



Ad-men Will Take Over Radio, Warns

FCC Official Concerned Over Advertising Domination of Airways

BEFORE looking forward to meets next spring in which a wide program of events is scheduled, let's look back for a moment to one meet scheduled for grade schools in far western Texas, held at the New Deal school in Lubbock County under the chairmanship of A. L. Faubion. At the close of the meet, Mr. Faubion sent to State Office a batch of newspaper clippings which, taken together, measured better than a column, all devoted to this meet. Advance notices as well as "follow-ups," and a final report of the meet appeared in the county papers. The local papers, if their co-operation is secure, can really make a meet. This avenue of publicity should certainly never be neglected by the executive committee of an interscholastic meet.

Editor Says Educators Urge All-year School

SOME Texas school leaders are urging that the public schools be reorganized and put on a 12-month basis, instead of the small-scale and limited summer school programs now conducted without much relation to the regular terms.

25% Gain

Several advantages of the plan, and reasons for it, were stressed. First, the public would get almost a 25 per cent gain in benefits from its very costly and elaborate set-up of schools and facilities.

The individual would get better and broader educational training, and more of it. He would, within

(Continued on p. 4, col. 7)

Minnesota League Expands Speech Activities Program

Adds Extemp Reading And a Contest for Discussion Groups

EXPANSION of the speech program by the Minnesota State High School League is indicated by the listing of a number of new speech contests in a bulletin recently issued by the organization.

Among the eight contests listed, the one in Extemporaneous Manuscript Reading and another in Discussion are rather out of the ordinary for inclusion in statewide championship speech program.

Extemp Reading

The rules governing the extemporaneous reading contest, follow: "In extemporaneous manuscript reading each contestant will draw his selections at a designated time, and will be allowed 30 minutes preparation before he is called to the platform. The selections will not be memorized.

"The drawing of the selections will be as follows: The contestant will be allowed a choice of prose or short poems or long poems, and once he has drawn his titles in one field, he cannot make a choice in another field.

"If the contestant chooses prose, he will draw three (3) titles and select one of these three for presentation.

(Continued on p. 3, col. 5)

Limited Supply of Two Important Studies of Compulsory Military Training

- I. "Peace Time Conscription (pro and con)," F. M. Brewer, Editorial Research Reports Vol. II, 1945, 21 pages, Price \$3.20.
- II. The Annals of The American Academy of Political and Social Science, September issue, 1945, Price \$1 per copy.

Only one copy per school now available, and even with this limitation, there is not enough to go around. Order now from The University Interscholastic League, Box H, University Station, Austin, Texas. First come, first served.

Awarded 1st Place in 1945 1-act Play



Ft. Davis High School 1-act Play Cast
 Top row, left to right: Forest Bell Granger, Jane McIntosh, Mary Fisher, J. K. Miller.
 Bottom row, left to right: Mrs. C. G. Matthews, Supt. C. G. Matthews (Director), Amy Lou Bloys.

Interesting Group Wins State Award

Ft. Davis Cast Remarkable For Versatility of Individual Players

FORT DAVIS High School's presentation of the one-act drama "On Vengeance Height" by Allan Davis was awarded first place in the State One-act Play Contest last May. The award had added significance because of the fact that Ft. Davis was the smallest school represented in the contest, and competed with some of the largest schools in the State. The play was directed by Superintendent C. G. Matthews.

As the blind grandmother, Amy Lou Bloys contributed much toward making the play the first-place winner. She had previously won two best actress awards for her performances in District and Regional Meets. In her senior year she served as class president,

secretary-treasurer of the dramatic club, captain of the volley ball team, and pep squad leader. She was valedictorian of the 1945 graduating class. Her father is Arthur Bloys, Fort Davis.

Jane McIntosh, who played the role of June Vandover in the play, is an outstanding student in the Fort Davis High School. During the past year she was Junior Class president and ranked highest in scholarship in the class. The dramatics club elected her president for the 1945-46 school year. She is the daughter of Mr. and Mrs. J. G. McIntosh of 2624 Woodridge, Austin, but makes her home with her grandmother, Mrs. E. H. Carlton of Fort Davis, during the school months.

Although only fourteen years of age and a freshman, Foster Bell Granger has made a name for himself in the Fort Davis School. An excellent performance as the young boy in "On Vengeance Height" earned him acting awards in the State and Regional Meets. His naturalness and ease in this role were remarkable. In scholarship he ranks fourth highest in the freshman class. He makes his home with his grandfather, T. T. Granger of Fort Davis.

Another fourteen-year-old honor student in this winning play was John K. Miller who gave a capable performance as Lem Carmalt. During the past year he served as

president of the freshman class and ranked second highest in scholastic average in the class. He is the son of J. K. Miller, Fort Davis.

Mrs. C. G. Matthews and Mary Fisher did their share in making the play a success by assisting backstage and helping with costumes and make-up.

New Ruling Clarifies Tax on Admissions

WHILE some states have operated on the assumption that admission tax on tickets sold to students of the visiting school is based on the reduced rate granted such students, there has been a difference in the rulings of local collectors. A ruling of the Federal department of Internal Revenue under date of March 21, 1945, appears to have settled this matter as far as future contests are concerned. This ruling was addressed to "All Collectors of Internal Revenue and Others Concerned" and signed by Joseph B. Nunan, Jr., Commissioner. The paragraph of this bulletin from the Federal office which applies to this particular matter is as follows:

"Students admitted to affairs held at, or conducted by, the school which they attend, and students of schools competing in any athletic game or tournament, regardless of where held, are not admitted under circumstances under which other persons are admitted and if admitted are not liable for tax or if admitted at reduced rates are liable for tax on the reduced price, except that an

(Continued on p. 4, col. 6)

Vast Amounts of Materials Made Available to Schools

Surplus Property Board Makes Provision for Stupendous Distribution

ROBERT A. HURLEY, member of the Surplus Property Board, announced recently that the finishing touches are being put on a vast program to distribute, virtually cost free, much of the material and equipment left over from the war. Schools are very much interested in that part of this announcement which concerns free distribution to schools of very valuable equipment running in dollar-value into ten figures.

"Any school," he continued, "can have equipment for health clinic, including X-ray machines, if the school board could not afford to buy the equipment, but can provide a doctor."

"Likewise, if we put a motion picture projector or a radio in a classroom, the school will keep the equipment repaired and replace parts as they wear out."

Intention of Congress

Hurley said that Congress envisioned such program as possible when it wrote into the law governing disposal of surplus property provisions permitting sale, lease or donation of surpluses to any public, non-profit, educational, or charitable organization.

Two separate programs, one covering health, the other education, have been worked out during the last six months, Hurley said, prin-

cipally by Jonas Reiner, former Assistant Administrator for the Board.

The regulations in their final form are being circulated among interested Government agencies and are scheduled to be adopted formally when the Board meets tomorrow.

Hurley said that the Board has designated Dr. John W. Stude-

(Continued on p. 3, col. 8)

School Cannery Cans 8,000 Cans from School's Garden

Cunningham School Organizes for Community-School Co-operation

THE Paris "News" has been noted a long time (ever since Editor Warner went there from the Houston Post) for its attention to the public schools of Lamar county. In the old days when Interscholastic League County Meets were in their flower, we could always count on the "News" to do its bit, and its "bit" was about half the success of the show.

But we had lost track of the "News" until just the other day when along came a copy (issue of Aug. 31), and sure enough here it is boosting a school project of a little Lamar County rural school with half a page of story and illustrations. It's such a good

story, and such a worthy enterprise, that we reproduce it in full. The by-line says Maude Neville wrote it, but we don't know whether she is a professional newspaper reporter or just one of Cunningham School's pupil-reporters.

It's all about the victory gardening and canning activities of the school, the organization which secured the co-operation of school and community, and of the great success of the enterprise. The story as it appeared with three big 3-column illustrations, follows:

"One hundred gallons of beet pickles, 140 gallons of kraut, 80 gallons of chowchow, 700 large cans of peaches, 2,000 cans of tomatoes, 200 cans of hamburger meat, 700 cans of corn, 60 gallons of plums—surely Cunningham's school pupils won't ever be hungry this winter.

"Not even Supt. F. E. McGahan knows exactly the amount of fruits, vegetables and meats put

(Continued on p. 3, col. 7)

More Men than Women Have Speech Defects

MEN STUDENTS have more speech defects than women students, Jesse Villarreal, director of The University of Texas speech clinic declares.

Three-fourths of the enrollment in the University's speech laboratory are men, and most of them have defects of articulation, rather than structural deformities, Mr. Villarreal says.

"The poor use of normal structures cause the student to add, substitute, or omit individual sounds, thus creating a hindrance in his speech," the professor explained.

