



WE have been watching Texas for years operate a highly successful play-off system for your State Championship Football.

Florida has been left far behind in the athletic circles, due mainly to the lack of a solid organization of our state athletic association.

We would like to duplicate as nearly as possible your system of play-off, all-star selection, all-star game and etc., if you would be kind enough to help us on the right track. Would it be asking too much for you to send us enough material from your office in order to set up the proper groundwork for such an organization? H. B. "Tex" Ryan, Athletic Director, Lakeland High School, Lakeland, Florida.

WE, at Pharr-San Juan-Alamo, believe that we should have at least two divisions in the track and field contests at the State Meet. It is not conducive for small institutions to show much interest in promotion of good track teams when we know that we have to enter into competition with Corpus Christi, San Antonio, Dallas, and the other large schools. I believe there would be quite a rejuvenation in the interest in track and field activities should we have more of a democratic plan set up by the Interscholastic League. In other words, I believe we would be serving the needs of a greater number of boys in the State by allowing for more competition between schools of like size. Football and basketball are examples of such an arrangement.—D. U. Buckner, Supt. of Schools, Pharr.

Helpful Training Areas Are Opened up by School Camp

Environment Provided for Work Experience, Health and Social Living

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

(Continued from October issue.)

THERE is no place in the school curriculum for camping unless there can be learning experiences and child development at camp that cannot be attained equally well in the classroom. There is no reason for transferring the usual classroom procedures to the camp; but rather, the camp's program should be unique. We need now to find those areas of the school curriculum which can better be learned in a camping situation. The experiences of Michigan schools in camping have emphasized several learning experiences that have been unusually successful at camp.

Work Experience
Educators have been seeking a plan in modern education where students may have an opportunity for work experience. The modern home, in too many cases, has very little left in this realm for the child, and the school has difficulty in providing physical work. The school camp, if well planned, can provide many opportunities for work experiences, freed from the limitations and inhibitions of the traditional curriculum. Starting with the selection of a site, planning and construction of the camp, and continuing with improvements of buildings and grounds, the school camp becomes the school laboratory for work. During the camping period, there are many problems that require physical work, such as the usual camp routine in connection with meals and lodging, decorating, establishment of a trading post or camp store, making of trails, reforestation projects, camp records, and many others.

Health and Fitness
The planning and eating of balanced diets, cleanliness, natural exercise, and actual health experiences for a 24-hour day, are among the opportunities for the

Delegates Discuss Changes in Rules

State Meeting Makes Recommendations to League Legislative Council

REPRESENTATIVES of the Texas schools met in annual session at the Interscholastic League Breakfast at the Driskill Hotel, Friday, May 4, 1945, with Dean T. H. Shelby presiding, and H. S. Fatheree, of Abilene, as secretary.

Mr. Roy Bedichek, the League Director, called attention to the following matters:

(1) The difficulties of housing, the necessity of group instruction on conduct of students while attending meets, and the desirability of having all student groups accompanied by coaches or faculty members.

(2) He announced an increase of \$600 in the radio contract for football games, and \$200 for basketball games.

(3) He reported the double representation in debate this year with the new divisions of Class AA and Class A schools.

(4) He presented Mr. Joseph E. Griggs, who brought greetings to the group from the State Department of Education.

All motions providing for any change in the rules were made as "recommendations" to the Legislative Council.

Spring Training
Mr. Cecil Jerden of Bowie High School (El Paso) brought up the

(Continued on p. 4, col. 2)

Staff of "Algría Espanola"



Left to right: Betty Whittington, James Teater, Connie Bradford, Fay Holmes, Brenda Lee Griffin, Vina B. Hopkins, Edmona Wooldridge, Nellie Sitton, Lonnie Smith, Ellen Agnes Monroe, Betty Jean Chambers.

Spanish Project Interests Class

Conroe High School Students Publish Book of Original Contributions

SOON after presenting a movie in the school auditorium last fall in order to make expense money for the project, members of the Conroe High School Spanish Department began working on original compositions in Spanish to be included in a publication whose copies have been issued free of charge to all of Conroe's students of Spanish.

In the book are original crossword puzzles, lettergrams, tongue twisters, autobiographies, jokes, dialogues, student characterizations, cartoons, prophecies, a gossip section, descriptions of local scenery, and a few other items.

Reinforcing the attractiveness of the publication is its series of 12 snapshots cemented on pages which name or comment on the Spanish classes represented, students on the grounds, and several from the school's faculty.

Although the pages of the book are mimeographed, they are sewed and bound together in an enclosure of pretty orange covers which colorfully display the title ALGRÍA ESPANOLA and a pair of

(Continued on p. 4, col. 5)

Council Members Chosen In Recent Balloting

BALLOTS in election of individuals to fill vacancies on the University Interscholastic League Legislative Advisory Council were canvassed by the State Committee Oct. 15 and the following results announced:

In Region I, Conference AA, Principal R. B. Norman, Amarillo; Conference A, Superintendent H. D. Burton, Clarendon.

In Region II, Conference AA, Superintendent W. C. Blankenship, Big Springs; Conference A, Superintendent E. M. Connell, Anson.

In Region III, Conference A, Superintendent W. B. Alexander, Bowie.

In Region IV, Conference A, Superintendent D. T. Lloyd, East Mountain School, Gilmer.

In Region V, Conference AA, Principal R. B. Sparks, Goose Creek.

In Region VI, Conference B, Superintendent J. Milton Edds, Academy School, Temple.

In Region VII, Conference AA, Superintendent S. V. Neely, San Benito; Conference B, Superintendent Walter Coers, Orange Grove.

In Region VIII, Conference B, Superintendent B. A. Copass, Iran.

For complete list of members of the Interscholastic League Advisory Council, see "The Interscholastic League Directory," page 2.

Meeting of the Council will be held November 17 in Austin. Get in touch with your representative in case you have suggestions for the good of the order.

Debate Book of Limited Supply

"The Annals" of September Offers Debaters Rich Store of Arguments

MR. EDD MILLER says in another column on this page that the best book he has seen on the debate question is the "Book Shelf," and he reviews it at some length. We don't have time to go into a complete description of the September issue of "The Annals," but, frankly, if the "Book Shelf" is any better than this for question coverage, for eminence of the authors and for authenticity of the material, it is certainly worthy of Mr. Miller's praise.

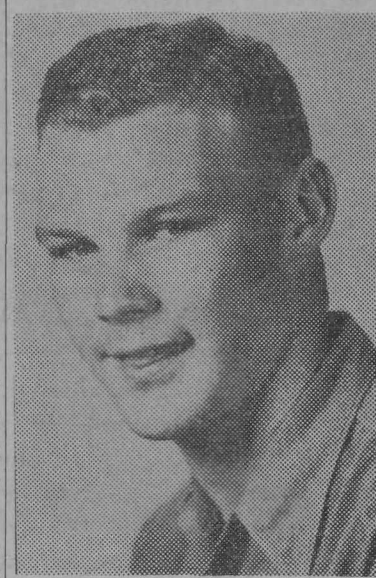
To begin with "The Annals" is the official journal of The American Academy of Political and Social Science, an organization which for sixty years has stood for fair and unbiased discussion of both sides of controversial issues, for high scholarship and sound learning. "The Annals" has held itself aloof from partisanship and courageously upheld the announced aims and objectives of the Academy.

So when an organization of this character through its official journal undertakes a discussion of such a controversial issue as Compulsory Military Training, you may expect a contribution of some distinction. The September issue is not a disappointment. Here are arrayed great names, discussing in measured and tempered language, the pros and cons and background, of this great issue which is now before the American people for settlement.

The book is broken into five divisions, as follows: I. Background; II. Military Considerations; III. Cultural Considerations; IV. Alternatives; V. Security Plans among other Nations and Powers. There are 167 pages devoted to the subject, and we doubt if anywhere else in the same space a more fruitful discussion can be found. However, as we said in the beginning, we have not read the "Book Shelf" nor the regular Handbook which Mr. Aly each year so ably edits.

It is too bad that there are not enough copies of "The Annals" to go around, so we are limiting each school to one copy. The price is \$1.00 postpaid ordered from The Interscholastic League, Box H, University Station, Austin, Texas. First come, first served.—R. B.

2-Letter Man Wins 12-lb. Shot Put, 1945



Arthur Sweet
Brackenridge High School
(San Antonio)
1945

ARTHUR SWEET of Brackenridge High School, San Antonio, placed first in 12-Pound Shot Put in the State Meet, the winning distance being 49 feet 10 3/4 inches. He lettered in both football and track in high school, and is now attending The University of Texas. He is now an outstanding player on the present Longhorn football team. His parents are Mr. and Mrs. R. E. Sweet, 115 West Way Drive, San Antonio.

Awards Rule Is Now In Effect

The Enforcement of This Rule Rests with the State Executive Committee

(By R. J. Kidd, Athletic Director)

THE Legislative Advisory Council of the University Interscholastic League at its regular meeting on November 13, 1944, recommended to the State Executive Committee the adoption of a rule limiting the value of school awards.

The recommendations of the Council were printed in subsequent issues of the LEAGUER inviting discussion from LEAGUER members. On April 19, 1944, the State Executive Committee, after discussion, recommended that the Advisory Council proposal be submitted to the member-schools for a vote, which was done on April 21. By

(Continued on p. 4, col. 1)

Up-to-date Clip-sheet for Interscholastic Debaters

Feed Your Scrap-book from this Column in this and in Succeeding Issues of the Leaguer. Negative This Month; Affirmative Next

AGAINST COMPULSORY MILITARY TRAINING

By G. O. Aubrey, Chairman, Committee on Work with High-School Youth

(Reprinted from Hearings of the Select Committee on Postwar Military Policy, pp. 140-141.)

THE MATERIAL for these columns has been selected and edited for Interscholastic League debaters by Edd Miller, Instructor in Speech, The University of Texas.

IT IS unanimously agreed that the enactment of legislation providing peacetime military conscription should be deferred until after the cessation of hostilities.

Encroachment on Civilian Education

While no details of the proposed plan have been announced, it is assumed that it would contemplate physical training and training in military techniques in military camps and establishments under the supervision of military authorities. Any program designed to go beyond these limitations would be an encroachment on the

field of civilian education. It cannot be assumed that the military authorities are better equipped than educational authorities to administer a broad educational program. Any program of vocational training or indoctrination would violate the rights of the individual and would favor of the indoctrination programs of the enemy countries.

The following question was submitted to the members of these committees [Committees of the Young Men's Christian Association]:

From your knowledge of, and experience with adolescent youth, what do you anticipate to be the effects of a year of peacetime military training on young men 17 to 19 years of age? Observations may be summarized as follows:

1. While physical and military training are inescapable when the country is at war or is faced with the probability of war, such a program loses its incentive when the Nation is at peace or when war is more remote. The program will then tend to become monotonous and purposeless, and as such is likely to be a demoralizing factor rather than a program to improve the morale of youth.

