

Praises Arithmetic Bulletin

Supt. B. C. Pierce, Canton: The pamphlet on "Developing Number Sense" is a great help to the pupils, and I believe one should be in the hands of each pupil in studying for Dean Immed a Address MISCOUNT LEAGUE

Finds League Helpful Bennie H. Zinn, Coach, Hearne High School: Our football season has closed and the League helped us much.

highly satisfactory.

taking in our school work and I also meeting. realize the great good you are doing | G. C. Boswell, of Byers, and many

Wants New Debate Rules

am strong for the proposed rules in which was scheduled to arrive in El debate. Last year the team that de- Paso Thursday morning did not arfeated my boys had memorized re- rive until the unearthly hour of 2:35 buttal speeches and did not try to re- Friday Morning. Even the enfute their arguments, but were given thusiasm for the League meeting the decision because their rebuttal failed to successfully combat a cerspeeches were better than those of tain lethargy said to have been exmy boys. The judges said our perienced by this delegation after speeches in the original periods were three hours sleep. So they were the better. I hope they are adopted. among those absent.

Far West County Active

G. M. Roberts, Director General of Dawson County, Lamesa: Dawson dress on "Speech and Speech Con-County is coming strong in the Inter- tests" that was warmly received. Inscholastic League, and we hope to enrell every school in the county.

Need Spelling List

Geo. H. Thomas, Principal Cleveland High School: We find that we full in this issue of The Leaguer and need the booklet (Spelling List) very will later be issued in bulletin form. much for every day drills in spelling.

Blanche Pennell, Clegg: Please send me one dozen Spelling Lists. I F. E. Norton, Secretary, follow: think they are better this year than ever before.

spelling text.

Supt. S. P. Conn, Moody: Wesare using your Spelling Lists each year as supplementary work in spelling.

Spelling List Endorsements

Supt. H. V. Robinson, Jewett: The lists are fine this year. We are using them as regular spellers in all our

Supt. J. W. Goens, Mabank: Please send to my address 200 copies of the Spelling Bulletin. We use the bulletin in our regular spelling classes and find it very valuable.

W. G. Black, Principal, Enterprise School, Clyde: Please send me four dozen copies of the Spelling Lists. We shall use them as our regular spelling

Supt. C. C. Roeder, Boerne: Please send me 150 Spelling Lists. I have found the 1926 list one of the best you have ever put out.

Likes Debate Bulletin

Prof. Wm. Young, Principal Hebron College and Academy, Hebron, Neb.: "I must say that your bulletin, 'A Federal Department of Education,' is more comprehensive than anything I have ever been able to get ahold of. It covers the subject thoroughly, and makes it very easy for the student to get down to real work."

All in This Year

M. Louise Jones, County Superintendent of Schools, Karnes County, Karnes City: I think we shall all be in the League this year.

Interest in League Strong

Supt. O. C. Skipper, Roxton: Interest in League work is high, and prospects for a good year are excellent.

nmel Addresses League Members on Dean

.Speaking Contests and Speech Education

AUSTIN, TEXAS, DECEMBER, 1926

League Conference in El Paso

Features Eighth Annual Breakfast and Section Meeting

SIXTY-ONE representatives from the public schools attended the Frank Young, Principal Commerce Interscholastic League breakfast and High School: We are highly pleased section meeting in the beautifully with the administration of athletics decorated ball room of Hotel Paso del League breakfasts and called the last section. The new plan has proved vember 26. While the attendance was I am aware of the interest you are at Texas State Teachers' Association following note in the issue of October boys and girls.

others on a special train out of Dallas, were greatly disappointed, they said, in not being able to be present, due Supt. C. P. Garrett, Westover: I to the fact that the special train

> Dr. Immel's Address Dr. Ray K. Immel, Dean of the School of Speech, University of Southern California, made an adture of the inspirational and the in- follows: formative. The speech is printed in Following the breakfast and address, the annual conference on rules was held. The minutes prepared by

Following a very delightful breakfast at the Paso del Norte Hotel of; Mrs. G. H. Patterson, Bellevue: I | El Paso, Texas, the regular fall meethave already ordered 125 copies of ing of the Interscholastic League was your Spelling List and need three called together by Chairman T. H. dozen copies more. We are using it Shelby. Mr. Shelby called Mr. Roy throughout the entire school as a Bedichek to the chair. In the absence of the regular secretary, Mr. F. E.

