

THE TRAIL BLAZER

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NOT THE LAST
SHOT

Twenty years ago the guns ceased to thunder on Western Front. This, a hopeful world was told, was the Last Shot. And many believed.

Two decades later we know all too well that it was not the Last Shot. On the twentieth anniversary of the Armistice, guns will thunder in the Far East and Spain, not far from the Western Front where the guns were killed November 11, 1918.

There is sure to be plenty of moralizing and plenty of blame-laying on this anniversary. The moralizers' favorite scapegoats are the statesmen who framed the treaty at Versailles. They are blamed for the rise of the various "isms" and ideologies which have cursed the world in recent years. Yet among those who most bitterly blame the Versailles conference for not making the world safe for democracy are many who would consign democracy to the scrap heap in favor of one or the other of the "isms" or ideologies. And believers in democracy, who join in denouncing the peace-makers of 1919, seem to forget that the processes of democracy played a large part in thwarting a far more dangerous plot to illustrate: Woodrow Wilson, author of the famous phrase, thought that he could make the world safe for democracy by his League of Nations. But the American democracy rejected his plan and refused to join the league of its own president's making. So the last peace plan was discarded by the nation which gave it to the world.

And so it was with the representatives at Versailles of the other democratic powers. Champions to think not of peace as an abstract ideal, but of a peace treaty which would satisfy an apprehensive French democracy, mindful of two German invasions in four decades. Lloyd George had to think not of the good of the whole world, but of what the voters of the British democracy would deem good. And so it went.

But it does not necessarily follow that Versailles proved incapable of evolving just international agreements. If we think the treaty of Versailles a bad treaty let us pause to consider how much worse a treaty would have been evolved by three dictators sitting where Wilson, Clemenceau and Lloyd George sat.

After twenty years of reflection, Charles Grewel, Abbott, secretary of Smithsonian Institution at Washington, has patented a solar "cooker" operated by the heat of the sun.

Although the sun is 93,000,000 miles from the earth, it floods the globe with energy equivalent to that contained in two hundred trillions of tons of anthracite coal. This is the energy that the sun gives to the earth every year. For many years, men have speculated upon the possibility of utilizing the heat of the sun to operate specific machines for men.

Dr. Abbott's trap collects and concentrates sun rays. Groups of mirrors and glass tubes, so arranged as to heat ordinary motor lubricating oil which moves into a tank where temperatures above water-boiling level are maintained. This makes steam generation possible and its use in an engine.

Abbott's trap may be crude but it probably is the forerunner of ingenious sun-engines that will give great power to the world. Certainly, the sun is sending us the energy, which is greatly diffused. Our job is to catch it in rays and concentrate the energy. When this has been accomplished and economical engines are built, the sun engine will begin to play a vital role in the life of human beings.

THE BACON-SHAKESPEARE IDEA

William Shakespeare. It seems that many poets placed handwritten elegies in the grave of Spencer, who died in 1699. If one can be discovered with the name of Shakespeare, the writing will be covered with the known signature of Sir Francis Bacon in an effort to settle one and for all whether Bacon was Shakespeare.

MORE ALPHABET SOUP

First we learned the three R's—reading, writing and 'rithmetic. Then we heard from Keller Wilhelm that the alphabet for women were the three C's—church, children and cooking. Now we are asked to hunk down to the three S's—science and the social studies.

There are still other letters of the alphabet and we may

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BANQUET

FUTURE
PRE SENT

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Education
Week

(Continued From Page 1)

On The School Playground

Outside the classroom there are also unlimited opportunities for children and youth to practice democratic living, by organizing themselves to do their own affairs, young people come to the playground. By practicing democratic procedures in the group-control over the affairs that are now of most interest to them, pupils acquire the ability to function as future citizens. The group planning of school discipline, social activities, of publications, of playground activities, and of school sports affords a practical preparation for democratic living.