"The demand for teachers equipped for the special task of remedying speech difficulties is increasing, particularly in the secondary schools," Mr. Villarreal said. "Administrators of high schools are beginning to see the value of corrective speech courses. Texas is lagging behind many other states in the work of speech correction, but new interest is expected in the work with the bill passed by the 49th Legislature providing training for exceptional children."

Big Increase in 6-man And Conf. B. Football

(By R. J. Kidd, Athletic Director)

THE TWENTY-SIXTH annual championship football season has opened up with 740 high schools competing in League football. This is an increase of 102 teams over the 1944 season. The increased participation is in 6-man and Conference B football. These schools are able to resume interschool competition largely because they are now permitted to use their school buses to transport teams. The man power situation has also eased up in the smaller schools, with many schools able to secure well qualified coaches.

The increase in school participation will mean that hundreds of boys will be given another opportunity to compete in football.

Six-man football is becoming very popular with the contestants and fans in the smaller schools. The game is fast and open. It requires a great deal of individual skill on the part of the players, thus making it attractive to the fans. Prior to the outbreak of the war Texas led the nation in the number of 6-man teams. Within another year there should be well over 200 schools in the state taking part in 6-man football.

Schools desiring to enter 6-man or Conference B football during the 1946-47 school term should make their application one year in advance. Your request for assignment should be made to the State Office now.

In League football this season there are 103 Conference AA teams, 269 Conference A teams, 218 Conference B teams, and 150 6-man teams, making a total of 740 teams.

Extemp. Topics*

HEADLINING the news in important dailies and weeklies of the country are the following general subjects: The Atomic Bomb; The United Nations; Discharged Service Men; Full Employment; and The Truman Administration. Of course, there are many other big and important subjects in the current of national discussion, but for a beginner, let's take these five, and leave something for next month and the month after.

Under each of these subjects, topics are selected for assignment as follows:

1. The Atomic Bomb
 - a. Development and Use Against Japan
 - b. Shall England, America, and Canada keep or Share this Secret?
 - c. Peacetime Uses of Atomic Energy
2. The United Nations
 - a. The Charter
 - b. The Postdam Agreement
 - c. Conference of Foreign Ministers
3. Discharged Service Men
 - a. Charges of Unnecessary Delay in Demobilization
 - b. Adjustment of Discharged Service Men to Peacetime Employment
 - c. Continuation of Education
 - d. Rehabilitation of Disabled Veterans
4. Full Employment
 - a. Provisions of Full Employment Bill
 - b. Argument for the Bill
 - c. Case Against the Bill
5. The Truman Administration

*For rules and regulations governing the contest in Extemporaneous Speech, see pp. 36-40, Bulletin No. 4527.

- a. Is Truman Left or Right of Center?
- b. Truman's Cabinet Appointments
- c. The Truman Policy in Dealing with the Congress

Besides the usual sources of information on these subjects, the Extension Loan Library, University Station, Austin, Texas, will supply packages as long as they last on loan basis, free except for postage.

If teachers find difficulty in finding sufficient information on any of these topics, please write the Editor of the LEAGUER about it, and suggest alternate topics.

Noted Educator Says Christian Era Is Here

THE CHANCE has come, I think, to put into practice what men have called 'Christian' program. For two thousand years we have dreamed of a social order in which the term 'all men' would have meaning. We have preached the gospel that all men should be free, all men should be equal, all men should be brothers. But common sense has found our vision visionary. It has found, in actual experience, not one humanity, but many separate, hostile groups. And especially, in recent years, it has encountered those moral monsters which we call the national, sovereign states.

But now the time has come when the words, 'all men,' can have genuine and useful meaning. In essential respects the human world has become one world. It has been made one by science, by invention, by communication, by finance, by commerce, by transportation, by

(Continued on p. 4, col. 6)

The School Camp Is Gaining in Many States of the Union

Michigan Has Special Laws Enabling School Boards to Use Funds

(By Julian W. Smith, Department of Public Instruction, Michigan)

IT HAS been taken for granted too long that outdoor education naturally becomes a part of the individual's experiences, without special attention by the school and other agencies. For some, this may be true; but many children, even in Michigan, will miss some of life's finest experiences unless outdoor education takes its place in the curriculum. Probably every school in Michigan is already doing much in this fascinating field, but many more resources are gradually becoming available that should be used. Outdoor education already

cuts across the school's curricular offerings through the sciences, art, music, outdoor sports, and many other activities. The community also offers much through camps, clubs, and other activities, while the State and National governments have unlimited resources, many of which have not been adequately used.

CAMPING is an American mode of living and has become an activity enjoyed by countless thousands as a pleasant departure from city dwelling. With a background of Indian camp lore and the American lumber camps, the modern boy and girl, and often their parents, find relaxation and physical rejuvenation in imaginary Indian land, Paul Bunyan days, or exploration of the wilds.

A great variety of camps have come into existence, designed for a great variety of purposes. Most of them operate in the summer months, although there have been some on a year-round basis. Thus, the camping movement is not new; but despite all the camps, public and private in existence, thousands of boys and girls have never had the opportunity to attend a camp. Two of the newest developments in the camping movement are school camps and camping in connection with State and National parks and forests. This article will deal with school camping as a part of the total educational program of the school.

Several states have already recognized school camping as a part of the school's program. New York and Michigan especially have conducted rather extensive programs, some on an experimental basis, where the school camp becomes a phase of the student's educational experience. Both of the states mentioned now have enabling legislation, permitting local school districts to use school funds to maintain, equip, and operate school camps as a part of the school's educational program.

(Continued on p. 3, col. 6)

INTELLIGENCE, SOCIAL ACCEPTANCE, AND SOCIAL MINDEDNESS

I. Donald: I. Q. Low; Social Acceptance High

(By M. E. Bonney, Ph.D.)

("A lecture in print" republished by special permission of the Hogg Foundation.)

DONALD has an I. Q. of 80. Helen has an I. Q. of 126.

What do these simple facts tell us in regard to whether or not these particular children have good or bad personalities as measured by their ability to make a favorable impression on others? What do they tell us in regard to the social mindedness of these children? The answer to both these questions is: "Exactly nothing."

But, you say, are not bright children generally more successful with their associates than dull ones? And do they not show a better sense of social obligation?

The reply is "yes" to both of these rejoinders if attention is centered on group trends. But parents and teachers do not work with group trends; they work with individuals. The main question

(Continued on p. 4, col. 7)



Published eight times a year, each month, from September to April, inclusive, by the Bureau of Public School Service, 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 OCTOBER, 1945 No. 2

QUITE a stew is brewing in New York schools over strike of athletic coaches for higher pay. Coaches' strike was followed by students strike when thousands of high-school boys and girls quit school and paraded the streets with placards reading "No Sports, No school." Mayor La Guardia advises the school board not to yield to coaches for the reason that some other group of teachers might get the same idea and strike for higher pay. The coaches have gone back to work, but negotiations with the board are continuing.

OUR MAIL sometimes goes astray on account of an insufficient address. Recently letters addressed to the Bureau of Public School Service have been delivered to the Austin Public Schools. Sometimes a letter addressed to the Interscholastic League is delivered to the Inter-collegiate Athletics Department of the University. To insure prompt delivery and immediate reference to the right person, all letters referring to League work should be addressed simply "Interscholastic League, Box H, University Station."

SEPARATION between church and state flares up in a heated court case in Champaign, Ill., as a result of the schools of Champaign county offering religious instruction in the schools. Mrs. Vashti McCollum charges that religious teaching in the schools violates both the State and Federal Constitutions, and, even though attendance is voluntary, is contrary to traditional American doctrine of separation of church and state. Both sides have agreed to carry the suit on to the Supreme Court of the United States. Decisions along the way will be watched with great interest by the school teaching profession.

SCHOOL ADMINISTRATORS should be careful to see that no medical or X-ray hog roots in on athletic benefits payments and leaves only a rind for the individuals it is supposed to benefit. We have heard of one case where an X-ray racketeer has arrangements with an accommodating hospital whereby he gets fifteen dollars per peep at each X-ray photograph taken with hospital equipment and by attendants paid by the hospital. This X-ray expert simply puts that fifteen dollars per peep on the doctor's bill and the doctor is therefore compelled to charge it up to the school, thus largely neutralizing the benefit-plan, in some cases. And by the way, the doctor has already read the X-ray and set the fracture the night before the X-ray expert takes his fifteen dollar peep at the picture.

