Texas Student Group Proposed

At the Mellerdrama

Plastics Progress Sponsored Lecture Thursday Night

Local Doctor Meet at Forum

At the Mellerdrama

Philosophy Professor And

Sponsored Lecture Thursday Night

Local Doctor Meet at Forum

At the Mellerdrama

Plastics Progress Sponsored Lecture Thursday Night

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Plastics Progress Sponsored Lecture Thursday Night
Circulation of Petition Is Proposed;  
Student Asks "Is It to All Talk?"

To the Editor:

For the last two months or so, raging controversy has turned the pages of the Thresher. Not only has there even been student response in the form of letters to this haven of the socially unconscious.

The stand of both the Thresher and the majority of the student writers has been admirable in regards to this race question. They assert that segregation is unjust, ousted, and un-American. They wouldn't mind roaming and going to school with Negroes. They are not unduly worried about racial intermarriage (though there is no biological basis for opposing to that, either). They condemn Mr. Mills for his unthinking, "old South" white supremacy, and "protest unblemished white womanhood" outlook.

But still everyone shys away from any constructive action. Mr. Tsien invariably ends his articles in the vain of "we're just talking this over. chum; so don't get your dander up." Is it to be all talk? Isn't it 85 years of backward South enough? Can anyone who claims to believe in "Christian" principles, anyone who thinks, tolerate this purely Fascist institution—without moral or scientific basis—and just talk? Why not at least make a start? It seems to me that were a petition circulated among the student body and we to receive a large enough number of signatures, the faculty and board of trustees could be approached in the manner of a petition to the government for "redress of grievances." And now that the proposal has been made that a petition be circulated among the members of the Student Association, everyone will admit that any group has the right to exercise this method. It has been proposed that a petition be circulated, which would probably state that the under/noted word would like to see Negroes admitted to Rice as a just extension of their constitutional and moral rights to equal educational opportunities. It is only fair to consider this course of action.

If circulation of such a petition will be constructive action, and will cause no great harm, then it should be circulated. If on the other hand circulation of a petition will offer no real advancement, then the proposal should be ignored.

Most people will acknowledge that there does at this time exist in minds of most Rice students a clear enough picture of the many races of this world. Unfortunately, one is hard to imagine a more complicated psychological tangle, or a group of people whose stubborn pride is more directed against outside criticism and reason than the southern whites. As was pointed out in "The American Dilemma," the "Negro problem" is a problem within the hearts and minds of the American people.

When a Fellow Welcomes Hospitality

The Right of Petition Must Not Be Abused

The right of petition is part of the American tradition. Throughout history one of the most treasured rights has been that of petitioning the government for "redress of grievances." And now that the proposal has been made that a petition be circulated among the members of the Student Association, everyone will admit that any group has the right to exercise this method.

The Houston papers announced Sunday that the University of Houston has recently been bombarded by a high voltage stream of Communist literature. This is deplorable. Every right-thinking American, every blooded man, woman, and child in this country is aware that the attempt of these many hand-backed political radicals to undermine the correct clear thinking of our intelligent, high-minded, and super-privileged naive young students is a low dirty piece of evil propaganda by the Russian oligarchy. Our students' immature, undisciplined minds are too weak to discriminate between falsehood and truth. Therefore, we must root these blackguards, identify this sort of vipers in our bosoms, tar and feather these monsters, and send them to hell forever from the face of our beautiful campuses.

Certainly we have a free press, but should it be taken advantage of by men like these who do not print what we know to be true, but produce lies and philosophies which are foreign to our right-thinking people. These instruments of a subversive regime are out to destroy the freedoms which we fight so hard to protect; freedom of speech, freedom of the press, freedom of political thought. They have no right. They accept sanctuary in our idealistic pastoral community where no man thinks of harming his fellow, and they desire to exploit it with their Bolshevik theories. They advocate class equality only because they themselves are possessed of acute inferiority complex. And they are inferior. This is what we stand for, this is the lowest form of humanity, who think it can be done tomorrow, who think it can be done tomorrow. As was pointed out in "The American Dilemma," the "Negro problem" is a problem within the hearts and minds of the American people.
Purposes of Foreign Language Courses Examined by Student

by Kenny Reed

"When a man thinks he is perfect, he has already begun to decline," says an old proverb.

It is encouraging to notice that the student in high school, though without much publicity, is constantly taking the curriculum into consideration, in the belief that improvements can always be made. They realize that it isn't perfect.

Without attempting to cover the subject completely, I should like to discuss one very small part of that curriculum in the hope that, even though my ideas may not be practical, they may make upon those committees an impression leading to a greater insight.