(Continued on p. 3, col. 6)

Cult of Frailty Is on Way Out

Author Says Physical Strength In Women Should Be Part of "Glamour"

STRANGELY, American women have long neglected their health and physical fitness. This may have been partly due to the cult of the "frail female" which had a stranglehold on the nineteenth century. The pioneer woman needed to be buxom. But after her came the swooners, those in "delicate health" or at least "not strong," the "terribly nervous," the slouching flappers, the dieters, the hospital addicts and the neurotics.

Women's sports helped to break down this feminine ideal of frailty but not sufficiently. The emphasis on body beauty that came with bathing and glamour girls contributed the suntan and vitamin fads and some sporadic exercising, but brought little basic attention to health. But finally wartime demands on women brought an awakening to feminine physical handicaps.

Much greater awakening is needed, the women's commission on physical fitness believes, if women are to be effective wives, mothers, citizens and workers in the era ahead. A most important step is to make the ideal of feminine strength and health popular. As was brought out at the conference, American culture has heretofore emphasized physical fitness chiefly as an asset for men. In fact, women's participation in sports and similar physical activities has not been as widely approved in the United States as in some European countries. Only when Americans generally accept the idea that physical strength and health are admired qualities of femininity, are integral parts of "glamour," are women likely to be given the necessary encouragement and help to attain them.—Malvina Lindsay in the Washington Post.

Boy-Girl Conf. A Team Wins Debate

Grand Prairie Defeats Field and Takes State Honors in 1945 Meet



Jack Murphy, Clarice Sargent
Grand Prairie High School

THE first place winning team in Conference A Debate was composed of Clarice Sargent and Jack Murphy of Grand Prairie High School.

Clarice was honored with membership in numerous organizations in the high school, including National Honor Society, and Quill and Scroll. She was editor of the school paper, "Prairie Dog," during 1943-1944, and was chosen Football Sweetheart in 1945. In a class of 70, she ranked third in scholarship, and she is continuing her studies at T.S.C.W., Denton, on a scholarship awarded in recognition of her achievements in Interscholastic League debating. She is the daughter of C. R. Sargent, 738 West Church St., Grand Prairie.

Jack Murphy was also a member of the National Honor Society. He graduated in June with high scholastic average. His father is J. H. Murphy, 821 Wahoo St., Grand Prairie.

Make Algebra Talk

By J. W. Calhoun*

IN A REPORT recently made by a large committee from the staff of Harvard University and entitled *General Education in a Free Society*, it appears that Algebra in the Ninth Grade constitutes one of the highest hurdles for the student and causes one of the greatest (if not the very greatest) percentages of failure. As this report represents some two years of study by a highly intelligent committee and the expenditure of a large sum of money, it seems to be worthy of serious consideration on the part of the teaching staff of the high schools of the country who have a part in the teaching of Algebra. The authors of the report agree that Algebra is an important subject and that competence in it is desirable.

This article is written in the hope of aiding some Algebra teachers to make the subject of beginning Algebra more intelligible and hence more interesting. It is highly important at the outset for the teacher to be clear in his own mind as to the nature and the function of Algebra as a subject in the scheme of education. The teacher must see more in it than a mere juggling of x, y, z's and somehow getting the answer to a problem that would otherwise be difficult or impossible. The teacher must know enough about the subject, its meaning, its implications and its uses to be able to clothe the x, y, z skeleton with an attractive body and to breathe into it a living spirit. If he can do this the rest should follow as a natural consequence.

Algebra As a Language

Algebra must be looked at and understood as a language. The ability to use a rich and an exact language is one of the highest attainments of culture and one of the most desirable attributes of an educated mind. As a language algebra is a highly condensed and concentrated language. It is also an exact language. It is a language stripped down to essentials where all extraneous matters are absent. For example: The statement that if the age of a father be added to the age of the son, the sum will be sixty years when translated into the language of algebra becomes $x+y=60$. If it be further stated that the father is thirty years older than the son, this statement becomes in the language of algebra $x-y=30$. These two expressions $x+y=60$ and $x-y=30$ contain all the necessary information required to find the age of each one. The essential facts are that two numbers add up to 60 and differ by 30. Having the streamlined statements

$x+y=60$
 $x-y=30$
the mind is easily fixed on the matter of finding the two numbers with no outside features to confuse and distract the attention.

Language Is "Streamlined"

In simple interest the student learned that the amount of interest on any principal at any rate per cent for any number of years is found by taking the product of the three numbers representing the quantities, principal, rate, time. This is expressed compactly and completely in the language of algebra by writing $I=Prt$ when I means the interest, P, the principal, r, the rate, and t the time. This is an example of concentrated or compressed or streamlined language. In physics Boyles Law states that if a certain volume of gas is confined in a compression chamber and if the volume of gas is measured at any time and the amount of pressure is measured at the same time, the product of these two numbers will remain unchanged even though the pressure may be increased or diminished. That is an increase or a decrease in pressure will result in a decrease or an increase in volume so that the product of the pressure (measured say in pounds) and the volume (measured say in cubic feet) will

*Dr. Calhoun was formerly President of The University of Texas, has been a life-long teacher of mathematics in rural schools, city high schools and in the University. His present title is Professor of Applied Mathematics and Astronomy.

(Continued on p. 4, col. 4)

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 \$2.00.
- 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.

(Continued on p. 4, col. 2)



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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 NOVEMBER, 1945 No. 3

THE BLACK-FOOTED Albatross of Midway Island has the curious habit of fattening and deserting its young long before the fledglings have learned to fly. For two months following their desertion by the parent-birds the young take no food. They gradually lose weight and with the loss of weight become more active, and, eventually, during this long fast, they learn to fly. Then they take to the open sea, learn to catch their prey, and develop into respectable and self-sustaining albatrosses. It occurs to us that certain human parents might well take a lesson from this example which Nature furnishes, and cease, after due time, to nourish and fatten their young. Otherwise, they may never learn to fly and become respectable, self-sustaining citizens.

WHILE we agree in the main with the contentions set forth in Dr. Bonney's two articles, concluded in this issue, we believe that he fails to maintain throughout the point of view which he announces in the beginning. He is professedly dealing with exceptions, but before he finishes he is indicting intellectuals generally as anti-social and subversive, narrow and inordinately selfish, and sets this general class over against the noble, self-sacrificing, social minded low I. Q.'s, as a class. His concluding statement, "We shall not be free from the threat of disintegration of our cultural and moral attainments, nor from the imminence of universal conflict until the spirit of the Donalds can be infused into the minds of the Helens." Thus he assumes that each represents a class, whereas he begins with the assumption that both are exceptions, and states specifically that the high I. Q.'s are generally more socially acceptable and have larger social-mindedness than the low I. Q.'s. The quotation from Major Schreiber on the other hand, assumes that as a class the intellectuals are cynical, isolationist, etc.; and likewise he quotes with approval Jane Loevinger who also constitutes the intellectually gifted a class harboring that selfishness, apathy and prejudice; and attributes the present crisis in civilization to the unregenerate general cussedness of this class. Well, we "dunno"; most of the intellectuals we know are quite patriotic, social minded, humane, and easy to get along with. If Dr. Bonney had stuck to the desirability of treating these exceptions properly, and not been led off into the indictment of a class, his article would, in our opinion, be more effective.

NOW AND THEN an English teacher suggests that the Interscholastic League undertake a contest in sight-reading. It was one of the pets of Dr. L. H. Hubbard years ago when he taught English in high school. The ability to take in hand an unfamiliar piece of good literature and read it intelligently at sight without previous preparation is a genuine test in one aspect of education in English, as distinguished from mere training in English. Punctuation, grammar, rules of rhetoric, and spelling are important, and should receive due emphasis; but the ability to read is far more important and calls for superior native ability. By reading is not meant declamation or elocution. That is an art worthy of cultivation, but still it is largely training. Sight-reading demands a much broader base, larger learning, greater sensitivity, keener intelligence, a more discerning mind. Why not give the pupils who have these qualities a chance to distinguish themselves? The mechanics of the contest are simple. Arranged on somewhat the same basis of preparation as the present extemporaneous speech contest, permitting the student to study for half an hour the selection with which chance has provided him, the contestant then reads the selection to the audience. Judging standards based on effective reading would be necessary not only to guide the judges but to furnish teachers hints on proper preparation of their pupils. Well, think this over.

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. Fatheree, Abilene; Nat Williams, Ballinger; W. T. Graves, Coleman; Jack Ryan, McKinney; W. J. Stone, Nocona; H. O. Harris, Sanger; E. N. Dennard, Marshall; Frank Morgan, Commerce; W. C. Cummings, Bonham; R. B. Sparks, Goose Creek; V. W. Miller, Dayton; E. K. Barden, Sugar Land; H. A. Moore, Kerrville; E. T. Robbins, Taylor; J. D. Fulton, Prairie Lea; Ben Bright, Brownsville; J. W. Roach, Alice; Walter Coors, Orange Grove; Murry Fly, Odessa; R. D. Lee, Monahans; J. E. Gregg, Marfa.

Director: Roy Bedichek

Director of Athletics: R. J. Kidd

Tennis: Dr. D. A. Penick

Director of Public Speaking: F. L. Winship

Debate: Ed N. Miller

Declamation: Howard Townsend

Extemporaneous Speech: Graydon L. Ausamus

Commercial Contests: Miss Florence Stullken

Ready Writers: Dr. R. A. Law

Regional Directors

Region I: Mr. Boone McClure, West Texas Teachers College, Canyon

Region II: Superintendent L. E. Dudley, Abilene

Region III: Dr. C. L. Wiseman, Southern Methodist University, Dallas

Region IV: Dr. B. E. Masters, Kilgore Junior College, Kilgore

Region V: Mr. J. O. Webb, Assistant Superintendent of Schools, Houston

Region VI: Mr. Pat H. Norwood, Southwest Texas State Teachers College, San Marcos

Region VII: Professor S. W. Bass, College of Arts and Industries, Kingsville

Region VIII:

*Absent on Leave, Military Service.

A WANT-AD in a local paper struck our attention, and it wasn't because we were seeking a job as waitress. Here is what this unusual ad said:

Waitresses wanted: Background more important than experience

What an astounding statement! What this practical business man was saying, translated into the jargon of pedagogy, is "Education is more important than training," in so far as waiting on tables is concerned. He assumed that a girl of proper background which certainly includes "general education" could be given the necessary experience (i.e., training) in a short time; but that no matter how well trained the individual was in the actual business of "dishing out the hash," lacking "background," (i.e., general education) she couldn't be made to fit into his conception of what a proper waitress should be. You may jump to the conclusion that we are reading into the term, "background" the words "general education" but not so. We have been patronizing this restaurant at every opportunity and sure enough, we find there unusually intelligent, well-informed and generally well-educated waitresses: in short young women with "background." This has a profound lesson for school people. Are we not giving a lot of time and energy to mere training that the student could get better by short courses and "in-service training" to the neglect of supplying that indispensable thing, background, or general education?