WE HEAR a lot about the extracurricular activities of pupils in our schools, but not so much about the extracurricular activities of school executives. Last summer we had occasion to visit a number of small schools. We found one superintendent roofing a Negro schoolhouse, and he was doing a thoroughly workmanlike job in the July sun, 101 in the shade; we failed to find another administrator because he was a defense-plant worker who was "incommunicado" during working hours; another 225 pounds of quite efficient school superintendent was sweating some of it off in a sweet-potato patch raising these tubers for the school cafeteria in which two vegetables and one glass of milk is served for 15 cents, turning in a profit of \$150 per month to the school treasury. We question the policy of making a profit out of a school cafeteria, but certainly not the energy and good management which makes a profit possible at such reasonable prices for food. And, moreover, we believe a sounder public policy would be to employ these able men at their regular job of administering the schools all year round, rather than compelling them to seek supplementation of their meager salaries in such "extracurriculars." The nine-months term is an anachronism.

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, B. 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. Fatherson, Abilene; Nat Williams, Ballinger; W. T. Graves, Coleman; Jack Ryan, McKinney; W. J. Stone, Nacogoches; 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, Kerville; E. T. Robbins, Taylor; J. D. Fulton, Prairie Lea; Ben Bright, Brownsville; J. W. Roach, Alice; Walter Coors, Orange Grove; Murry Fly, Odessa; R. D. Lee, Monahans; J. E. Greig, 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. Declamation: Howard Townsend. Extemporaneous Speech: Graydon L. Auzemus. 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. E. 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.

Conversation Among the Great

LIKE HER great brother, Corinne Roosevelt Robinson had to a rare degree the gift of enthusiasm, and of communicating it to her friends and guests. Her connections were not only poetical but with the larger world of affairs. . . .

Of Theodore Roosevelt, whom she adored, she loved to talk. . . . Defending him against the charge of egotism one day, she quoted him as saying, "I'm not a genius, Corinne, but merely a man with an unusual number of talents." But it was her account of her young daughter's first visit to the White House, where John Burroughs was also a guest, I found particularly amusing.

"Now, dear," she told the girl, "you're going to the historic home of Presidents where you will hear the talk of great men. You must listen carefully and not forget a word they say."

The girl returned and was questioned. "Tell me, dear, did you listen well? Was their talk thrilling? Tell me all they said." "Uncle Theodore began, Mother. He said, 'I went out into the country yesterday, John, and saw a yellow-breasted tommit. It called peewee! peewee!' And Mr. Burroughs said, 'You're mistaken, Theodore. Its call is peewee! peewee!' . . . That's all they talked about." — From "Bridging the Years," by Cale Young Rice. (New York: Appleton-Century, 1939.)



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 is being voted on at present.

"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."

Council Ballot

In Region V, Conference primary ballot was mailed out to member-schools for place held by M. V. Miller, formerly of Dayton. However, after the ballot was mailed we found that Mr. Miller had moved to Galena Park, another A school in Region V. Thus there was no vacancy and this ballot was cancelled.

Number Sense

Number-sense tests now in circulation are gradually being replaced by others. New ones will all have this statement in the heading after the statement regarding starred problems which require only approximate answers: "Any answer falling within the two extremes given in the key will be scored perfect."

Error in Bulletin No. 4526

On page 11, in line 7, read "257/1000 equals .257" instead of ".275."

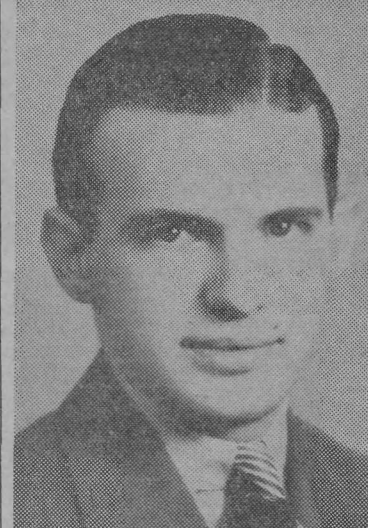
Slide Rule Bulletin

In the list of bulletins published in Appendix IV of Bulletin No. 4527, page 102, no price is given for the pamphlet, "How To Use a Slide Rule." The price is twenty



SEVENTEEN years ago this fall the Interscholastic League Press Conference sent forth its first bulletin to the high-school advisers and editors of the state. Many of the editors whose names have become a part of the I. L. P. C. record during those years have passed out into places of prominence in professional journalism.

Vera Elizabeth Eikel, editor of New Braunfels High's mimeographed paper and one-time president of the I.L.P.C., now does radio work for a national chain in New York.



Mac Roy Razor

Mac Roy Razor, one-time editor of The Austin Maroon, went on to become city editor of a Texas paper, public relations director for the U.S. Marines in certain areas of Texas, then a marine correspondent to cover the invasions of Iwo Jima.

Hal Sayles, formerly of The Abilene Battery, went through college and then out into professional journalism to become a home-town boy who made good in his home town. He is now night editor of The Abilene Reporter-News.

William Barney, formerly of the Paschal High Pantherette, rose rapidly in the field of public relations and is now in the public relations department of Shell Oil Company, Houston.

David Botter, who represented the Palestine High Chatter in 1932, is one of the star reporters today on The Dallas News.

Up They Go

One by one, they have passed from high-school journalism, into college journalism, out into professional fields and up the ladder, literally hundreds of them during these seventeen years. In later columns we may mention others who have made unusual successes. Just at present we want those who are in high school to catch a glimpse of possibilities that lie ahead; so they may tread the path of those who have gone before.

On September 15 we mailed our first letter of the year to advisers of school papers, inviting the papers to become enrolled in the I.L.P.C. for this year. Be sure to return your enrollment blank at once. If you did not receive one, write to The Interscholastic League Press Conference, University Station, and we shall be glad to mail to you a copy of the rules and regulations concerning our division of the Interscholastic League and an enrollment blank.

Comes the Future

From the beginning of this year, the first school year since the end of the war, some predictions may be made with certainty in regard to changes in high-school journalism in the next five years. We predict:

- 1. The number of high-school papers published in Texas will more than double.
2. Courses in journalism and special provisions made for sponsoring school papers will become standardized so that journalism teachers will not be burdened with an unjust amount of work.
3. There will be a boom in the use of pictures for the school paper; and papers in larger schools will make use of their own camera and staff photographer.
4. That high-school journalism courses will be opened for both juniors and seniors.

2-Grade "High Schools"

Some small schools retain only the ninth and tenth grades and send the 11th and 12th grades to some larger center. Question has been asked concerning League fees of such schools. So far as League membership is concerned, these two-grade high schools are considered Junior High Schools and no fee is required for membership. Enrollment in the League on regular form is, however, necessary for membership.

iors and seniors in order that those taking the beginning course in their junior year may carry the burden of the school paper in their senior year.

5. School principals, superintendents, journalism teachers, and high-school journalism teachers will all arrive at a more sensitive understanding of ways in which the school newspaper may develop a sense of community responsibility among students and prepare them for good citizenship.

6. Public opinion polls will be used for many purposes beyond their present use. They will play a part in evaluating social standards within schools, shaping the trend of student conduct, as well as tabulating reaction to a current question.

The Personality Sketch

A glance at some of the papers just arriving on exchange leaves us with one general suggestion for improvement: Many of the "personality" columns tend to follow too closely a traditional pattern. The writer will tell what is the favorite color of the subject, his favorite food, his pet gripe, then will say that he has certain traits of character. Two basic principles should be followed in writing these personality sketches: (1) Instead of saying that the subject has a particular trait of character, search for an incident or a statement of fact that will demonstrate that he has this trait; (2) instead of asking every person the same stereotyped set of questions, develop your questions naturally out of the background and experiences of the person being interviewed.

What's the Matter with History

... "some take for granted any hearsay, whatever its source, others turn truth to falsehood, and both errors find encouragement with posterity."—Tacitus.



Universal Military Training. By Col. Edward A. Fitzpatrick. 374 pp. New York: Whittlesey House. \$3.

THE atomic bomb that burst over Hiroshima, Honshu, on Aug. 5, 1945, already has had a heavy impact on military thinking. Like the splitting of the atom it probably will be cumulative. Like a delayed fuse on an explosive, the full effect may not be felt for some time.

One of the problems that must be dealt with before the full implications of the unleashing of atomic energy are realized and rationalized is that of the military establishment of the United States. One of the most explosive of the issues in that debate is whether to have a peacetime conscription.

Colonel Fitzpatrick, a long-time educator and Selective Service officer in both the first World War and the second World War, discusses objectively this issue in his book, "Universal Military Training." It was written before the explosion of the first atomic bomb and for that reason has an air of unreality, especially in its discussions of the need for men trained in the science of war that was waged on a much more mundane level than that to which the scientists now have blown us. But, as stated above, it is a level on which we must continue to do our military thinking until such time as

(Continued on p. 4, col. 4)

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 complete 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.

