolled to Santa Fé and Oregon and California traveled on boats from St. Louis to Kansas City or St. Joseph before their iron tires could bite into the grass of the Great Plains.

But the Missouri River was not only the main highway to the West, it was also the base of operations for the winning of the West—an unbroken chain of forts and camps, missions, trading posts and Indian agencies, all devoted to that conquest.

Throughout much of its course, also, it was a definite boundary or barrier between two kinds of country, two climates, two cultures, two ways of life. On its left bank lay beautiful woodlands, lakes, and prairies; from its right bank rose the magnificent Plains, stretching away to the Shining Mountains, the backbone of the continent. . . . Since white men occupied the valley, the river is still the boundary between two cultures. On the east bank you find the plow, the farm, the barnyard, the tall corn, and the rifle. On the west bank you have the saddle, the ranch, the corral, the beef steer, and the six-gun. If anyone wishes to locate the line "Where the West Begins" he should look for it in the middle of the Missouri River.

It divides or washes the boundaries of seven states—Missouri, Kansas, Nebraska, Iowa, South Dakota, North Dakota, Montana; four state capitals stand upon its banks.

who control football with a zealous reverence. That is why clubs make no money out of the game. In fact, most of them are in debt, and that is why the salaries of the players are relatively low. The majority of the 1,000,000 fans who attend the league games on a peace-time Saturday afternoon choose to pay only one shilling (20 cents) to watch. So it can be realized that turnover for the clubs is not colossal. If the Football Association permitted and the people willed it, there is no doubt that soccer could be made big business. But the British don't want it that way. They much prefer to watch their sport the hard way, by standing all the while and sharing the exposure to the elements with the players.

**Covered Seats**  
Although some clubs—the Arsenal, of London, among them—have good grounds with plenty of covered seats, many clubs have little more than football pitches with stepped embankments around them. A galvanized-iron enclosure, under which the players dress, serves as a grandstand. It was after visiting some of these grounds that one American commented to the London Evening News, "Don't you folk ever like to feel comfortable when you're watching a ball game? In America our sports grounds have comfortable tip-up seats, rest rooms, boys walking round with snacks and drinks while the game is in progress—and we have comfortably appointed powder rooms for the girls. I'd hate to take a girl friend to any football ground I've visited over here."

Perhaps after the war soccer fans may prefer to take their sport in more comfortable surroundings and urge for conditions like those at many of America's sports arenas. But it is doubtful and it certainly cannot be done without putting professional football on a business footing. And the Football Association in the plans it has so far revealed for postwar soccer has no intention of putting business before the soccer fans' pleasure.—M. B. E. Skilton, in *Christian Science Monitor*.

When the tree falls the shade is gone.—Chinese Proverb.

astonished at how the little fairy tern can escape from its confinement without at the same time kicking itself off into space.—Captain T. McDean Downs in "Birds of Midway," *The Atlantic Monthly*, July, 1945.

Progressive Educator Arouses Controversy

(Continued from page 1)

pieces attacking youth as gone to the dogs, or like pushing over a child just learning to walk. Then it is too late.

Progressive education already is established partially in many of our small or large systems. It certainly could get infinitely better. But I doubt that it will be scrapped and the old-red-schoolhouse stuff dusted off to put in its place.

The *Saturday Evening Post* debate was opened by William Owen, now principal of the Consolidated School of Barryton, Mich., whose enthusiasm for progressive methods has waxed and waned in 18 years of teaching. Although he says in "My Case Against Progressive Education," June 23, that he wants to salvage some of the best of the progressive program, that he still believes in its original aims, I think he disagrees with its fundamental philosophy.

This quote, for instance, not only misrepresents the practice, but denies the whole philosophy of the modern program:

"We forget that at some point every child must learn tasks he may not voluntarily choose; that all our development as civilized people comes through training ourselves to endure certain restrictions and applications; that Christianity as a religion, and as the greatest single influence upon the development of humanity, is itself inhibitive, demanding control of most of the natural instincts of uncivilized man. Schools training boys and girls to express themselves completely, without restrictions or compulsion, are training boys and girls of the twentieth century to revert toward the savage state."

Dr. Sidney Hook, chairman of the department of philosophy of Washington Square College, New York University, comes back (*Post* of June 30) with:

"I have never had a discipline problem when I had an interested class. . . .  
"Progressive educators oppose adult dictation to children. Their critics interpret them as therefore advocating child dictation to adults. But to say that the teacher must not act like a policeman is not to say that he must act like a milkman."  
Principal Owen wants to turn back "to borrow from methods incorporating authority and discipline, reaching for order and respect in our classrooms."  
Dr. Hook pleads for improvement in progressive education, but not by returning to the "demonstrably inadequate methods of the past."—Evelyn Seely in *P.M.*

Churchill Learned to Sing at Harrow

(Continued from page 1)

again. All the thoughts and dreams of boyhood come thronging back. . . .  
All the thoughts and dreams of boyhood come thronging back. . . .  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem to the players as they look back 'forty years on.' Suddenly the song soars to a climax:  
**"Forty Years On"**  
"One song, 'Forty Years On' has just been called one of the grandest in modern literature. A football song, it questions how all this glorious, playful struggle will seem