THE IMPORTANCE of securing suitable scholarships for pupils of promise in high schools and colleges grows daily more apparent. The trouble with college education today is that it is largely reserved for children of the well-to-do. There is a great reservoir of talent going to waste in other strata of society too poor to take advantage of higher education. For the promising boys and girls from families of medium and low incomes groups, abundant scholarships should be established. Dr. Carl T. Compton made the point before Congress just the other day that the three men who headed the three great scientific establishments which developed the atomic bomb were all former national research fellows: Dr. J. R. Oppenheimer, Dr. Earnest Lawrence, and Dr. Arthur Compton.



Article VIII, Section 1: Age Rule

Referendum on this rule-change published in this column, October issue, was carried 445 to 81. The age-rule will appear therefore in the next edition of the Constitution and Rules, as follows:

"Section 1. Age Limit.—No one shall take part in any contest in this League who on the first day of the May preceding the contest has reached or passed his eighteenth birthday.

"A contestant who is eligible under this rule at the beginning of any Interscholastic League season remains eligible throughout the season. For dates of season, see Article VII, Section 25."

This section will be entitled "Interscholastic League Seasons," and will read as follows:

"Fall Season: September 1 to January 1.

Winter Season: January 1 to March 10.

Spring Season: March 10 through the State Meet."

"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

cents per copy. Tests are one cent per copy or ten cents per dozen.

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.

Radar, Atomic Bombs, Sundials, Etc.

The landscape architect was showing a woman over a formal garden.

The architect pointed out a sundial.

"What's a sundial?"

Whereupon her companion patiently explained how the sun, moving through the heavens, casts a shadow, which is recorded on the dial, indicating the time of the day.

The woman beamed with interest.

"My! What will they be thinking of next?" she exclaimed.

What do you need to put sparkle into your school paper?

That's one of the questions that the I.L.P.C. criticisms aim to tell you. In October detailed criticisms were mailed to 22 papers for which enrollment blanks have been received by our office; and other criticisms will be prepared during November. Most of the Texas high-school papers have achieved a fair standard of excellence; therefore, we find that the greatest help we can offer lies along the line of suggesting those minor bits of improvement that change a good paper into an excellent paper. Let's list a few of the suggestions that probably fit the needs of most of our papers:

1. Plan your make-up "below the fold," just as you do that at the top of the page.

The bottom half of page 1 should not be a vacant sea of body type. A three-column headline, about 18-point type, often will add attractiveness to this bottom half of the page. Sometimes a double-column head may be used; occasionally cuts will live the make-up here. Give some attention to this part of the front page.

Liven the Pictures

2. Brighten your pictures. A picture of a group is of little value unless the faces of the people in the picture can be seen plainly. Stiffly posed group pictures are not as effective in arousing reader interest as are informal pictures of a few individuals. If it is desirable to show a large number of persons in a picture, be sure to trim away all the background of the picture that is possible and then run the picture large enough that the faces will show plainly.

Too many editors neglect to "trim" their pictures adequately—that is, to cut away unnecessary background in order to focus attention on the subject of the picture.

3. Localize your editorials. To localize does not mean that every editorial must concern a subject peculiar to your school, such as the need of a new sidewalk; but it does mean that each editorial should be geared into the current thinking of students in your school and should speak straight to the student reader in terms of what he can do about the matter under discussion.

Journalism Winner Takes High Scholastic Honors



Johnnie Fay Cressens
Amarillo High School

Johnnie Fay Cressens of Amarillo High School was awarded the highest honor in Journalism at the State Meet in May. Later that month she graduated as the second highest ranking student in the Senior Class. She was a member of the National Honor Society and Ken Club. Her parents, Mr. and Mrs. John W. Cressens, live at 506 Mississippi Street, Amarillo.

Classify the News

4. Plan your pages so as to group related stories and to classify stories on similar subjects.

One school paper recently carried three news stories on P-T-A meetings, scattered on three pages; they should have been grouped together, preferably under one "blanket" head. Most papers now group all club news except for very important stories, on one of the inside pages—a good device to secure unity of news; but a few still throw club stories into spots throughout the paper. When a sports story breaks into the front page, it should be the most important sports story of the issue, instead of a minor story shoved to page 1 because of lack of space on the sports page. In general, sports should be kept together.

Follow these four suggestions, and we'll bet a pickled peach that you will add a bit more sparkle to your paper.

Journalism Personalities

From Fort Worth comes word from Miss Gussie Burnett, former adviser of the Wacoan. She is getting settled into her new job as adviser of the Jacket Journal, Arlington Heights High School. Incidentally, the principal of that school is Eldon Busby. Mr. Busby's younger brother, Horace, not many years ago, edited the Panterette, Paschal High School, and participated in I.L.P.C. affairs. This year he is the editor of The Daily Texan. The maturity of judgment which Horace brings to this difficult job hows the benefit of his journalistic training that began in high school.

Enrolled in The University of Texas since September is Mary Nell Gibson. In May, 1943, Mary Nell came to the Interscholastic League State Meet to represent Amarillo High School, and won second place in the Ready Writers' Contest and third place in the Feature Writing Contest. She was

also elected president of the I.L.P.C. The next year she edited the Amarillo Sandstorm into being one of the leading school papers of the State, and presided at the annual I.L.P.C. convention in May. After one year at Mills College she has returned to Texas for her professional training.

Kathy Bland, one time feature editor of The Austin Maroon, received her degree from The University of Texas in June and headed for New York. Now, enrolled for a Master of Journalism degree in Columbia's graduate School of Journalism, she writes with enthusiasm about covering the elevator operators' strike, patting Roy Rodgers' horse at Madison Square Garden and getting a free box seat at the Madison Square Garden Rodeo, searching the waterfront for interviews with war heroes, etc.

If your school paper has not yet been enrolled in the I.L.P.C. for this year, please write at once and we will send you an enrollment blank.

Handy Check-list for The School Principal

TO KEEP your school in good standing with other League members the following notices are printed:

1. Football packages containing football eligibility blanks and other materials were mailed to member schools the last week of August. If a school has not received this material please advise the State Office and a duplicate package will be sent.

2. Football eligibility blanks are due in the State Office before the first game is played. Failure to comply is grounds for disqualification.

3. Game reports listing the names of all players participating in an inter-school game are due each week.

4. Your football schedule should be filed with the State Office. Only a few schools thus far have done this.

5. The basketball tentative list will be mailed out on October 15. Check to see that your school is on it.

6. Basketball acceptance cards must be on file in the State Office by November 15. The official list of basketball schools will be mailed out about December 1.

7. League fees are due. Membership for B schools is \$4, A schools \$10, and AA schools \$15.

8. Debate materials are ready for distribution. Letters are now being mailed out to all schools which have requested reservation of debate handbooks.

9. New and revised "Number Sense" bulletin is now available for distribution. High schools qualify contestants to State Meet where a State championship is determined. Mathematics teachers should be advised of this.

10. First installment of Extemp topics appeared in Oct. issue of the LEAGUER.

11. One-Act Play directors should get now the revised list of prescribed plays containing all plays eligible for entry in League contests and fill out and return the one-act entry card.

12. Complete list of League bulletins, many of which are of use in preparing pupils for Interscholastic League contests, is published as an appendix in Bulletin No. 4527. Teachers sponsoring League contests should be advised to look over this list for "helps."

13. Report to the State Office each week the names of all players who have represented your school in an inter-school football game, including junior high school and "scrub" teams.

INTELLIGENCE AND SOCIAL ACCEPTANCE

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

II. Helen: High I. Q. but low social acceptance

(Continued from Oct. issue)

TURNING now to the bright girl, Helen,—we find a typical example of high intelligence combined with low social acceptance. Helen was in the lowest quartile in her group on the basis of pupil choices in both fifth and sixth grades. Why do such bright children as this girl fail to win friends or group recognition? It will be clear at once that the answer lies in their unsocial or anti-social personality traits. Helen, however, is not at all anti-social; she simply lacks social skills and social purposes. She cannot do anything before her group. Her written work is generally very well done, but she seldom contributes to a class discussion.

She reads a lot, but seldom talks about what she reads. Also eats to excess and consequently is over-weight. Is passive on the playground and shows no initiative in anything. Her teachers say of her that she is "socially retarding and distant," "not interested in the group," and "others pay no attention to her."

Exceptions are Important

Now, it will be recognized by anyone who has worked much with children that both Donald* and Helen represent exceptions rather than the rule. Donald has more personality assets for the school, or any other agency, to capitalize upon than is true of most children with low I. Q.'s, and Helen has fewer social assets than most intellectually bright children. These extreme cases are presented in this discussion to emphasize the im-

portance of exceptions. The fact that any given individual has a low I. Q. or a high I. Q. tells us "exactly nothing" about his personality, or whether or not his life will be a social asset or a liability. It is very easy and convenient to think of people in terms of general trends, but it is very deceiving and frequently very unfortunate for certain individual deviates from these trends. It is very easy for a teacher to think of a child with an I. Q. of 80 or 85 as "dumb and

ON THE basis of five years' experience with sociometric studies in the elementary grades from the first through the fifth, I would say that the chief value of such studies to teachers is to make them more conscious of the importance of inter-personal relationships among the children they teach. When teachers see the results of pupil choices of each other on a friendship basis, they are stimulated to think more about the problems involved. Their attention is arrested by the fact that a few children (approximately ten per cent) are consistently isolates. They are almost never chosen by anyone for any purpose. The fact that these isolated children are generally not discriminated against in any obvious or overt manner causes the teacher to assume that they are better accepted than they really are. Also teachers are usually surprised at the extent to which social acceptance is concentrated around a few most popular pupils. In some groups I have studied, the upper twenty per cent of the children have received more than fifty per cent of the votes. The discovery of this concentration of status has stimulated some teachers to do more to bring other children to the front in group activities. When this is done, the very popular children do not lose their popularity; there is just more popularity in the group. This is a gain for all, since a socially competent child is not only more happy himself but is also more stimulating to all others whom he contacts.—M. E. Bonney.

hopeless" generally, because he is poor in academic work; consequently very little provision may be made for the kind of personal development which Donald has received. Also it is very easy for teachers, and especially parents, to think of a child with an I. Q. of 126 or 136 as generally superior and certain to succeed.