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. Rousseau, 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 1938-40 League debate question, prepared by Dr. Joseph Ray, Associate Professor of Government, North Texas State Teachers College. There is here assembled authoritative information, pro and con, on this very vital question. There is included a large bibliography and the names of organizations which will furnish free material.

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

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

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 1935-36. 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. Rousseau, Debate Coach, The University of Texas.

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

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

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

Contains briefs and arguments pro and con on the following query: "Resolved, That a substitute for trial by jury should be adopted." This question was debated in the League debating contests during the 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 G. A. Dural, Ph.D., Instructor in Economics, The University of Texas.

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

These two bulletins were prepared by Mr. Bower Alty 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. Rousseau, 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 Spill 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 Spill gives both teachers and pupils valuable information and suggestions for recognition of themes, instruments, tones and types. Planned as a classroom text in music appreciation with many suggestive and thought 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 1925. It contains directions to the teacher and to the student for developing "number sense," that is, an ability to solve quickly arithmetical problems with accuracy without the use of pencil or paper. It is old-fashioned "mental" arithmetic systematically presented. This bulletin is used as a basis for conference contests in arithmetic. It contains more than a thousand problems. One hundred 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 text 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 Love 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 Love Phillips who has prepared other numbers of this series in the 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 League under the title, "Picture Appreciation," by Miss Florence Love, Head, Art Department, Sam Houston State Teachers College. The article contains many helpful hints to teachers who have a grade 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 a rental basis, and on guaranty by the school of payment in case any picture is damaged.

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 Declamations, No. 4144. Price 10 cents.

A list of 3,000 titles of poems for use in League contests. Listed alphabetically according to author. Lists of 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 the 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 contest 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 Delafest 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. Music is the soul of the Christmas celebration, and here in this bulletin you will find 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 Declamation Bibliography.

A list of thirty-four books and publications containing Senior Declamations. Some contain both Senior and Junior Declamations. 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. T. Benedict, late President of the University of Texas, published in The Interscholastic League. It disposes finally of 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 students 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.

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 War-time Commission, but it is not a general survey of the physical education situation in the United States. 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. A blank 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, are included. 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 filled per sheet. Key for grading problems 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 League.

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.

TEACHERS' GUIDE TO GOOD PLAYS



By Mrs. Mae Ashworth

SINCE the close of the last school year we have received several shipments of new plays from the major play publishing companies. Plays are listed below under the names of the publishers and by the number of acts. The letter "R" following a title means that a royalty must be paid to the publisher for the right to produce the play, while "NR" means no royalty is required.

Our Drama Loan Library will be glad to send any of these plays to adults for seven days' examination. Most of these plays will be reviewed in this column in future issues of the LEAGUER.

Baker

- One Act:**
Air Tight Alibi, R.
Bachelor Bride, NR.
Barabbas—Son of the Master, NR.
Black Out, R.
Chords and Discords, NR.
The Christmas Guest, NR.
Columbine Madonna, R.
Early Candlelight, NR.
18 Washington Square, South, R.
Facing the Future, NR.
Food for Freedom, NR.
In the Beginning—Book of 3 one-acts, R.
Overnight Guests, NR.
So She Made a Novena, NR.
Stained Glass, R.
The Strange Gate, R.
There's a Song in the Air, NR.
William Penn and the Ulstermen, NR.
Ye Shall Be My People, NR.
- Three-Act:**
Believe It or Not, R.
The Front Porch, R.
Hi and Sis in New York, NR.
Miss Millions, R.
Say It With Flowers, R.
Song of My Heart, R.
Stop-Over, R.
Three Girls and Jeffrey, R.
Truth on a Holiday, R.
Your Money or Your Wife, R.
You're Only Young Once, R.

Dram. Pub. Co.

- One-Act:**
A Borrowed Christmas, NR.
The Princess with the Hundred Dolls, NR.
A Room for the Prince, NR.
Ten Minutes Till Christmas, NR.
- Entertainments:**
Ben Down, Sister, NR.
The Gals Take Over, NR.
Kids Will Be Kids, NR.

- Ladies, Take a Bow, NR.
"Lorna Loon's Fate," NR.
The Opportunity Bureau, NR.

Three-Act:

- The Black Ghost, R.
A Case of Springtime, R.
Jane Eyre, R.
Last Stop, R.
The Little Minister, R.
No Way Out, R.
The Visitor, R.

Dram. Play Service

- Three-Act:**
A Bell for Adano, R.
Kiss and Tell, R.
Laura, R.
The Perfect Marriage, R.

French

- One-Act:**
A Man's Monument, NR.
Mrs. Murphy's Chowder, NR.
Murder Is Fun, R.
Sunday Costs Five Pesos, R.

Three-Act:

- Blithe Spirit, R.
Harriet, R.
Mama Had a Hunch, R.
The Skin of Our Teeth, R.
When Janie Comes Marching Home, NR.
While the Sun Shines, R.
You Can't Always Sometimes Tell, NR.

Row-Peterson

- Three-Act:**
It's All In Your Head, R.
Love Your Neighbor, R.
Where's Laurie?, R.

The National Thespians Society has published two booklets that we wish to call to the attention of dramatic directors. Copies may be ordered from Ernest Bavelly, College Hill Station, Cincinnati, Ohio.

How They Were Staged, edited by Earl W. Blank, \$1.60.

A practical guide to the staging of 42 outstanding plays, containing instructions concerning their suitability, plot, direction, stagecraft, and educational value. Recommended for high-school, college, and Little Theater directors. Included are such popular plays as "What a Life," "Junior Miss," "Kind Lady," "Arsenic and Old Lace," "Death Takes a Holiday," and "Stage Door."

Planning and Equipping the Educational Theatre, by A. S. Gillette, 60c.

This booklet should be in the hands of any school administrator who is planning a new auditorium and stage. All construction problems are discussed in a practical manner that allows for changes to fit the circumstances.

in mind and use it in a debate. Every time you learn something new, try to relate it to other things you already know so your job of putting this information to work will be simplified. The first step, then, is constructive preparation on a debate topic is to think clearly and carefully of what you already know about the subject. Someone has said that the process of speech preparation consists of "thinking yourself empty, reading yourself full, and thinking yourself empty again." That procedure is not a bad one to follow.

Specific Preparation

The second kind of preparation useful to debaters is the acquisition of specific knowledge on a topic. This kind of knowledge, of course, is the type that most debaters accumulate during the course of a debate season. Everything that pertains to peacetime compulsory military training that you run across adds to the store of information you have on that question. The problem, often, is finding some way of systematically acquiring this particular knowledge. Where can the debater look for material on a debate proposition? There are, it seems to me, five general sources of information for debaters.

The first and probably the best source of information is personal experience. Find out all you can about compulsory military training from your own experiences with it. If members of your family are in the armed forces, then you know how military training affects family life and the individual. Ask yourself how your community is affected when most of the young men are in the armed services. The things you discover from your own personal experience can be readily used in a debate—and without realizing it, you are speaking from authority.

Interviews should be classified as the second area of information. Interview civic leaders in your community, local politicians, people you know who are in the army or navy. Find out what these people (each an authority in his own way) think

about a peacetime draft. You can get together many worthwhile ideas and expressions of opinion that may be turned to good account in your debates.

The third source of material is information gathered through letters. Write to your representative or senator, to other authorities on the question. You can ask them any sort of question you want and usually get a frank expression of opinion. These replies can be quoted, usually, in debates and they will certainly help formulate your own ideas on the case as you develop it.

Using Printed Material

By far the most widely used source of material is printed matter. Make frequent use of your school and town library. Find out what writers of books and magazine articles have to say about this topic. Keep up with the current literature on the subject. Every important person who is vocal on this subject either writes for newspapers and magazines or is quoted in them. Read the newspaper every day, and pay particular attention to columnists such as Dorothy Thompson and Drew Pearson. Read news releases from Washington on congressional action on this question. It is a good idea, also, to read a newsmagazine, such as *Time*, *Newsweek*, or *United States News* every week to get a good summary of the week's happenings on this problem. Besides these more or less general sources, there are, of course, the special sources for debaters that most of you are familiar with. The new Reference Shelf volume on compulsory military training is just out—it, as always, is a good source of material: general, affirmative, and negative. The debate handbook you can get from the League Office is another very good special source of information on this subject. Don't neglect, either, various propaganda handouts on military training. True, they will be biased and one-sided, but you can get much useful material from them. And this question is such an important one that the quantity of propaganda material is very large. There should be no trouble in securing all you could use both for and against compulsory training.