(Continued on Page 4)

"Best System of School Contests in the World'

Speaking contests in this country are only about thirty-five years old. It is a far cry from the first inter-university debate between Harvard and Yale in 1892 to the Texas Interscholastic League with a membership of over four thousand schools. But the rapid advance of contests in speech shows something of what educators think of this work. And their faith is not misplaced. Texas should be proud to have the largest and best organized system of interscholastic contests in the world. When I organized the Michigan High School Debating League in 1917, I sent for and received your literature, and I builded upon your experience. And I say, not to flatter you, but because I believe it to be the modest truth, that there is not an educational agency in the State of Texas today with more potentialities for real educaion in the field of good citienship than this Interscholastic League. constitution, "interscholastic competitions as an aid in preparation for citizenship," is not an idle boast or an exaggerated claim. It is a very modest statement of your position. And the coming generations of citizens in this State will be better and broader and more intelligent and more effective because of your existence. -Dr. Ray K. Immel, Dean, School orn California.

Eighth Instead of Seventh, As Announced

We have miscounted the number of

Will you breakfast with us at Houston, Friday morning, Nov. 8? In connection with the State Teachers' meeting, we shall have an Interscholastic League break-fast in the Banquet Hall (Mezzanine Floor), at the Rice Hotel, on Friday morning, at 8 o'clock, at \$1 per plate. We tried to secure it for 75 cents, but the H.C.L. and extra waiters would not per-

Also the following note in the issue of November 15, 1919:

The following songs will be placed on the program for the Interscholastic League breakfast to be held in the banquet room of the Rice Hotel, Houston, Friday morning, at 8 o'clock. Superintendent W. W. Lackey of Midland will officiate as song

Editorial comment on the meeting deed, the speech was something new in the general field of speech education November, 1919, is found in The tion in Texas, and was a happy mix- Leaguer, issue of December, 1919, as

Well, well, well! The League breakfast at the State Teachers' meeting at Houston was certainly a great success. We had a good crowd, and Mr. Lackey as song and yell leader per-formed nobly. Let me remind all Leaguers at this time that we shall make the breakfast on Friday morning an annual feature of the State Teachers' Association meeting. Further, it was provided that we should hereafter have a distinctly Interscholastic League section. This will combine the former physical training and the public speaking sections, and will deal with matters pertaining to physical training, athletics, and public speaking. The Interscholastic League section meeting next year will immediately follow the breakfast.

The Leaguer of October 15, 1920, published the following announcement of the second annual meeting:

In accordance with the usual custom, there will be an Interscholastic League breakfast Friday morning, 8 o'clock, during the forthcoming session of the State Teachers' Association in Fort Worth. The breakfast will be given at the Westbrook Hotel, and the plates will be \$1 each, and the menu is guaranteed to be fully as good as may be obtained in Fort Worth anywhere for the

And in each succeeding year we of speech education. find announcements of the League sociation meeting, as follows:

1921—Oriental Hotel, Dallas. 1922—Rice Hotel, Houston. 1923—Texas Hotel, Fort Worth. 1924—Gunter Hotel, San Antonio 1925—Baker Hotel, Dallas. 1926-Paso del Norte Hotel, El

the ninth.