Although it is true that the data collected in Denton, as well as evidence from other similar studies, shows that bright children as a group are superior in social success and personality development, it is very important that those who work with children should be sensitive to exceptions. Otherwise a very bright child like Helen may drift into serious social maladjustments and not be a success in anything, due to the burden of emotional frustrations. An individual with a high I. Q. cannot succeed with his intellect alone, but only as a total person. Likewise an individual with a low I. Q. will not fail to make some kind of a contribution to his community simply because of his low intellect, but rather because his assets as a total person have been neglected or thwarted. Whether any individual leaves his community or his country a better place for his having been in it certainly depends as much upon his social motivations as upon his intelligence.

Stress Social Attitudes
There is increasing evidence that the education of the young in this country has been over-intellectualized at the expense of the development of social attitudes and ethical values, and that a great many people are becoming dissatisfied with what we can get from academic skills and sharpened intellects divorced from the quality of social motivations. It would seem that the time is ripe for educators and psychologists to devote some of the time and effort formerly bestowed upon experiments on how to raise I. Q.'s to equally diligent efforts on how to raise the social sensitivities of children and young people.

Evidences of dissatisfaction with a too highly intellectualized approach to education are found in the widespread emphasis on guidance and personnel programs in lower schools and colleges, in the increasing attention to the possibilities of introducing some kind of religious education into the public schools, and in the ever larger flow from the presses of the nation of popular magazine articles and books dealing with such topics as how to control emotions, how to win friends, how to be a real person, how to pick a mate, how to be happy though married, and what to do with the delinquents.

Army Experience Significant
Experiences of officers in the morale division of the Army have emphasized the lack of social consciousness on the part of large

numbers of our soldiers. In a recent issue of *Mental Hygiene* (October, 1944) Major Julius Schreiber of the Army Orientation Branch, Morale Services Division, says that at the beginning of the war his staff was shocked at the "astounding revelation" that although we were at war, great numbers of our soldiers had no idea why we were fighting, or had distorted ideas as to the background of the war. This lack of understanding was considered to be the most important single factor underlying poor morale. Speaking of the foundations of bad morale throughout our Army, Major Schreiber says:

"Beyond question, the most outstanding and most frequent finding was the complete failure on the part of the soldier to personalize the issues of the war, to realize the personal stake that he had in the war, to experience a social consciousness effective enough to motivate him to act."

It was the task of the Morale Services Division to set in motion a positive program, in the midst of the war, to undermine the cynicism and isolationism engendered by educational agencies emphasizing a narrow intellectualism, a narrow conception of individualism, and materialistic success. Without a social purpose it could not be expected that anyone could see anything worth giving his life for. More than one report on what the returning service-man wants after the war, has shown that at least some of the more serious-minded hope that the schools will help them build a philosophy of life or a system of values. In times of crisis the age-old problem of what shall men live by always comes to the fore.

The Greater Social Asset

The purpose of living will probably never be a problem to the boy, Donald, with the low I. Q., but more than likely this is already a problem to the very bright girl, Helen. From which child will society profit the most? There is, of course, no telling for sure how either child may turn out, but assuming that both of them continue with very much the same adjustments as they have now, are not the chances better that Donald will be the greater social asset? In a recent psychological journal (*Psychological Bulletin*, Dec., 1943) Jane Loevinger of the University of California quotes an English scholar as saying in 1933: "To the writer it seems that the selfishness, apathy, and prejudice which prevent intellectually gifted people from understanding the character of the present crisis in civilization is a far greater menace to the survival of culture than the prevalence of mental defect in the technical sense of the term."

It is difficult to see how anyone could disagree with this statement, whether it be applied to the problems of 1933 or those of 1945. It is the judgment of the writer that if all persons of low intelligence, say from I. Q. 80 on down, could by some humane means be done away with, not a single social problem would be solved or even materially changed, except the very minor one of caring for the definitely feeble-minded. The only effective way to make a difference between social disintegration and social advance, or between the prospects of perpetual wars as compared with perpetual peace, is to increase the social sensitivities and group loyalties of all classes of people, but especially of those of superior intelligence, since they will exert the greatest power.

How Develop Social Sensitivities

Ways of accomplishing these ends should certainly be given as much consideration as is now given to ways of teaching technical subjects. It may as well be admitted that we have very little exact knowledge on how to produce social attitudes, especially when we are faced with the fact that many powerful influences in our society give a counter emphasis. The few systematic studies that have been made, such as that by Vernon Jones as reported in his *Citizenship Training in the Public Schools*, have not been encouraging as to results achieved by the methods used. What other methods should be used, and what content should be employed, seem to the writer to constitute the most important single problem facing educational agencies today. Teachers, especially, who are seeking topics for these in graduate schools should find in this area a fertile field for their endeavors. Parent groups could choose no topic more related to the ultimate happiness of their children, or the needs of our time, than the subject of how to develop social mindedness in their children and a will to work for group values. We shall not be free from the threat of the disintegration of our cultural and moral attainments, nor from the imminence of universal conflict until the spirit of the Donalds can be infused into the minds of the Helens.

*The case of Donald, low I. Q. high social acceptance was treated in the first article published in the October issue of the LEAGUER.



By Mrs. Mae Ashworth

ALL PLAYS reviewed this month are suitable for high-school production. We shall be glad to send you any of these plays, or others from our drama loan library, for seven days examination.

The Visitor by Kenneth White. Dramatic Pub. Co., Roy. on application, 5m3w, drama, 75 cents, 3-act.

Bud Owen disappeared under mysterious circumstances three years before play opens, but his mother, Judith, has never given up hope of his return. Suddenly Bud comes home, greatly changed, and his actions immediately give rise to suspicions that he is an impostor who hopes to collect a large inheritance. When an attempt is made on Judith's life, every clue points to Bud, and from then on the action builds to a wholly unexpected climax. Excellent parts for all. Recommended for those who are looking for an unusual play.

Sing for Your Supper by Anne C. Martens. Dramatic Pub. Co., Roy. \$10, 5m5w and extras, comedy, 50 cents, 3-act.

The trials of a "swoon-crooner" who tries to keep his identity hidden. The bobby-sox brigade, led by Joanie and Laurette, descend on him, endangering his chances with a sensible girl and his hope of a job with the high-school music department. Fast-moving comedy with most characters "teen aged."

The Little Minister by Roland Farnham. Dramatic Pub. Co., Roy. \$10 to \$25, 5m6w, comedy-drama, 75 cents, 3-act.

A new effective dramatization of James Barrie's immortal story of the young minister and the gypsy girls, Babbie. Easily staged—only one set and few costume changes.

No Way Out by Owen Davis. Dramatic Pub. Co., Roy. on application, 5m5w, drama, 75 cents, 3-act.

Barbara Trent, lovely young heiress, grows steadily worse with a rather vague ailment, and the treatments administered by her stepfather, Dr. Hilliard, fail to improve her condition. When Dr. Enid Karley, sister of Barbara's fiancé, arrives for a visit, she begins to suspect that Barbara is being deliberately murdered in order that her wealth will revert to her mother who is completely dominated by Dr. Hilliard. Enid tries to convey her fears to her brother and the faithful old colored man-servant, and attempts to call in another physician for consultation, but she is thwarted at every turn. A lock belonging to the doctor's office nurse suddenly reveals his true character to all, and Barbara is saved just when proper treatment will still restore her health.

It's All in Your Head by Charles Q. Burdette. Row Peterson Co., Roy. on application, 5m6w, mystery-comedy, 75 cents, 3-act.

The Prescotts move into an old house recently inherited from an aunt, but their high hopes of making it a real home are soon shattered by a sequence of mysterious events. Through the efforts of the young folks, the "ghost" is disposed of and all ends happily. Helpful notes in back of book solve production problems. Clever lines and good characterizations.

Love Your Neighbor by Albert Johnson. Row Peterson Co., Roy. on application, 5m12w, farce-comedy, 75 cents, 3-act.

One of those family comedies with never a dull moment. Friends and neighbors come and go while preparations for Tessy's wedding are being completed. When Johnny Jones, an ex-marine, arrives to clear his swarming bees from the chimney, he falls in love with Tessy and sets out to stop the wedding. His novel plan succeeds, leaving many matters to be straightened out in the last fast-moving scene.

Escort Trouble by Eddie Cope. Baker, Roy. \$10, 5m5w, farce, 50 cents, 3-act.

Two college boys, Tommy and Bob, are always out of funds and in trouble with their landlady. Tommy promotes various "screwball" business ventures on Bob's money and uses his name for prestige. Bob must graduate at the end of the semester or he won't collect a \$3,000 bonus from his wealthy uncle. Tommy's latest brainstorm, the "Bob Aiken Escort Bureau," almost ends college days for both of them, but Bob finally

asserts himself, assuring his graduation and winning the girl of his dreams.

Your Money or Your Wife by Glenn Hughes. Baker, Roy. \$10, 7m5w, farce, 50 cents, 3-act.

Throughout this gay farce Ned Graham attempts by fair means or foul to stop the marriage of his sweetheart to a wealthy rival. After several disguises and many amusing incidents, he gets the girl and wins the favor of her father, the Pickle King, by finding a recipe for keeping old pickles crisp. Good comedy parts for all characters.

Ladies in Danger by Joseph Carlton. Baker, Non-Roy, 11w, mystery comedy-drama, 50 cents, 3-act.

The scene is the attic of an abandoned house during a flood on the Mississippi River. In the past this solid old house has withstood all floods, and now a number of women seek shelter there. Among the refugees are a thief, a murderer, and a woman who is looking for hidden treasure in the old house. With the rising of the flood all are under a great strain, reaching its climax in the shooting of the murderer and the theft of a purse. The tension is relieved by comedy in the characters of a negro mammy and a night club dancer.

When Janie Comes Marching Home by Wilbur Braun. French, Non-roy., 5m7w, comedy, 60 cents, 3-act.

Janie, a rather shy girl of twenty, has never been popular with boys, and when her romance with Wayne is broken up by his father she enlists in the WAC to get away from it all. After fifteen months she returns with new poise and the determination to set her family back on the road to success. Her new manner reawakens Wayne's interest and he defies his father in order to marry her. Much comedy is furnished by an old maid aunt who is desperately trying to find a husband, by a "timid soul" from next door whose wife is a WAC, and by the colored maid. Only one set.

You Can't Always Sometimes Tell by Jack Smart. French, Non-roy., 4m5w, farce, 60 cents, 3-act.

When Pvt. Jim Blake left camp to visit his girl, Phoebe, he had no idea of the trouble in store for him, including being robbed, finding Phoebe about to marry another man, losing all his clothes, and having to pose as a women cook (and he only knows how to peel and cook potatoes!). Phoebe's youngest sister and their cousin Charles try to help Jim but only get him more involved. This hilarious farce moves so fast and the lines are so clever that cast and audience alike will enjoy every second.