And, finally, a fifth source of material is a catch-all source. It includes such things as radio broadcasts, public lectures, etc. While a lot of good information can be secured from these sources, necessarily, it must be acquired in a rather haphazard way. But listen to the radio, go hear discussions and lectures, gather information in as many different ways as you can. In a large measure, your success in debating rests on how much you know about your subject. So don't neglect any source that might give you information on the proposition. Gather as much material as you can and learn to turn it to advantage by using it in debates. By thorough preparation you educate not only your audience, but yourself as well.

*Review appears in this issue of the LEAGUER.

Floydada Cast Takes Second Place Honors in 1-act Play



Left to Right above: Maurine Medlin, Betty E. Yearwood; Left to Right, below: Ray Sparks, Gene Arwine.

Wins Two Places On All-star Cast

Kay Sparks Given College Scholarship by Students Ass'n of TSCW

THE FLOYDADA High School production of E. P. Conkle's comedy "Sparkin'" won second place in the State One-act Play Contest in 1945. Floydada was one of the smaller schools in the contest, but the play and students won a large percentage of the awards offered. Mrs. I. T. Graves was the director.

For his able portrayal of the character *Orry Sparks*, Gene Arwine won the distinction of being selected Best Actor in the State Meet, and an additional award of a gold medal as a member of the all-star cast. He was graduated in May at the age of sixteen. His father is J. A. Arwine of Floydada. Best actress in the contest was Kay Sparks who contributed much toward winning the second place award for the Floydada High School. A spirited performance as the grandmother in the play brought her this highest award as well as an all-star gold medal. She was leader of the Pep squad in her high school and graduated in May. She is the daughter of A. L. Sparks, Floydada.

The role of *Susan Hanna* was played by Maurine Medlin, another graduate of the past year. She ranked third highest in a class of 73. Her father, Robert Medlin, also resides at Floydada.

Betty Yearwood appeared in the role of *Lessie Hanna* in the winning play. She was yell leader for

*She was awarded a scholarship in Texas State College for Women for this achievement and is now attending that institution.

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. Communications should be sent to Mrs. Mae Ashworth, Box H, University Station, Austin, Texas, who is editor of this column.

TEXAS school children will hear interesting dramatizations of famous events over the new Texas School of the Air program at The University of Texas Radio House. "Forward with America," the new series, began with an introductory program on October 3, and the first dramatization on October 10 will be titled "El Quivira," portraying the 300 years of Spanish rule in Texas.

Colorful stories of Texas under six flags will make up the programs to be heard over the Texas Quality Network each Wednesday from 11:15 to 11:30 a.m., October to April. According to a recent survey, the School of the Air programs last year attracted a listening audience of an estimated half million pupils and teachers in more than 4,000 Texas public and private schools.

News Notes

The Mike and Masque Club, newly organized radio drama group at Amarillo Senior High School, met on September 24 to elect officers. Plans are being made to include work in announcing, news casting, radio drama and script-writing. The club is under the sponsorship of Mrs. N. N. Whitworth, who has also announced activities to be undertaken by the Thespian Club this year.

Speech has been added to the courses offered by the Falfurrias High School. Miss Virginia Bell, who is being discharged from the

WAC, will be instructor.

Miss Pat McClarney, acting award winner in the 1942 State One-act Play Contest, opens in a Broadway musical, "The Girl from Nantucket," in October. She appeared in the play "Afterwards" presented by Amarillo High School in the League contest.

Debate squad members of Austin High School, under the direction of Chase S. Winfrey, are handling the concessions at this year's football games in order to raise money for trips to out-of-town tournaments.

The Senior Class of Lometa High School is making plans for an early production of the three-act comedy "The Absent-minded Professor," under the direction of Mrs. W. G. Elzner.

The Radio "Ham" Club of Lubbock Senior High School is sponsored by Rogers Orr. Officers for the year were elected at the first meeting held early in September.

Dr. E. P. Conkle, resident playwright at The University of Texas, has returned from six months study of television and script-writing techniques in New York and Hollywood. He has predicted that special courses in television script-writing will become a new function of the Department of Drama, perhaps within a year's time.

Ruth Rimmer, 1944 first place winner in the State Debate Contest and outstanding student of Adamson High School, was awarded the A. Harris Scholarship good for four years at Southern Methodist University.

The Dramatic Club of Gaston High School, Joinerville, was or-

the school and maintained a high scholarship rating in a large class. J. R. Yearwood of Floydada is her father.

Heracitus on Competition

THE mutual necessity of contraries makes intelligible and therefore forgivable the strife and suffering of life. "For men to get all they wish is not the better thing; it is disease that makes health pleasant; evil, good; hunger, surfeit; toil, rest." He rebukes those who desire an end of strife in the world; without this tension of opposites there would be no attainment, no weaving of the living web, no development. Harmony is an ending of conflict, it is a tension in which neither element definitely wins, but both functions indispensably (like the radicalism of youth and the conservatism of old age). The struggle for existence is necessary in order that the better may be separated from the worse, and may generate the highest. "Strife is the father of all and the kind of all; some he has marked out to be gods, and some to be men; some he has made slaves and some free." In the end "strife is justice"; the competition of individuals, groups, species, institutions, and empires constitutes Nature's supreme court, from whose verdict there is no appeal.

An Ancient "Hitler"

In Sicily, 676 B.C., one Arthargoras taught the world a trick of politics that after centuries would use. He explained to the peasants that they were of Pelagic or Achaean stock, while the landholding aristocracy that exploited them was descended from Dorian invaders; he appealed to the racial pride of the dispossessed, led them in a successful revolution, made himself dictator, and established the manufacturing and trading classes in power.

Cars were bumper to bumper on a road to the coast during the Bank Holiday. Pedestrians feel comparatively safe when bumpers are in this position.—Punch.

ganized for the year at its first meeting September 13. Miss Cade is sponsoring the group.

Major James H. Parke, chairman of The University of Texas Drama Department, on leave since 1942, was recently awarded the Legion of Merit medal for distinguished services in the Army as a non-combatant officer. Major Parke will have special quarters with headquarters in Italy.

The Llano High School Dramatics Club held its first meeting September 18 with forty-one members present to elect officers for 1945-46.

Mrs. Frank Coalson of Abilene, sketch of whom appeared in "Who's Who in Texas Speech," September issue of the LEAGUER, writes that she has made definite plans not to teach during the present school term.

Expansion of Speech Contests in Minnesota

(Continued from p. 1)

has individuals who need and will welcome this opportunity for training in self expression.

The discussion activity shall be conducted according to the following procedure:

- (1) Each school may enter one (1) contestant in this event.
- (2) The discussion group shall be composed of not more than eight (8) contestants.
- (3) The topic for discussion shall be determined each year by the State Board of Control. The Executive Secretary shall have prepared an outline of the phases and sub-topics of the main topic selected. The suggested approximate percentage of time which should be

devoted to each phase should also be designated as an aid to the chairman of the discussion.

(4) The length of the discussion shall approximate one (1) hour or less depending upon the number of contestants, but shall assure each contestant five (5) minutes of actual speaking if he so desires.

Any time consumed by each speaker shall be measured in minutes and half minutes.

Note: To discourage a contestant from making responses too short, a half minute minimum will be charged regardless of the brevity of his remarks.

(5) The chairman for this discussion may be any well-read faculty member, citizen of the community, the judge of the contest, or a qualified student.

(6) The chairman will introduce the topic for discussion and present the preliminary facts working towards the first topic in the outline.

(7) The chairman may designate any one of the contestants to respond to these introductory remarks. Thereafter, the chairman may call on the contestants in any order to express their ideas on the topic under consideration. The chairman may also grant permission to talk to the contestant who expresses a desire to be next speaker. This desire to speak may be indicated by rising to be recognized or by raising the hand or by merely recognizing the contestant who starts speaking ahead of the others, if the chairman approves of this latter method.

(8) A timekeeper shall by time cards in plain view keep each speaker and the chairman informed of the number of minutes of their maximum allotted time remaining. This information will guide the contestant and chairman in determining the order and length of their remarks.

Note: The chairman should keep a record of time remaining for each speaker and direct his questions accordingly i.e. more questions to those with fewer previous remarks. The timekeeper or chairman may inform any speaker of his time remaining upon the speaker's request.

(9) The discussion contests shall end with the regional contest.

Michigan Promotes School Summer Camps

(Continued from page 1)

Michigan's Camping Law
During the 1945 Session of Michigan Legislature, a law was passed pertaining to school camping. It is known as House Enrolled Act No. 108, and the added section reads as follows:

"Sec. 33. The board of education of any school district except primary school districts may operate and maintain a camp or camps for resident and non-resident pupils for recreational and instructional purposes; or may co-operate with the board of another school district or the governing body of any other municipality of the state or with individuals in the operation and maintenance of such camps in any manner in which they may mutually agree.