If a school system is to be run democratically there must also be freedom to inquire and to learn. The spirit of inquiry so evident in young children, often to the embarrassment of parents and teachers, should not be stifled as the children proceed from grade to grade so that by the time they leave high school they are trained to accept what the teacher tells them. On the other hand, inquiry on the part of pupils should be encouraged more than it is today. Once a teacher has heard that "When my children come to me I just fall for their habit of asking questions of their former teacher encouraged them to do so, but I soon broke them off." Pupils should also be permitted to exercise their right to make choices and to reach their own conclusions as a result of their own intellectual efforts.

Public Forums
In educating today's democracy, America, which can best be done by educating for today's democracy, we must also plan to meet the needs of adult citizens for study and discussion of problems as they arise. The plans for such programs must provide for the maximum participation of the part of adults. These part-time programs must demonstrate democratic procedure and they must help the adult in grappling with the complex problems of our day. I have not the space to discuss the community or public forum for the free discussion of community, state, national and international problems affecting the lives of the American people. Discussion at such forums develops the capacity and desire of people to think for themselves. It gives strength and meaning to public opinion, because it stimulates citizens to organize their thinking and to check it by the thinking of others.

It is to be one of the needs of

any day that we have been misinformed all along, and that the true basis of life is the three I's—love, labor, and the three A's—ambition, application and acquisition.

Exponent of the three I's is Dr. J. Cayle Morrison, assistant New York State Commissioner of education. Says his own pick of the A's is "the negro contribution this generation has to make to the next, and the argument for social studies is a plea for 'beginning education on a broader scope.' He believes that the 'teachers of this generation are confronted with the necessity of re-examining the principles of American democracy and with studying the social, economic and political problems that are pressing for solution.'"

It may be so. No doubt there are pressing problems, as there always have been, but one little question arises: New brow whenever there is any attempt by educational progressives to supplant the three I's. You may have all the three you please, but the three I's still come first.

petive to be one of the needs of the hour to restore the process of common council. We must learn, we freemen, to meet as our fathers did, somehow, somewhere, for consultation. There must be discussion—in which all freely participate.

It is toward the realization of that kind of soundly supported democratic government that we must now make rapid strides.

Out-Of-School Youth

In the planning of our educational program there is another group of people who should not be forgotten—people who are not in high school, nor in college, nor at work. Many of them are not in high school because their offerings do not appeal to them. Many are not in college because they are not financially able to attend, and others are not there because they cannot do the work demanded by the college.

vision, however, should be made known by the millions of out-of-school youth to continue their education, even if some of them are but one-half educated persons and not capable of pursuing the course now offered in the schools. One talent may yield as large a proportionate increase as ten talents.

If our educational system is not such as will help boys and girls now in school democratically to solve their problems as they arise, let us during America's Education Week make it make it such a system.

Journalist Invites A Conference Of Degree

A South African journalist of no mean achievements has "invited" the University of Akron to confer upon him "an appropriate degree (doctorate preferred) to philosophy."

The journalist stands ready to remit \$250 to \$500 to cover registration and other fees, he said. Accompanying the invitation were four of the author's manuscripts and two volumes of his letters, and he says he "has made hundreds of contributions to leading newspapers and magazines."

In fact, the writer admits that "my literary work I am a modestist and I have gained other premier awards."

Should the university extend interest, the applicant will place before the American consular-general at Capetown "voluntarily proof of my literary attainments."

Funds for the erection of Stillman College, the temple at Yale University under the college plan for undergraduate residence adopted 15 years ago, have been provided by a bequest of Frederick W. Vanderbilt, who died recently.



GREETINGS!

Every week the College Paper makes its appearance on the Morehead Campus.

It is the aim of the Staff to present campus news both on our campus and other campuses.

The High Spot of the College year is E. K. E. A. And we have tried to present for your approval a glance at a "live" student publication.

To E. K. E. A. members . . .

GREETINGS!

THE TRAIL BLAZER

MOREHEAD

KENTUCKY