High School Plans Speech Activities

Orange Speech Department Provides Wide Variety Of Training

UNDER the leadership of Miss Dahnke, an extra-curricular Speech Arts program has been set up for the junior and senior high schools of Orange. The rapid increase in population in this area during the war years made necessary many changes in the school system, and added talent became available for the new projects that were undertaken.

Purpose of Program

Both inexperienced and advanced students are given an opportunity to develop their abilities to the fullest extent under this speech program. In the case of students with little or no experience, the emphasis is on those activities which will be of the greatest value in personality growth and development. The more advanced students are encouraged to put forth their best efforts toward giving polished performances for the public. The variety of talents found in such a large group provide program material of cultural, entertainment, and educational value for the student body. The program seeks to establish a closer relationship between school and community

DEBATE FORUM

By
Edd Miller

Question-box: Mr. Miller, debate coach of the University Debate squad, is willing to answer as best he can, questions arising in connection with this debate. It will be well if you write him a letter requesting information to enclose a stamped and addressed envelope for reply. Address: Edd Miller, University Station, Austin, Texas.

A NEW feature is started this month for the use of debaters. Every issue for the rest of the school year will have two columns or more with reprints, excerpts, original articles, and bibliographies on peacetime military conscription. These selections will be carefully chosen from recent material on the subject and an effort will be made to print only those items which are not readily available to debaters in the original form. All points of view

by entertaining and informational public performances.

Organization

Two general types of activities are provided to fit the talents and needs of the groups. Schedules are arranged to allow dramatic and speech workshop periods for the maximum number of students. In most cases students volunteer for participation and the auditorium teacher may select students for given projects, but classroom teachers feel free to recommend students who will benefit from or lend to the program.

Programs prepared during workshop periods are presented to home-rooms and assemblies. In preparing material for public performance, work during after school hours is necessary.

Extracurricular Speech

The Senior Play is the only planned full-length production. One-act plays are prepared for school assembly and community gatherings. Students are encouraged to write original skits for spe-

Pauline Dahnke*

FOR the past three years Pauline Dahnke has served as chairman of the Speech Arts Department at the Luther Stark Senior High School and the Helen Car Junior High School, Orange, Texas. Miss Dahnke received the B.A. degree from Trinity University and spent the winter and summer of 1941-42 doing work toward the Master's degree at Louisiana State University. Further work in the field of speech and dramatics has been carried on in summer sessions at the University of Colorado and the University of Southern California.

She is devoting her full time in the 1945-46 session to an activity program of speech and dramatics with the purpose of extending this program to a greater number of students. This summer she did five weeks of observation and study at the University of Denver on methods, techniques, and materials with which to enrich the new program being initiated this year.

Miss Dahnke is a member of Alpha Chi National Scholastic Society, Delta Kappa Gamma, National Association of Teachers of Speech, National Education Association, and Texas State Teachers Association.

cial events occurring during the year. Story telling, choral speaking, and oral reading offer other outlets for special speaking abilities.

Classroom groups present scenes from plays, and write original skits to dramatize short stories or scenes from novels studied in class. Debate workshop periods are devoted to such activities as building intramural and interscholastic debate teams.

A special workshop period is set aside for the Student Speakers Bureau, which is composed of all students enrolled in speech classes. Members of the bureau are subject to call when needed for speaking assignments. Sponsored by this group are forums and panel discussions, extemporaneous speaking, oral reading, declamation, and broadcasting.

Participation in all Interscholastic League speech events is encouraged.

*Just as we go to press, we have been advised that, on October 7th, Miss Dahnke was married to Lt. M. D. Ray of the U.S. Army Transportation Corps. Lt. Ray was just returned from two years and six months' duty in Alaska, and is at present stationed at Camp Claiborne, La. Mrs. Ray plans to continue her work in the Orange High School until such time as her husband receives his discharge from the service.—EDITOR.

will be represented—affirmative, negative and general material—and a short bibliography will be printed each month giving a list of books and articles on the question appearing during the month.

This column of "Debate Clippings" is designed for your use. You should be able to cut out the articles and put them with the rest of your material, or copy out the portions you find useful and file them with whatever other sources you may have. A wide enough variety will be presented over a period of several months to fill in any gaps you might have in your store of information.

Marshall's Report

Probably the most important development during the past month on the topic of peacetime conscription was General Marshall's report in which he advocated a compulsory system of peacetime military training. *The Christian Science Monitor* for October 10 gives a very full and clear explanation of the Chief of Staff's proposals. If the *Monitor* is not available, any metropolitan daily of that date will give you the same information. This proposal is important since it very likely will be the basis of some sort of proposed legislation in Congress during the next few weeks.

Note-keeping for Debate

Last month most of the "Forum" was devoted to the matter of gathering material for debate. Along the same line, a few words might be in order about how to keep notes and material gathered in the course of preparing for a debate season. Most debaters need not be told that it is important to keep accurate notes on everything they read. But the point might bear re-emphasizing. Accurate note-keeping is important for two rea-

sons: (1) most of us cannot rely solely on our memory as a place to store information—we are too apt to forget things of real importance; and (2) in quoting an authority, it is only fair to quote him exactly, not approximately. If we do not have accurate notes, there is a possibility of misquoting. Consequently, if you are not already doing so, then begin today with some sort of system for retaining the information you accumulate.

What are some methods of keeping or filing information? Some of you may prefer to keep the information you gather in a loose-leaf notebook. This plan has the advantage, of course, of making it possible to insert material in any place it might fit best. Some debaters may prefer manila folders as a storing place for debate material. Especially popular is the use of filing boxes with the important information written out on filing cards and placed under whatever divisions the debater cares to make of the question.

Divisions of a Debate Question

A convenient division to begin with would be the threefold division of (1) general material, (2) affirmative material, (3) negative material. Beyond that, the debater may wish to divide the question into many subdivisions dealing with such things as "Need for a Change," "Affirmative Plans," "Counter Proposals," etc. The divisions, however made, should be done with an eye to usefulness and convenience.

Finally, when copying material to be filed, be sure to quote exactly; write on the card or sheet of paper the author's name, his position or rank (if it is given), the exact source of material (name of magazine or book, page number, etc.). If this is done, then no mistakes can be made in using information written by someone else.

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.

WITH the end of the war and the lifting of restrictions that handicapped the schools in contest activities, Drama and Speech are once more taking their rightful place. The smaller schools were especially hard hit throughout the war years, and it is in these that we note the greatest revival of interest. Speech is being introduced for the first time in many schools, and we receive numerous requests for information on organization of dramatic clubs. It is still too early to make any estimate of the number of schools that will enter debate, declamation, and extemporaneous speaking, but the enrollment in the One-act Play Contest is already greater than the total registration last year.

News Notes

The Avery High School has added Public Speaking to its curriculum, and plans to enter speech events of the League this season. The director of speech activities, Frank C. Bean, formerly coached debate at the Bagwell Junior High School. To increase interest, a Speech Club has been formed, with Robert Belt as president.

Miss Ethel Orrell and Mrs. Celeste Dodd of the Speech Arts Department at Thomas Jefferson High School in San Antonio have obtained leaves of absence to work with the American Red Cross. Both teachers had been connected with the school for many years.

The Sternglanz Listening Room at El Paso High School is a gift from Mr. and Mrs. Sternglanz to those students of the school who like music, drama, and poetry. The room was presented as a memorial to their son who died in battle.

After suspending its activities a year, the Dramatic Club of Athens High School was revived this year with a record number of ninety-one members. Two years ago the membership was sixteen. Meetings will be held twice monthly under the sponsorship of Miss Esther Reynolds.

New members of the Thespian Club of Lubbock Senior High School were initiated at a banquet at the Hilton Hotel on October 24. Sponsor is Dan Howell, who has just been released after three years of military service.

First play of the season at Technical High School in San Antonio will be "Our Town" by Thornton

Wilder. This will be a Thanksgiving Day production under the direction of Mrs. Elaine Curran.

During the summer Chase Winfrey, head of the Speech Department at Austin High School, served as director of a summer camp for Texas orphans at Burnett. He was assisted by five of his high-school students as counselors in the various activities. This very successful project, sponsored by the State Board of Control, was the first of its kind undertaken in the United States.

The Sunset Debate Club (Dallas) held its first meeting of the season on September 25, welcoming new members, electing new officers, and giving an exhibition debate for the benefit of new members. Miss Rebecca Thayer is again sponsoring this club.

Interest in dramatics is at a new high in Gladewater High School, and the Thespian Club has found it necessary to limit the number of new members because the group was becoming so large that it was difficult to give maximum benefits to all students. The club's director is Mrs. Runelle Steward.

The stage at Lamesa High is being completely decorated as a gift from the Senior Class of 1945-1946.

The Seniors of Austin High School (El Paso) have chosen "The Lovely Duckling" as their Class Play. Mrs. Lydia Stark, director, has announced December 7 as the production date.

Recently the Speech Department at The University of Texas gave special tests to students with Speech faults and set up a laboratory staff to handle the remedial program.

Forty-five new Thespians became members of the Red Dragon Players at Austin High School this semester, winning in tryouts conducted for 140 students.

Grand Prairie's Junior Class presented "Junior Miss" on November 7 and 8, giving matinee and evening performances.

Debate Club members at Corpus Christi High are organizing for a busy year, with many students especially interested because of the subject to be debated. Principal E. W. Smith is sponsoring the club.

"The Man in the Bowler Hat," Amarillo High School's first Thespian Club production for the year, proved so successful that it had to be presented twice to accommodate the many students wishing to see it. Mrs. N. N. Whitworth directed. The club has also given several radio skits for the USO, stressing the valuable services rendered by this organization.

Students of Harlandale High School (San Antonio) presented the three-act comedy "The Mad Hatters" on October 23.

Debaters Clip-sheet of Recent Material

(Continued from p. 1)

Not Effective as PT Program

2. A real program of physical training and health education to be effective should start at an earlier age than 18 years and should continue beyond that age. A program of training in the military techniques of today is likely to be quite useless tomorrow with the new techniques evolved from day to day.

3. Probable effects of a year of peacetime military training on the emotional, psychological, mental, social, and religious aspects of youth are likely to be all on the minus side.

Interruption of the educational career of youth, segregation of large numbers in Army camps with their concomitant evils, uprooting of youth from their home, church, and community environments, are factors which are more likely to result harmfully than beneficially.

Peacetime military conscription is designed, presumably, to prepare our country for war. The outstanding example of a democratic country which had followed such a program for many years is France. But this preparedness proved of little value in the face of actual warfare. The United States and Britain have been outstanding examples of countries which have refrained from adopting such a program and these countries have demonstrated their ability to meet the threat without such a program.

It was suggested that as an alternative to peacetime military conscription, the Federal Government take the initiative and provide the leadership to insure an adequate physical and health education program throughout our school systems and to increase the opportunities afforded to the youth of America to equip themselves physically, mentally, and technically to meet the demands of tomorrow.