"Sec. 34. The board or boards shall determine the age and other entrance requirements for pupils attending the camp program. Fees may be charged both resident and non-resident pupils attending the camp or camps to cover all of the operation and maintenance costs of the program: Provided, That such programs shall be operated without profit. The cost of a camp program shall not be included in the determination of the per capita costs of the regular school program of any school district.

"Sec. 35. The board or boards may acquire, equip and maintain the necessary facilities and employ the necessary persons for the operation of the camp program which may be conducted on property located either within or outside the territorial limits of the school district. The board or boards are hereby authorized to accept private contributions to be used exclusively for the operation of such camp or camps as may be established under this act. Camps may be conducted on property under the custody and management of the school district; or other public property under the custody of the state, the federal government, the state board of education, or any county, township, city or village with its consent; or on private property with the consent of the owner."

School Camping in Michigan
Dowagiac Public Schools have also had an extensive program of camping, which has become a part of a community-wide program. Cadillac also has a school camp, which has become a part of the school, and the Flint Public Schools, in cooperation with the Mott Foundation, have conducted camps for several years. Some schools, Felch Public Schools, for instance, have combined school camping with school forest projects. Detroit, Ann Arbor, and many other communities have had school camp experience, and much interest is being shown by schools in this new and promising field of education. The University of Michigan, Wayne University, Central Michigan College, Northern Michigan College, Western Michigan College, and probably others are concerned with teacher training aspects of camping. Some have courses in camping and workshops, while others utilize the camp in developing leaders in this field.

Thus, the school camping program in Michigan has gone through the pioneer stage and the time has come for serious consideration by Michigan educators of the school camping movement.

Philosophy of School Camping
During the pioneer days of this country, work and home living occupied the greatest part of the child's and adult's time, with very little time for formal education, but the changing economic and social conditions have increased the period of formal education so that a large portion of the individual's early years are spent under the direction of the public school. Present-day interest in youth and child development makes us realize now that more time should be devoted to outdoor education, and the school camp comes into the educational picture. It is necessary that camping become a part of the total educational picture so that all the children share its benefits and so that camping becomes an integral part of the total education of the child. Someone has said that camping helps go back to a rugged, simpler life, and recaptures some of the more basic elements of living. Other types of camping—private or public—have made a splendid contribution, but often have reached the economically privileged or the underprivileged, leaving a large percentage of the children of every community without the opportunity for camping experience.

Some of the educational factors in camping might be stated as follows: (1) Camping is an educational process, built on sound principles; (2) Camping is a way of living; and (3) Camping is made up of life situations, because the campers are largely dependent on their own efforts for their care and safety, and there are very few rules and regulations to govern conduct.

Planning for School Camping
Experiences in successful school camps have indicated the need of careful planning. There are three definite phases to be considered—the pre-camping period, camping experiences, and the post-camping period. In the first phase, parents, teachers, and children should discuss the possible values to accrue for the children, the opportunity for teacher education, and the value for adults themselves arising from participation in the camping program and from sharing in the training of young people in acting as camp counsellors and taking part in many of the camp activities. Since school camping programs usually involve the transfer—26-189—Leaguer—McLim—of grade and classroom teachers with groups of children to the camp, the importance of in-service training for the experience cannot be over-emphasized. The unique plan of camping in education must be studied and explored in preparation if the most value is to be attained. There must be cooperative planning between the teacher and the regular camp staff that may be employed specifically for camping.

worked by W. T. Lewis, and most of the produce put up for the luncheon comes from this source. It is so planned that the various vegetables planted mature at different times, throughout the season, and the produce is canned whenever enough of one kind is ripe.

"Butane gas is installed, and the school has electrical service as well, so that canning is as easily done as in any home in town.

School Dairy

"Because a mid-morning snack for primary pupils is one of the features of the school lunch program, plans are under consideration for a small dairy for the school, to supply milk, which is served with raw fruits or vegetables, varied with fruit juices. Incidentally, no carrots are canned for the lunchroom project: the children won't eat them cooked but love them raw.

Community Night

"Canning for the luncheon is only one phase of the community council's activities: another one which centers in the school auditorium-gymnasium is the weekly community night held each Thursday. M. A. Malone presides at the second and fourth Thursday night's program when singing is featured; on other Thursdays, Harry Slusher, recreation chairman, arranges various diversions, and all the community participates."

Surplus Property Available for Schools

(Continued from page 1)

baker, U. S. Commissioner of Education, to set up a staff to administer the education program, and Dr. Thomas Parran, Surgeon-General, to handle the health program.

Health Mobiles

The Board hopes to foster the use of Army surplus rolling hospitals which have been renamed "health mobiles" as a means of bringing the best medical care to children and their families in rural areas, where there are no local medical facilities. Health mobiles are complete hospital units equipped with examination equipment, X-ray and operating tables. Stewed down to bare essentials, the program for the schools includes the following details:

Kitchen Equipment

Lunches. Under the national school lunch act the Government makes food available for hot lunches in the schools. But children who need hot lunches most are those living in communities that lack funds to set up kitchens. The Surplus Property Board has or will have knives, forks, refrigerators, carving blocks, pots, pans, stoves, and all other equipment to set up kitchens so that an estimated 12,000,000 children can get at least one properly balanced meal a day.

Visual aids. The Army and the Navy have hundreds of motion picture projectors with sound equipment, millions of feet of educational film which will be distributed to schools on the basis of need. **Audio aids.** All surplus electronic equipment, broadcasting stations, radio receivers, wall-talkies—enough to put a radio in every classroom in the Nation—will be made available to the schools. The Board also will distribute its linguaphone type equipment to aid language students under this program.

Physical education. Athletic and physical education equipments from the Army and the Navy will be made available to the children in schools which could never afford the paraphernalia of modern sports. The schools will have to provide teachers and coaches.

Books, too

Libraries. The Surplus Property Board will have millions of books that were printed for Army Navy special service force. To get a complete library, a community will have to provide a building and librarian.

Manual training. The Surplus Property Board plans to make available to trade schools and to the Nation's high schools surplus hand tools, machine tools, material to teach industrial crafts. This, Hurley suggested, would bring industrial skills into rural areas.

Scientific research. The Board has for disposal about \$60,000,000 worth of laboratory and research equipment, scientific instruments used by the Office of Scientific Development. These will be made available to schools, colleges and non-profit research institutions. The Surplus Property Board has made funds available to the U. S. Commissioner of Education and to the Surgeon General to enable them to carry out their part in the program, namely:

To work out the necessary criteria to determine relative need.

To establish organizations at State levels to assist State, county and local organizations to establish or expand public health facilities.

To make recommendations as to the material required for each program.

School Garden Puts Up 8,000 Cans Vegetables

(Continued from p. 1)

up at the community canning center in Cunningham School building for use of the school lunch project this year, though he estimates it is the equivalent of about 8,000 cans. And except for the hamburger meat, this does not include the meat and by-products from three hogs and three calves, with two more calves still on the hoof.

Community Council
"Operating as part of the community council set up after a survey of community resources and needs, made eight years ago by Superintendent McGahan, the canning program for the school has been carried on the past six years. The central committee which annually plans the school's garden, designates committees and sets up the food budget, is composed of Mrs. F. E. McGahan, Mrs. H. W. Slusher, W. A. Brown, elementary school principal, and Mrs. Brown, with the home economics teacher.

"Ten committees of several members each, work in rotation at the canning center, set up in the school kitchen in the main building, the school district bearing the expense of the utilities needed for the work, the women donating their services, and also any surplus vegetables and fruit they may have.

School Victory Garden
"The school's Victory garden of two and a half acres is made and

Radio Contracts Awarded for 1946

Magnolia Petroleum Co. Successful Bidders for Broadcasting Rights

THE FOLLOWING procedure was adopted by the State Executive Committee in securing bids from parties interested in broadcasting the State High School championship series in football and basketball for the 1945-46 school term.

The Director of the Interscholastic League was authorized to place the following notice in four of the Texas largest newspapers (Dallas News, Houston Chronicle, San Antonio Express and Fort Worth Star-Telegram):

Sealed proposals will be received at the office of University Interscholastic League, Austin, Texas, not later than April 23, 1945, for the exclusive broadcasting rights of the 1945 High School Championship Football Games, and the 1946 High School Championship Basketball Games, played under the direction of the University Interscholastic League. Sealed proposals will be opened on Tuesday, May 1, 1945.