The small part under surveillance is the field of foreign language, particularly for academic students. At present, the student is required to take two years of either French or German.

The question I would like to raise is, can this program meet its projected needs?

Foreign languages are taught, basically, with two ideas in mind: to increase the student's knowledge of his own language, with relation to origin, structure, and vocabulary, and to permit him to read some of the great works of literature in the author's tongue.

Look at the second purpose in the eyes of a freshman just entering Rice. We will assume he has had three years of either Latin or Spanish in high school.

If he has had Latin, he is probably sufficiently grounded in that, with a year's further training, he would be able to read Virgil in the original.

Instead of taking that work however, he changes to French, and at the end of two years in reading French literature which looks, in English translation, like a fourth grade story book.

The following passage is from the second year French reader used at Rice:

"An old bearded, with a white beard, asks us for alms. My friend, Joe Davranche, gives him a dollar. I am astonished. He tells me, 'That poor wretch reminds me of a story I am going to tell you, the memory of which pelves me somberly.'"

That hardly compares with Virgil.

Getting back to the student, we find that if he has taken Spanish in high school, he is probably on the verge of being able to converse freely in that language. With two years of college Spanish, he would be able to read such masterworks as Don Quixote, and carry on in intelligent conversation with cultured Latin Americans, should he have the opportunity to visit or work in Latin America.

Instead, he spends two years of trying vainly to distinguish Spanish from the similar French, and usually ends up writing his French text largely in Spanish, at the same time blurring his previous knowledge of Spanish into hopeless confusion.

If the student in either case takes German, he will be making an extremely valuable study, but as in the case of French it will be too brief to be adequate.

It would seem, then, that from the standpoint of this fundamental purpose of language, the curriculum is in many—though by no means all—cases a failure.

The other purpose of learning foreign language admits of a grave inconsistency. Beginning with this year, the study of grammar and vocabulary have been dropped from the English 150 course because, frankly, "if a student doesn't know grammar by the time he gets to Rice, he never will."

This dropping of grammar was wisely based upon the fact that a majority of students over the last five or six years were quite familiar with grammar when they entered Rice, and it seems that the committees have made a truly progressive move in the English course. Incidentally, they also deserve praise for adding a series of spelling tests to the course.

(Continued on Page 4)
Coach Joe Davis Gets His Defense: Rice, 45; Texas, 37

Owls Hold Steers to 13 Points in First Half; Bill Tom Leads Team as He Scores 16 Points

Coach Joe Davis wanted a defense and he got it last Saturday night when the Owls came through with a great 45-37 victory over the Texas Longhorns. It was defense-defense as the Owls held the high scoring Steers to 13 points in the second half. Rice practically froze the ball for 18 minutes after they took a 25-2 lead 2 minutes deep in the second half, maintained a steady four to seven point lead until the last minute when they stretched it to eight. No player can be singled out as the whole team combined to give Rice another great victory over Texas University. Dave Cook was superb on defense, holding the Steers' All American candidate, Blaine Martin, to a mere four points; Bill Fowler also held his man and kept the Owls in the game early in the contest. Before the big Texas rush, there was the injury nagging the infamous Al Shaddow, fouled out; Warren Stivite played an unusual floor game and did considerable work on the backboards; Jim McDermott did great work on the backboards and tallied 1 points; Bill Tom did likewise, scoring 16 points; Paul Vahlidick did yeoman service after Fowler fouled out, lifting the ball out of court with the Longhorns checking quite closely; and Jim Gerhadt helped out on rebounds.

Career of the backboards was of vital importance in this contest and all of the boys came through. The Owls dominated play at either end of the court permitting Rice to control the ball a majority of the time, a factor very necessary to beating Texas.

Rice scoring records for the complete season:

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When Texas did get the ball, there was always an Owl hanging on the ball handler like a leech. Play like this the rest of the season should bring the championship to Houston this year.

SAGA BRINGING

(Continued from Page 1) to the days of "Mr. Bones and the red-men." Of course, enos can be said—"we're, can we be Rice girls?" The log of this group of girls, while not reminding one of the "Rockettes," was very enjoyable. In all those who attended the "Saga of the Sawdust" can certainly say it's got my "I'll bet you know"—and that they did.

Letters to the Editor —

(Continued from Page 2)

not turn a completely dead ear. At least, a number of Negro graduate students could be heard.

Wouldn't it be a great advance, for the South, for Texas, for the Rice Institute, when finally—85 years later—but, finally, a group of intelligent people, largely Southernists, show some initiative, and break through the senseless barrier of segregation? Instead of having it forced upon us, as in Arkansas or Oklahoma, voluntarily admit Negroes to equal education? Wouldn't it be?

ALFRED GRONER