VIEWS ON THE DRAFT

By Louis Ludlow, Congressman from Indiana

(Reprinted from Congressional Record, October 1, 1945, p. A441.)

I HAVE been asked my opinion in regard to the draft and I am glad to respond. I would first of all see to it that the men who are suffering from combat fatigue and the rigors of long, hard service are discharged and sent home as rapidly as transportation facilities will take them there. These men are entitled to our first consideration.

I am opposed to the conscription of boys of 18 and 19 and the early twenties. Instead of sending those boys into the military ranks I would send them to school. In a few years they will be running our country and they have a right to receive the training and education necessary to enable them to meet their responsibilities. To put a gap in the lives of these boys in a time of peace when their careers should be molded for future usefulness is an appalling disregard of the national interest. We have in the armed forces many thousands of young men who were taken from high schools and colleges into the service and if they remain in the service for any great length of time I fear they will not have the inclination to try to finish their education. That would be a national misfortune.

Volunteers Solve Needs

I believe that the problem of the manpower needed for the armies of occupation can be solved—completely and satisfactorily solved—by use of the volunteer method. I believe that if the President would issue a strong appeal to the patriotism of those who have not yet done their bit in the armed forces in connection with the war, asking them to rally to the colors and render this service to their country, the response would be surprisingly effective. I believe that enough men would respond to meet all of the requirements of the armies of occupation. Such a proclamation would appeal to thousands of younger people who would be thrilled by the spirit of adventure and to older, single men who have no particular ties at home. The armies of occupation open a wide opportunity for older men who would not be useful in combat duty. There is no reason why a man of 40 or even 50 or older would not be useful for police duty. The War Department informs me that 400,000 men will be needed in the American forces of occupation in Europe.

After three years of inactivity in Debate, the Gladewater High School is resuming work in this contest. A Debate Club has been formed with Miss Enid Aycock as sponsor, and plans are being made to hold debates with neighboring schools in preparation for League tournaments.

MacArthur Says

General MacArthur has said that 200,000 men will be sufficient for the permanent armies of occupation in the far eastern theater. His declaration almost tore the roof off of the Pentagon Building, as a good many high-ranking military authorities are loath to countenance such a heavy reduction in forces with resultant reactions on their influence and prestige, but I, for one, am willing to trust MacArthur to determine the size of the force required to do the job. A personal acquaintanceship of 40 years has given me the highest opinion of his judgment and dependability in reference to military matters. The Navy Department expects to operate on a volunteer basis after September 1 next with a force of between 500,000 and 600,000 men, and if the Navy can raise that force of volunteers, why should it not be expected that the Army can raise 600,000 by the same method?

Other Nations Should Contribute

At the same time the President issues a proclamation calling for volunteers he should, in my opinion, call on China and Great Britain to contribute men to the army of occupation in the Asiatic theater. There is no reason on earth why America should do this job alone or even the major part of it. American intervention in World War II saved China. She has 400,000,000 people right at the threshold of the theater of occupation. American intervention also saved the British Empire, whose interests in the Far East are far more important than those of the United States. The British Empire, on which the sun never sets, embraces a population equal to that of China, or four times the population of the United States. Australia, a British possession with 7,246,612 people also is right at the threshold of the occupation area and in all fairness should make a sizable contribution to the forces of occupation. In my opinion, these countries whom we have helped so much should be reminded of their postwar responsibilities. With a big job of policing the occupied countries still to be done, they have no right to sit back complacently and say, "Let Uncle Sam do it."

PEACETIME MILITARY CONSCRIPTION

(By William L. Strauss, Instructor in Government, The University of Texas)

THE ISSUE of universal peacetime military conscription is dead. The atomic bombs dropped on Hiroshima and Nagasaki less than six weeks ago ended not only the war without the necessity of an invasion of the Japanese home islands, but also the relevance of any arguments in favor of conscription. Without the atomic bomb the war may well have lasted two more years. During these two years the forces of a mass army would have been used to bring the Japanese to the point of surrender.

No Need for Mass Armies

Not only did the use of the atomic bomb make the use of a mass army unnecessary in this particular war, but also it has made the use of mass armies in future wars unnecessary. Just as the use of guns whose bullets could pierce the armor of the plumed knight ushered in a new era in the history of modern warfare in which the knight in full armor had no place; so the use of the atomic bomb brings in a new age in which mass armies will be obsolete.

The argument for peacetime military conscription (leaving out of consideration the supposed educational, psychological, and disciplinary benefits of the system) is based on two suppositions:

1. That when the next war comes we will not have sufficient time to train adequately a mass army before we are invaded, and

2. That a mass army is necessary not only for defense in that situation, but for invasion later in order to defeat the enemy.

The atomic bomb has destroyed both presuppositions. For no enemy needs to invade in order to bring destruction to our cities and our industrial plants. They need no mass armies and vast transport fleets to land on our shores. They only need a few airplanes and a supply of atomic bombs for their purpose. Suppose we have peacetime military conscription for a period of years and build up a trained reserve of five million men. A fleet of bombers might well wipe out a goodly percentage of our industrial capacity in one raid before the order for mobilization could be sent. After it was sent and the men assembled, of what avail would their knowledge of the manual of arms and military courtesy be in preventing another attack? The answer is obvious: About as effective as the "dress" swords of officers wear on certain ceremonial

occasions. It is, of course, unnecessary to state that if other nations would not need mass armies to attack us, neither would we need them to engage in attacks.

Atomic Power Will Be Developed

Of course, it is possible to counter this line of argument by saying that the supply of uranium necessary for atomic bombing is limited. Therefore it follows that the destructive power of this weapon is not so great as might be inferred by multiplying the known effects of the two bombs dropped by and supposed number that might be dropped in the future because there just isn't enough uranium in existence to make many bombs.

All of which may be true, but it is germane only if we assume that the development of atomic power will remain at its present level. It is fair to assume that the development of this power is not at a maximum at present. The bombardment of the atom is only in its infancy. While theoretically this

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has been possible since Professor Einstein announced his equation concerning the amount of energy that could be released from inert mass, we must remember that the first atom was smashed only in 1939. The active life of atomic power has been only seven years. While the bombs dropped over Hiroshima and Nagasaki contained uranium—an admittedly scarce element—how long will it be before other elements can be used for the same power? *The New York Times*, a newspaper certainly not noted for daring speculations, recently carried an article outlining the possibilities of using silicon in the manner in which uranium is now used. If this is possible, questions of supply will certainly be simply answered for silicon is one of our most plentiful elements, for it is that substance which somehow gets (unasked and uninvited) in your sandwiches at bathing beaches. If not silicon then some other element will be used. We should also keep in mind the possibility of the discovery of new sources of supply for uranium.

Military Conscription Outmoded

We are faced with the fact that an old age has ended and we stand on the growing edge of a new era. In this new era that lies before us certain ideas and practices, and institutions which may have been of value in a "horse and buggy" age can find no functional use. Certainly it would be unnecessary and unwise for the United States to attempt to use one of these outmoded devices—universal peacetime military conscription, particularly in view of the fact that universal peacetime military conscription in those countries in which it was used never either prevented those countries from being involved in war or assured them military victory once they became involved. The use of such a device (the functional validity of which could be questioned in the age just closed) in the new era would be about as effective as a knight in armor attempting to withstand the fire power of the Garand rifle.

Universal peacetime military conscription can now be safely consigned to the history books, there to gather dust with the Macedonian phalanx and the Roman short-sword. Those who read about it in the future may wonder why it was ever seriously considered as a possible policy for this country, but it is to be hoped that they will not laugh derisively on reading of its adoption. Don Quixote makes good reading as fantasy—as fact it would be the sheerest stupidity. So is universal peacetime military conscription.

Cigarettes or National Defense

The year that France fell, we spent five and a half billion dollars on tobacco and alcoholic products, about three times the sum we devoted to our precarious national security, even in that most critical hour of world history. . . . As late as 1937 we might have convinced the Axis gangsters of the complete futility of their preparations by simply matching our cigarette-money—using the term figuratively—with expenditures on national security.—General of the Army George C. Marshall.

It is the fault of envious human nature that the old is always the object of praise, the present of contempt.—Tacitus.

Play-By-Play To 32 Radio Stations

Final Series of League 1945 Football Will Go to Entire State

TEXAS radio audience will have an opportunity to hear play by play account of the inter-district football play-offs in the University Interscholastic League football championship series this year as usual. The broadcast under the sponsorship of the Magnolia Petroleum Company will be heard over the following stations:

City	Station	Turn Dial To
Abilene	KRBC	1450
Amarillo	KGNC	1440
Austin	KNOW	1490
Austin	KTBC	590
Beaumont	KRIC	1450
Big Spring	KBST	1490
Brownwood	KBWD	1380
Corpus Christi	KWBU	1030
Corsicana	KAND	1340
Dallas	KRLD	1080
Dallas	WRR	1310
Fort Worth	KFJZ	1270
Houston	KTRH	740
Houston	KTHH	1230
Lubbock	KFOY	1340
Lufkin	KRBA	1340
Longview	KFRO	1370
Midland	KORS	1230
Paris	KPLT	1490
Palestine	KNET	1450
Pampa	KPDN	1340
Port Arthur	KPAC	1250
San Antonio	KABC	680
San Angelo	KGKL	1400
Sherman	KRRV	910
Sweetwater	KXOX	1240
Temple	KTEM	1400
Texarkana	KCMC	1230
Tyler	KCKB	1490
Waco	WAGO	1450
Weslaco	KRGV	1290
Wichita Falls	KWFT	620

Schools Warned That Awards Rule in Effect

(Continued from p. 1)

a vote of 243 to 174 the member-schools adopted the new proposed rule.

Effective This Year

The new rule was published the first time in the 1944-1945 Constitution with the announcement that it would become effective with the beginning of the 1945-1946 school term which, of course, is the present school year. The new rule is found under Article XIII, Section 5, of the Constitution and Rules.

With adoption of any new regulation there naturally arises a number of question concerning the interpretation and enforcement of the rule.

The enforcement of the rule rests with the State Executive Committee, and any violation of the provisions of the rule may result in suspension from the League. It is hoped that member-schools will exercise every effort to enforce and abide by the rule rather than try to devise ways and means of evading it.

The athletic firms of the State have promised League officials that they will cooperate with the State Office in the enforcement of the rule and will counsel with the schools on the purchasing of awards that will not be in violation of the prescribed limits.

This rule was proposed by the representatives of the schools on the Advisory Council, and later adopted by a vote of the membership, so it behooves all member-schools to see that the provisions of the awards rule are enforced.