The State Executive Committee of University Interscholastic League reserves the right to reject without prejudice any and all proposals submitted if in its judgment the products to be announced during games will not meet the requirements of school policies.

Specifications to be secured by writing University Interscholastic League, Drawer H, University Station, Austin 12, Texas. These notices were published in four consecutive Sunday editions, beginning on March 5, 1945, and closing on March 26, 1945.

A detailed proposal was prepared by the Interscholastic League office to be mailed to all parties interested in sponsoring the broadcast of the football and basketball series.

The Magnolia Petroleum Company, through the Ratcliffe Advertising Agency, was awarded the contract for broadcasting the football championship series for 1945, in consideration of \$3,800, representing an increase of \$600 over the previous contract.

The above party was also awarded the basketball contract for the 1946 season, in consideration of \$1,200, representing a \$200 increase over previous years.

Championship in Conf. A Football?

Athletic Director Points Out Many Difficulties in the Way

(By R. J. Kidd, League Athletic Director)

THERE is considerable interest among the schools in Conference A football regarding the possibility of arranging for a state championship play-off. As the schools consider this question there are quite a number of problems relating to such plan that deserve careful study.

"Boy Power" Lacking

The first problem is that of "boy power" in Conference A schools. The average size of the squad for Conference A football schools is about 80 boys. Schools with less than 500 pupils in high school will have a difficult time maintaining a squad of sufficient size to carry out a 15- or 16-game series. Unless the number of schools in Conference A is greatly reduced in some manner it will take five week-ends beyond the district championship to determine a state champion.

Fatigue Causes Injuries

A second problem is that of injuries. As the season lengthens, the fatigue factor becomes greater, which, of course, is one of the contributing causes to injuries. Even in Conference AA football with large squads the quarter-finalist and semi-finalist are usually plagued with injuries. Tension increases with each week of advancement in the state race, and coaches have a difficult time getting the players in a relaxed frame of mind. The tension and excitement accompanying the play-off plus the problem of transporting and housing a team while away from home create a further drain on the energies of the players. For this reason schools competing in a long schedule which requires considerable travel is in need of adequate reserve strength.

District Reorganization

A third problem would be that of reducing the size of districts. At present we have 40 districts in Conference A football. To carry

Win Track and Field Championship 1945



Brackenridge High School (San Antonio) Track and Field Team, 1945

"Our team," says Coach W. C. Gorden, "won the Fort Worth meet, Border Olympics, Alamo Heights Meet, Texas Relays, and Regional Meet. Of course, we won in State Meet over Jefferson by 2 1/2 points—Brackenridge 29, Jefferson 26 1/2. We were second in 1944 behind Jefferson 3 points.

"Places in State Meet were H. H., First, August Erfurth; Second, Mack White; Third, Tom Watt. L. H., Second, August Erfurth; fourth, Tom Watt. 100 yd. dash, Second, James Bodiford. 220 yd. dash, Second, James Bodiford. Shot Put, First, Arthur Sweet. Discuss Throw, Second, Tom Watt. 440 yd. relay, Fourth."

The above picture shows a few of the trophies won by the team in meets this year.

Bottom Row, left to right: Thomas Bickley, Aubrey McCameron, Tom Watt, James Bodiford, William Risse.

Top Row, left to right: Mack White, A. J. Martin, Coach W. C. Gorden, Herman Hunble, August Erfurth.

out a championship, the A schools would have to be bracketed in 32 or 64 districts. By reducing the 40 districts to 32, it would take 5 week-ends beyond the district title to determine a state champion. Quite a number of districts would have to be doubled in size in order to reduce the present number to 32. By doubling the size of districts, some districts would be forced to first determine zone championships. This would have to be done by the first week-end in November as the district championship would have to be played by second week-end in November. By beginning the bi-district play-offs in the third week-end in November, the state championship could be decided by the week before Christmas, or maybe Christmas week, depending on how the calendar dates the respective week-ends.

Financing Play-offs

A fourth problem is that of financing such a series. Whether or not these games would attract a sufficient crowd to pay the expenses of carrying on such a series is problematical. In some regional championship games, the home team realizes very little financial gain. It takes most of the gate-receipts to pay the expenses.

The purpose of this article is to open up the question for discussion through the LEAGUER. The Advisory Council will have this question before it at the annual meeting in November.

Tentative Basketball Assignments Mailed Out

THE TENTATIVE list of basketball district arrangements has been mailed out to all member-schools. A number of changes in district membership have been made, so each member should check over the list to see that his school is in the appropriate conference and district.

Because a school is on the tentative list does not mean that it will be on the official list. Each school must file a basketball acceptance card prior to November 15th in order to be included on the official list. Also, schools must have in last season's eligibility blank and season report. Notices have been mailed to those schools that have not sent in these required reports.

The district chairman should call an organization meeting prior to November 15th to see that all of the schools in his district are in good standing and eligible to play League basketball. If the district chairman has moved from a district, the State Office should be advised in order that a temporary chairman may be appointed. In this issue of the LEAGUER a list of the chairmen of basketball districts is being published. Check over this list and advise the State Office of any changes.

Propaganda in Japanese Schools

Japanese history, as Isoroku studied it in school, had been rewritten to suit the requirements of the new expansionist policy of Japan. To go forth and conquer, Young Japan must have fanatical faith in itself and contempt for the rest of the human race. This was accomplished by teaching myths that made gods of the Nipponese people, "Seed of the Sun," and cast a dubious light over the origin of all other human beings.—Willard Price.

Leave the Rules Alone

(By W. C. O. Harris, Coach, Plainview, Texas, Correspondent)

THE PRESENT agitation for the revision of the rules of the Interscholastic League as related to the control of athletics, football in particular, is not new. Referendums were conducted in the past three years for this purpose. The proposed changes were voted down each time.

Just why this agitation is continued is not clear to the majority of administrators and coaches who are in favor of leaving the code as it is at present. These rules are the best we have ever had; violations have been less than in past years when the League operated under more complex regulations.

Age Not Only Factor

A most interesting article, "The 'Old' Team Has Best Chance," in the September "Interscholastic Leaguer," gives conclusive proof that the team with older boys has the best chance of winning. A few questions not answered are: 1. Did these boys deliberately stay over for the purpose of athletic participation alone? 2. Were these the only eighteen-year-olds boys in these schools? 3. What percentage of boys eighteen years of age participated in athletics or football? 4. Is it a good administrative policy to force pupils to graduate against their wishes or those of their parents? 5. Would not each of these schools have had more old boys regardless of the age limit set?

Equalization of competitors can't be gained by the changing of the age limits nor by semester regulation. The best way is to re-bracket the schools on the basis of enrollment. There is a great difference in man-power between the school with 500 enrollment and that with 1,200 or more. Other factors affecting equalization involve the administrative policy as to emphasis on and stimulation extended to the athletic program as well as the ability and industry of the coaching staff. I doubt seriously that age alone is more important than these factors. If age is the greatest factor, why can't Oklahoma and New Mexico high-school teams run over our Texas boys consistently? They have a two year advantage in age, but seldom beat their Texas rivals.

"Rules not Always Equitable, But"

The majority of our coaches realize that the rules are not always equitable as they now stand, but most of those at the meeting in Abilene were in favor of "status quo" for the duration at least. Now that our nation is at peace, we should wait until the Congress of the United States sets up definite regulations on the peacetime, universal, military training program.

We hope that our advisory council gives serious consideration to all ethical and educational angles concerning this matter before submitting it to a vote of the members. It is easy to change the wording of the present rules so that a boy who is eligible at the beginning of school will be eligible for the entire school year (State Track

Meet). This is the spirit of the present rule if not the technical interpretation of it. Most of our professional coaches are deeply interested in the personal welfare of the boys entrusted to them. Few, if any, advise boys to delay graduation; they leave this matter to the discretion of the boy and his parents. In fact, the whole furor seems to be an attempt to make a mountain out of a mole hill. Let's hear from coaches, principals, superintendents, teachers, and patrons on this question.

Debate Books and Other Publications

(Continued from p. 2)

the full possibilities of the new weapon are realized.

Colonel Fitzpatrick is in favor of the War Department proposal for the peacetime conscription of all our young men graduating from high school or reaching the age of 18 years and their training for a consecutive twelve months in the art and science of war. The alternative in an uncertain world, he says, is a large professional army.

Colonel Fitzpatrick does not present only his own arguments, however. He presents those of the opponents of peacetime conscription, often in considerably more detail than their logic would seem to warrant. This intent to fairness often so clutters up the pages of his book that it leaves the reader with a far from clear picture of the issue, especially so because of the arrangement of fact and argument for both sides.

"Universal Military Training" is written very much like an Army manual. As such it probably will have little popular appeal. But because of its documentation and marshaling of fact and argument, it should prove useful in the debates on the subject. It should be a good source book both for those who favor universal military training and for those who oppose it.—The New York Times.

The Atomic Age Opens, Pocket Books, Inc., 1230 Sixth Ave., Rockefeller Center, New York.

This book, prepared by the editors of "Pocket Books," is a summary of fact and opinion on the atomic bomb and the use of atomic energy. Gathered largely from magazine and newspaper articles and speeches by scientists, statesmen, political economists and reporters, it reviews the Hiroshima bombing, describes in relatively nontechnical terms the discovery, development, and principles of atom splitting and the significance of the new power for the future. The chapter headings of the book are: (1) Man Had Divided the Indivisible; (2) And Buildings and People Disappeared; (3) The Whole World Gaped; (4) And Sought to Understand; (5) The Meaning of the Challenge.—A.L.A. Booklist, Sept., 1945.

Sports for Women.

By Dorothy Sumption, Associate Professor of Physical Education, Chairman of Intramural Sports, Ohio State University. Prentice-Hall, Inc., New York, 1940. 264 pp. \$2.50.

THERE is no topic in the field of physical education that is more controversial than the one devoted to a dis-

ussion of interscholastic or intercollegiate athletic competition for girls. Because of the current interest in women's athletics and the rapid growth of independent organizations promoting and sponsoring girls' athletics, it is time that the public schools and colleges examine their own program to see if they are meeting the needs of the girls and young women in the field of sports activities.

The author of "Sports for Women" has related in a well-written and easily understood fashion the procedure, problems and policies involved in initiating the sports program for girls.

The chapters devoted to "Recent Trends in Sports for Women" and "Intercollegiate Competition" lay out the course and convince the reader of the need for a girls' athletic program and the way it may be organized. The author has offered to the teachers of physical education and coaches many practical suggestions based on her successful experience as chairman of Intramural Sports for Women at Ohio State University.

The chapter discussing "Administration and Policies" deserves particular attention. This section takes up the all-important question of transportation of students to and from athletic events and their supervision while on school trips.

For practical help and guidance in setting up an athletic program of "sports for women" this publication should be a very helpful and useful guide.

There are two new pamphlet publications on Compulsory Military Training which are worthy of mention:

1. *Compulsory Peacetime Military Training: Can the United States Avoid It?* University of Chicago Round Table Transcript No. 391. Sept. 16, 1945. University of Chicago Round Table, Chicago 37, Ill. 10c.

A radio discussion by Robert J. Havighurst, Professor of Education, University of Chicago; Arthur L. H. Rubin, Director of Military Studies at the University of Chicago; Elbert D. Thomas, U.S. Senator from Utah, and Chairman of the Senate's Committee on Military Affairs.

2. *Pro and Con of Compulsory Military Training.* Social Action. Sept., 1945. Council for Social Action of the Congregational Christian Churches, 289 Fourth Ave., New York 10, N.Y. 15c.

Affirmative argument by John J. Tigert, former U.S. Commissioner of Education, now President of Florida University.

Negative by Walter W. Sikes, with the American Friends Service Committee.

Analysis of alignments on peacetime compulsory military training by Ernest Lefever, a minister of the Church of the Brethren.

Peacetime Conscription.

Compiled by Julia E. Johnsen. New York. The H. W. Wilson Company, 1945. 327 pp. \$1.25.

THIS volume is the latest of the current series of "Reference Shelf" books. It follows two earlier volumes on this same question: "Compulsory Military Training" by Julia E. Johnsen (1940), and "Universal Military Service" by Robert E. Summers and Harrison B. Summers (1941). The three books together are practically "must" books for debaters on this year's high-school debate question. Combined, they present more accumulated and well-selected material on the question than can be readily found in any other half-dozen sources. The present volume brings the material up-to-date with articles and quotations from very recent 1945 sources.

Book of 44 Articles

There is a total of forty-four articles in the book, dealing with all phases of the question—fourteen on "general discussion," fifteen each on the affirmative and the negative. In addition, there are any number of brief comments by authorities on different aspects of the problem, classified again under the three headings of "general discussion," "affirmative discussion," and "negative discussion." This three-fold division, of course, makes the material more easily and quickly available to debaters. All told, the articles included cover almost every portion of the topic of peacetime conscription.

Eminent Authorities

The authors of the articles that appear and the authorities quoted here, are for the most part, well known and well recognized. Some

war. Not only can it be dealt with as one unit, but it must be dealt with as one unit."

That being true, Nationalism, as the world has had it, is doomed. Nationalism is the final, the most brutal and unscrupulous expression of the competitive doctrine of self-preservation. It has cut humanity apart into hostile factions. But it is now collapsing because its judgments of fact are no longer true. . . .

I am sure that we need to subject our plan for the future to far more critical examination than it has yet received. We Americans are, in the present situation, under a terrible temptation to deceive ourselves. The old order of competitive strife has been very good to

us. We are now, as England has been in the past, the favored nation of the old economy. We are the richest nation, the safest nation in the world. We have the greatest mechanical power. Our standard of living is highest of all. And good fortune such as this tends to make men deceive themselves. It would be easy for us to think that we are defending human rights when what we really are fighting for is the status quo, which has made us rich and safe while making other countries poor and desperate.—Dr. Alexander Meiklejohn in Radio Address over WJS, Sept. 20, 1945.

Question Raised of All-Year School

(Continued from page 1)

the normal 12-year course, have a greater variety of choices in study, and more opportunity for vocational and occupational training, and for physical training and recreation.

As to the teachers, it would put them on a 12-month pay basis, rather than nine months, and thus bring up their income more in line with other salaries in other occupations.

The system would be expected to take some of the overload off the freshman years of college and university work, both in that it would send up better-prepared undergraduates, and it would supply many first-year students with plus credits to prevent jamming some of the basic college classes.

Part Time for Some

The educational leaders believe that all young people should be in school all year except those who must take time out to work. Those needing to work part of the year, under the plan proposed, could miss out either the summer semester or some other, with equal retardation but without special disadvantage as to the choice of the time to be out of school. Work conditions thus would be better by having the applications spread through an entire year instead of bunched in three months of summer.

The proposal is far-reaching, but not more so than many of the changes in educational procedure in recent years. Most schools have gone from 11- to the 12-year basis. During the war, the university and colleges generally have reorganized their work to carry on throughout the year, with little distinction between work given in summer months and that at other times.—Austin American.

I. Q. Low, Social Acceptance High

(Continued from page 1)

mas presents, the giving of Valentines, selecting a seating companion, choosing a partner for a trip, selecting partners for a party, voting for a class honor or office, giving the names of children they would like to take to a picture show

Concerning the Author

FOR THREE years Dr. Bonney has served as chairman of the Research Committee of the Texas Society for Mental Hygiene. He has published many articles in journals of psychology, sociology and education. Dr. Bonney has himself directed numerous research projects in the public schools of North Texas. Also, at the North Texas State Teachers College he has organized, and directs, an excellent psychological guidance clinic in addition to his own teaching responsibilities in the Department of Psychology.

ROBERT L. SUTHERLAND, Director of the Hogg Foundation for Mental Hygiene.

If they had the money, selecting companions for a picnic and for a quiz-kid program, giving names of those preferred as co-workers on an assembly program and a war project, and listing names of best friends and best leaders throughout the school year.

Scoring System

A scoring system was devised whereby it was possible to assign each child a total average per cent score on the basis of the number of choices he received on each grade level. This per cent score was taken as a measure of his "social acceptance."

Turning back now to the first of the two questions bearing on the relation of intelligence to social acceptance (as measured by pupil choices)—What has the evidence shown? Have the pupils with the highest I. Q.'s definitely

*For details on how these scores were determined the reader may refer to *Child Development*, Vol. 15, Mar., 1944, p. 66.

During this study the group intelligence tests used include: The California Test of Mental Maturity, Kuhlmann-Anderson Tests, Otis Self-Administering Test of Mental Ability, and the Pintner General Ability Tests Verbal Series.

Donald's Grades

Of course, Donald does as much academic work as he can, but in spite of much special help, his achievement is very poor and considerably below his grade placement. However, he has not, because of his academic disabilities, been made to suffer the humiliation and general frustration so frequently inflicted upon the dull normal child in the public schools. Who would say that society is not better off when the schools promote wholesome personality development in those children who are seriously below average in intelligence, rather than fighting, ridiculing, or humiliating them for years in a futile effort to get them to learn material beyond their grasp? There are a good many schools that have accepted this point of view at the present time.

(The second and last installment of this article will appear in the November issue.)