Questions and Answers

A few questions have been submitted to the League office concerning the application of the rule and for the information of other members these questions and answers are published below. The replies are not official interpretations of the State Committee but opinions from the office:

- Does the \$7.50 limit on awards include the price of the letter attached to the sweater or jacket? Yes.
- May a sophomore or a junior receive a \$7.50 award and then receive his senior year a \$15 award? Yes.
- We want to select an all-district team and give to the boys selected an all-district award, such as a gold football. Each school would purchase the awards for such of their players as made the all-district team. Will this award be within the League rule? It would be no violation of Article XIII, Section 5, provided the total cost of the award received by sophomore and junior did not exceed the \$7.50, and for seniors \$15 for the year.
- The League limit on money spent for awards for sophomores and juniors is \$7.50.

Can the boys pay the difference and purchase a higher-priced award? No.

- Can a school purchase some awards equal in value to \$11 each, then have the sporting goods company bill the schools for \$7.50 each per award and charge the balance to volley balls? In my opinion, such a practice would be a flagrant violation of the awards rule.

Seniors

- Suppose a local high school football player is a senior and is graduating at the close of the fall semester, he also is selected by the local newspaper as the most outstanding player for the season. May the local newspaper present him with a wrist watch upon graduating for being the most outstanding player without penalizing the school? In my opinion, yes.

- In case a dispute arose on the value of awards given by a school to the members of its team, who would determine the real cost of the award? The State Executive Committee would request the name of the concern from whom the purchases were made and find out from the dealer what the actual cost was to the school, and whether other League members would be permitted to make identical purchases for same consideration.

Babson Says Present School System Obsolete

(Continued from p. 1)

"bedtime" features. Others blame the inefficiency of the public schools on the home and pass the buck back to the parents. What is the answer? Should the children be forbidden to listen to these radio dramas and attend the run of movies or shall the public school adopt more visual emotional education while still retaining discipline?

Frankly, our present educational system must be amended. The school committees—backed up by the publishers of textbooks—are forcing children to drive "horses and buggies" in an automobile and airplane era. Unless the public schools are to turn the real education of our children over to the commercial movie and broadcasting companies, then schools must install more visual education and drama. Otherwise, the public schools will gradually become a waste of time and money.

What Will Television Do?

All of the above is true without any consideration of what will happen to our children when television gets into every home. Considering the present influence on the child's character of going to the movies only once or twice a week, what will happen when television operates in all homes all of every evening? Really the situation is very serious.

I am making no appeal for the movies, or radio. I sometimes wish neither had ever been invented. Moreover, I am much opposed to "babying" or "amusing" children. Schools must not engage in any appeasement program. I even believe that the bamboo stick and black walnut ruler should be restored as a part of the public school system.

My appeal is merely this: The first purpose of the schools, after teaching the "three R's," should be to awaken children intellectually and spiritually. The best way to accomplish this may be to scrap much of the present school system and institute more carefully selected, both factual and emotional, visual education.—Reprinted from the *Houston Post*, Sept. 21, by special permission.

Recommendations State Meeting of Delegates

(Continued from p. 1)

question of elimination of spring training, with the substitution of football training in August. Mr. P. E. Shotwell of Longview, Mr. B. A. Coppas of Iraan, Mr. S. B. Burks of Tyler, Mr. E. J. Lowrey of Lubbock, and others, spoke on the question.

Mr. C. D. Brown of Elgin moved to discontinue spring training in football. The motion was lost for want of a second.

Mr. P. C. Cobb of Dallas moved to allow the alternative of having spring training or fall training beginning August 15, the question to be submitted for referendum by conferences. The motion carried.

Baseball

Mr. Z. A. Williamson of South Park High School (Beaumont) moved to recommend to the Advisory Council that they study and submit a plan for baseball as a League activity as soon as transportation facilities permit. The motion was carried unanimously.

Point Schedule

Mr. R. J. Kidd presented a plan for the revision of the point schedule for the State Meet. This plan suggested a change in the reading of the League rules on points, to read that, "In the State Meet

points shall be given in the athletic contests as follows: first place 10 points, second place 8 points, third place 6 points, fourth place 4 points, fifth place 2 points, sixth place 1 point; with points for relays in the State Meet to be given as follows: first place 16 points, second place 10 points, third place 6 points, fourth place 4 points, fifth place 2 points, sixth place 1 point."

Mr. Williamson moved to adopt the recommendation. The motion carried unanimously.

Conference A Football

Mr. Bedichek, reporting for Mr. W. J. Stone of Nocona, stated that progress in the study of the question of state championship in football for Class A schools is being made. He reported that a great majority of Class A schools favor the idea. A more complete report will be made in the LEAGUER later.

Returned Veterans

Mr. Williamson moved that a student otherwise eligible who has withdrawn from school and entered military service will be, upon his return to school, eligible on the same status as upon his entry into service. The motion failed.

Mr. J. O. Webb of Houston moved to have a committee to study and make recommendations on the question of behavior of league groups in hotels and other lodging places. The motion carried unanimously.

Debate

The question of the return to types of pre-war League meets was discussed. Mr. H. S. Fatherree of Abilene moved to restore two divisions—boys' and girls'—in debate in AA schools. The motion carried.

Mr. P. E. Shotwell of Longview moved that the age rule be interpreted that a student is eligible throughout the school year on the same basis in all activities. The motion carried.

Mr. Harry Fouke of Houston moved that State AA Basketball championship games be carried on in the same manner as in football. The motion failed.

There being no further business, the meeting adjourned.

(Signed)

H. S. FATHERREE,
Secretary.

Among Those Present

Included among those present were the following:

Abilene High School: Principal H. S. Fatherree.
Amarillo High School: Coach Howard Lynch.
Beaumont: I. B. Griffith, Athletic Director—Head Football Coach; Raymond L. Moyer, Assistant Athletic Director; Coach Carlos "Smiley" Davis.
Big Spring High School: Principal Walter L. Reed.
Bowie High School (El Paso): Track Coach Cecil M. Jorden.
Brackenridge High School (San Antonio): Enos Gary, Principal; George Forehand, Coach.
Corpus Christi High School: Principal E. W. Smith.
Dallas: Athletic Director P. C. Cobb.
Denver City: Superintendent J. W. Jones.
Electra: Superintendent S. M. Bohn.
Elgin: Superintendent C. E. Brown.
El Paso: L. W. McConachie, Athletic Director and Manager.
Fort Worth: Albert McLeland, Manager Athletics.
Gaston: Coach Russell R. Murphy.
Gladewater High School: Claude Owens, Basketball Coach; George Lipscomb, Coach; Joe Taylor, Athletic Director.
Gonzales High School: Superintendent A. O. Bird.
Grandfalls High School: Superintendent Mrs. J. O. Head.
Harlandale High School: Coach Howard Harris.
Hearne High School: Coach O. M. Simpson.
Houston Independent School District: Harry Fouke, Director of Health and Physical Education; Assistant Superintendent J. O. Webb.

Iraan High School: Superintendent B. A. Coppas.
Kaufman High School: Coach E. M. Jordan.
Lamar Junior High (Bryan): Principal W. R. Carmichael.
Lockhart: Superintendent R. L. Williams.
Longview High School: Coach P. E. Shotwell.
Lubbock High School: E. J. Lowrey, Director of Athletics.
Marshall High School: Principal V. H. Hackney.
Menard: Superintendent H. Oliver.
Monahans: Superintendent R. D. Lee.
New Braunfels High School: Principal E. H. West; Weldon Bynum, Athletic Director.
North Side (Fort Worth): Assistant Coach L. B. Morris.
Odessa High School: Coach Clayton Hopkins.
Overton: Herbert E. Gray, Teacher and Coach.
Pampa High School: Miss Katherine Simmons, Journalism Sponsor.
Paschal (Fort Worth): Track Coach C. W. Berry.
Port Arthur High School: Tom L. Dennis, Athletic Director.

THE INTERSCHOLASTIC LEAGUER

Thomas Jefferson (Pt. Arthur): Principal W. B. Killebrew.
Reagan County High School (Big Lake): Superintendent C. E. Ellison.

John H. Reagan (Houston): Principal R. H. Williams.
Robert E. Lee (Goose Creek): Principal R. B. Sparks.

San Angelo: Superintendent Bryan Dickson; Principal John L. Bishop; Principal N. C. Smart.
San Antonio: A. E. Lehmberg, Director Health and Physical Education.

Sherman: Coach N. J. Hogan; Principal W. D. Blunk.

South Park High School (Beaumont): Principal Z. A. Williamson; Superintendent C. W. Bingman.

South San Antonio: Superintendent Morris S. Jennings; T. E. Burrows, Member of the School Board.

Sunset (Dallas): Rebecca Thayer, Speech Teacher and Debate Coach; Mrs. Wanda Banker, Speech Teacher.
Talco: Coach Lee Mitchell.

Temple High School: George H. Gentry, Superintendent of Schools.
Texas High School (Texarkana): Coach Floyd L. Edwards.
Tyler: Principal S. B. Burk.

Wichita Falls: Principal S. H. Rider.

Ysleta High School: Coach Paul H. "Buck" Gibbs.

Security Life and Accident Co.: Robert E. Warren, Athletic Insurance.

State Department of Education: Joseph R. Griggs, Director High Schools.

A. P. Sports Editor: Harold V. Ratliff.
Zeb Howell: Athletic Goods Salesman.

The University of Texas: Dean, Division of Extension, T. H. Shelby; Roy Bedichek, Director of the University Interscholastic League; R. J. Kidd, Athletic Director.

Algebra Considered as a Language

(Continued from p. 1)

not be changed. If the product is at some moment say 100 then in the language of algebra $pv=100$; though p may change v will also change so as to keep the product 100. More generally if K be any constant representing the product of p and v at some time then Boyles Law is stated: $pv=K$. It is clear that any increase in p or v must result in a decrease of the other and vice versa.

If a body is falling freely starting from rest the distance through which it falls is about 16 feet multiplied by the square of the number of seconds it has fallen. If the distance in feet is called "s" and the time falling in seconds is called "t" then $s=16t^2$ gives the distance fallen in t seconds. Science abounds in laws and relations that can be most usefully, precisely and briefly stated in the language of algebra.

"Word Problems"

One of the bug-a-boos of algebra teachers and students is the so-called "word problems." These problems require for their solution merely the translation of what is stated in the English language into the language of algebra. If the teacher will persist in training the student to read his problem carefully and to try sorting out the bits of information contained in the wording and then translating these statements into the language of algebra most of the trouble with "word problems" will disappear. Let us take a few simple examples.

In making some concrete two-thirds as much gravel as sand is used and one-half as much cement as gravel. How much of each was used if 120 pounds is used in all?

- Now how much concrete is to be mixed? Answer: 120 pounds.
- How many things are to be used? Answer: 3.
- Of which material is most to be used? Answer: sand.
- Do we know how many pounds of sand are used? Answer: No.

5. If we did know how could we find the amount of gravel? Answer: By taking $\frac{2}{3}$ as much as the sand.

6. How then could we find the amount of cement? Answer: By taking half as much as the gravel.

7. Which amount then seems most important in finding the others? Answer: sand.

Then since we do not know what number of pounds is sand we shall say

$$\begin{aligned} x &= \text{number pounds of sand.} \\ \text{Since two-thirds as much gravel as sand is used the gravel is } \frac{2}{3} \text{ of } x \text{ or } 2x. \text{ Since one half as much cement as gravel is used it is } \frac{1}{2} \text{ of } 2x \text{ or } x. \text{ Now since sand added to gravel added to cement gives 120 pounds we must have the equation of } x \text{ (sand) + } 2x \text{ (gravel) + } x \text{ (cement) = 120} \end{aligned}$$

$$\begin{aligned} x + 2x + x &= 120. \\ 3x &= 120. \end{aligned}$$

This equation is an exact translation of the English statement of

the problem. The problem, therefore, contains its own solution.

Take a second example:

Two boys together pick 250 pounds of cotton in a day. If twice what one picked is three times what the other picked, how much did each pick?

What facts are stated?

- Two boys together picked 250 pounds.

2. Twice the number one boy picks is three times what the other one picked.

- Do we know how much each picked? No.

- Did they pick equal amounts? No.

5. What do we wish to find out? What each boy picked. Since we do not know what either one picked, let us say one picked x pounds and the other y pounds.

Then $x+y=250$ (why?)

If x is bigger than y then $2x=3y$ (why?)

If $2x=3y$ then $x=\frac{3}{2}y$ (why?)

Then $2y+y=250$ (why?)

$$\begin{aligned} 3y &= 250 \\ y &= 83\frac{1}{3} \\ x &= 166\frac{2}{3} \end{aligned}$$

Therefore one boy picked 150 pounds and the other 100 pounds.

$$\begin{aligned} \text{Check } 100+150 &= 250 \\ 2(100) &= 3(100) \\ 300 &= 300. \end{aligned}$$

As a final example:

A stock raiser feeds a mixture of two grades of corn, the first worth 80 cents a bushel, the second worth 88 cents a bushel. How many bushels of each must he take to make a mixture of 200 bushels worth 82 cents a bushel?

What are the facts told the student?

- Price per bushel of two grades of corn.
- Mixture of 200 bushels to be made.
- Cost of mixture per bushel to be 82 cents.

Required: to find amount of each grade used.

Since we do not know how much of each was used we may let x be amount of 88c corn and y the amount of 80c corn.

Then $x+y=200$ (why?)

Since we are to have 200 bushels worth 82 cents a bushel the mixture must be worth 200 times 82c = \$164.00.

Since we use x bushels at 88 cents a bushel the value of that part of the mixture is 88x cents, similarly the cheaper part is worth 80y cents. What then is the value of both together? Clearly, it is the sum of 88x and 80y and so the new information becomes

$$88x+80y=16400 \text{ (why not 164?)}$$

Now, we already have $x+y=200$ and hence the two statements in the language of algebra that we have translated from the English of the "Word Problem" are

$$\begin{aligned} x+y &= 200 \\ 88x+80y &= 16400 \end{aligned}$$

The rest of the problem is routine. (Note: The next article on algebra will deal with negative numbers.)

Conroe Spanish Pupils Publish Book

(Continued from p. 1)

Spanish dancers above the names of the student contributors. In writing their assignments for the publication, the contributors naturally learned more Spanish than they had known previously. For words they did not know, they consulted English-Spanish dictionaries, and for help in writing structures with which they were unacquainted they went to their teacher. After turning in their work, they were required to have conferences with their instructor so that the latter might correct and explain errors they had made. After the conferences, the students neatly recopied their corrected compositions and then turned them in so that they might be stenciled in preparation for mimeographing.

In addition to teaching the students more about the language of "Los Conquistadores," the undertaking taught some of the workers how to type a stencil, how to draw or trace on a stencil, how to mimeograph, how to arrange a book, and how to assemble one.

After the publication was released, it continued to help teach the language in which it was written, for it was used in classes in reading and translating exercises.

Student editors for ALEGRIA ESPANOLA were Brenda Lee Griffin and Edmona Wooldridge.

Vina B. Hopkins was its business manager.

Contributors were: Martha Adams, Connie Bradford, Vilma Bush, Betty Jean Chambers, Griffin Chapman, Kay Daniel, Brenda Lee Griffin, Falba Hayden, Mina Ruth Hayes, Fay Holmes, Vina B. Hopkins, Betty Jo Howell, Alystine Hunt, Beatrice Kasper, Barbara Kneisley, Ellen Agnes Monroe, Irene Parsley, Billy Prince, Nellie Sitton, Lonnie Smith, James Teater, Joyce Wagers, Betty Whittington, Edmona Wooldridge.

C. W. Dawson was faculty advisor and critic for the book.

Summer Camp: An Extension of the Public School System

(Continued from Page 1)

teachers, resulting in a better understanding of student needs and problems.

Training in Citizenship

The school camp can operate as a miniature democracy much better than is usually accomplished in the classroom, because of the freedom from limitations of the daily class schedule. In addition to the camp council, there is an opportunity for other forms of camp government, either based on Indian lore or on the use of modern forms of organization where the students can participate in office-holding and general management. Often the school can, for the first time, see activities developed by use of blocks of time, and it may lead to desirable modifications of school procedure. Overnight trips from the camp also provide opportunities for leadership and skills not present in the usual classroom. What greater value to education could the school camp perform than to point the way to a continuous, unbroken educational experience throughout the year?

There are no traditions, and the best of curriculum content and teaching practices can be introduced without fear of repercussions because of the departure from the old ways. The school camp should not copy the form and practices of private and special camps, especially the regimentation of service, but rather develop a procedure adapted to the needs of those to be served.

Leisure Time Activities

Perhaps camps, in general, are best known for worthy use of leisure time. There is an opportunity for the school camp to make excellent use of crafts, hiking, Indian games, and a great variety of other wholesome activities in training for the worthy use of leisure time, along with genuine contentment and relaxation. If the school camp can be kept primitive, quite unlike the "adult clubhouses and hunters' lodges," the child may have an opportunity to be freed from a sophisticated society and may develop a fondness and liking for the great out-of-doors as a physical, moral, and spiritual force.

Other Learning Experiences

There are many other possible specific learning experiences available through school camps such as rediscovery of the out-of-doors, opportunity for self-expression, enrichment of learning experiences, personality development, soil conservation, nature study, music, art, etc., that could be mentioned, along with many concomitants, but this brief discussion cannot include more. Only a complete study and series of experiences can help schools find the real place of the school camp in the individual community.

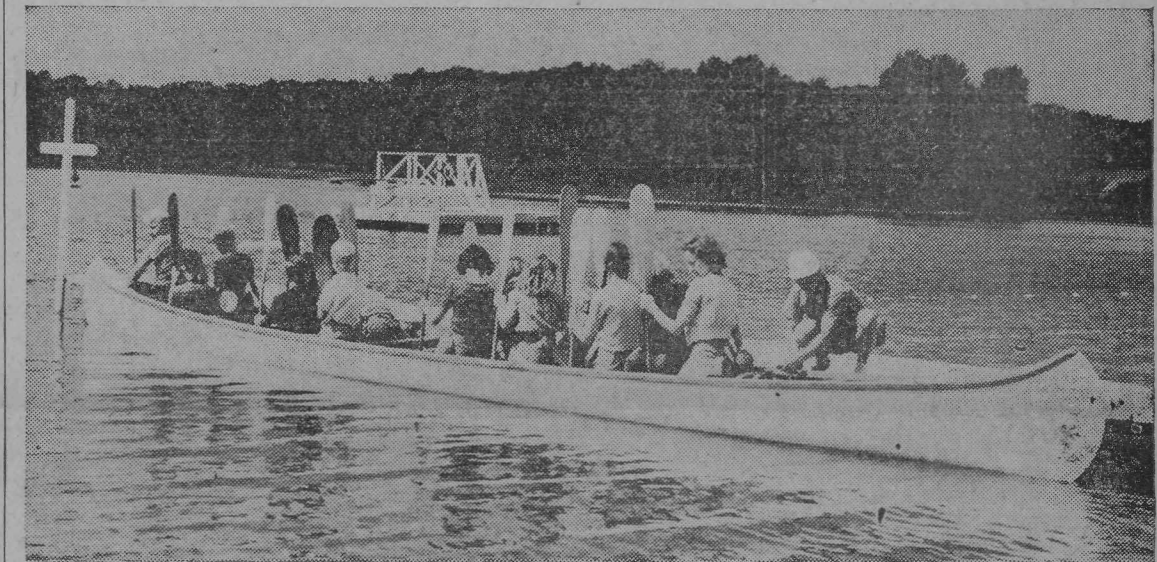
Post-Camping Period

The evaluation of the school camping period by the parents, teachers, and students is of vital importance, especially with the school's first experiences. Tabulations of constructive criticisms and suggestions, followed by conferences of parents and teachers, can be of great assistance in developing the best camping program for each community. The experience of a good camp staff, through study and observation of each successive camping group, can be very helpful. Each community would do well to plan its own camp training workshop, and if possible, share experiences with other communities. The interest of teacher training institutions in camping means that more and more teach-

Camping and Adult Education

Some fine examples of adult education have been noticed in school camping situations. Beginning with the necessary cooperative planning of parents in the pre-camping period, the parent became an active observer, and often a participant during the period when his children were at camp. Camp visits, family nights at camp, and general observation of the children upon their return have given many parents a new interest in child growth and development. Some parents who have served as cabin leaders, story-tellers, and teachers of various skills and activities have found a new interest in total community education. One of the most interesting experiences observed was a group of families and their children, who, during the holidays, spent a week at the camp. Needless to say, some of the learning experiences observed with the children were even more evident and effective with adults. The possibilities for adult participation in school camping are many and the school will do well to use such opportunities in a functional program of adult education.

I am not a religious man, and so I speak with diffidence. But it seems to me that religion does not necessarily involve divorce from the world and that it can be the way of life of healthy, effective men. In its social aspect, religion may be defined as "the search for the brotherhood of man through the fatherhood of God." In the realm of personal struggle, one might describe the religious effort as a conflict of love against hate.—Ralph Bates.



Boating on a Michigan Lake is one of the sports school camps sponsored by the Michigan State Department of Education and the Kellogg Foundation.



School children at a Michigan school-camp sponsored by the Kellogg Foundation are out "on the trail"—Great sport!



Children in summer school camp in Michigan learn the delights of outdoor cooking. Illustrations furnished by the Kellogg Foundation