Against 20-Year Rule

J. C. Oehler, Coach, North Dallas rule, claiming that a boy who is allowed free schooling until he is 21 or Speech, University of South- | years of age should also be allowed factors enumerated above, the important factors in better speech. to participate in interscholastic con-

Two Committees Authorized At President of National Speech Arts Association Sets Problems of Vital Importance in League's Program of Training Pupils

> THE League breakfast and section meeting in El Paso, detailed account of which is published elsewhere in this issue of THE LEAGUER, enjoyed an address by one of the foremost authorities in the country on speech education, Dr. Ray K. Immel, Dean of the School of Speech, University of Southern California, and Records Show Last One Was former president of the National Speech Arts Association. The address follows:

SPEAKING CONTESTS AND SPEECH EDUCATION

MEMBERS OF TEXAS INTERSCHOLASTIC LEAGUE, AND OTHER FRIENDS: In entering upon a discussion of the relation of speaking contests to speech education, it seems desirable, first, to state what is meant by speech among Class B high schools in this Norte, El Paso, Friday morning, No-one the seventh when, in fact, it was education. Indeed, such a preliminary definition is necessary, for we speech one the seventh when, in fact, it was not up to normal, the falling off was the eighth. Looking back through the teachers have so recently emerged from the wilderness of "elecution," "ex-Prof. Theodore Swift, Memphis: due to the smaller general attendance files of The Leaguer, we find the pression" and "oratory" that they are indeed few and far between who

It is unfortunate that this is so. It is unfortunate that the average adult, even today, believes that speech training means the preparation of Willie or Susie to astonish admiring relatives and friends with a dramatic rendition of "Curfew Shall Not Ring Tonight" or of "Laska, Down by pated in League contests, and naturthe Rio Grande." And it must be said, in all fairness, that Mr. or Mrs. ally he introduced the work into the Average Citizen is not entirely without warrant for this belief. There are school of which he has been principal still, I am afraid, those among us whose conception of their business has for the past two years. He says that not gone forward very fast in the last twenty or thirty years. At least we Sand Hill is a first-class rural school, have them in Los Angeles. I hope the tribe is nearer extinction in Texas. with a fine community spirit behind They are well meaning people, but terribly misguided. And they make life it. In 1925, this school won the allsometimes hard for those of us who at least think that we have caught a around championship in the rural dibroader vision of our mission. Not infrequently, as I go about and up and vision in the Bowie County meet with down the land, I am asked what my business is, and when I say that I am a a margin of 26 points. This was the teacher of speech, I am greeted with an "Oh," given with a certain inflection school's first year as a member of the that means more than any description can convey. Well did Bob Burdette League. The cup was won also the exclaim: "There is no word in the English language that is capable of next year by a wide margin. Sand so great a variety of expression as the monosyllable "Oh." But when used Hill won the all-around championship in this connection, and in answer to my simple and naive statement that at the district meet in Texarkana in I am a teacher of speech, there is no doubt whatever as to what variety 1926. Two of its contestants were of expression is intended. If the "Oh" person does not immediately run away in terror, I am compelled in justice to myself, to use up a lot of his they acquitted themselves with distinction. It is inconvenient, and sometimes I am tempted to answer his question as to my occupation by saying that I am a traveling man, or at least by saying Boston, the county seat of Bowie County. Elliott says that his school would that I am a man traveling. It makes life so much easier.

But it should be said, too, that the "Laska-down-by-the-Rio-Grande" But it should be said, too, that the Laska-down-by-the-kio-drande teachers have about disappeared from our schools and colleges. For the most part they now give private lessons only. The rising standards of our school system have about eliminated them from the class-room. And when another generation of men and women grow up from the boys and girls in the schools today, it is more than possible that the sensitive teacher of Book II, Making Friends in State Inspector Says It Is One speech will not feel any hesitation in announcing his profession to the world. He will not have to cover his shame with the respectable mantle of the His fellow citizens will know him for what he is, not for

what his professional ancestors used to be.

Nor should this somewhat facetious condemnation of the older teaching be taken to mean that all teachers of elocution and expression were ignorant and superficial. That is not so. Many there were who understood what | Land, Book II, is now being dis- | since the third of this month, and is they were about and who had a real and intelligent understanding of their tributed. There is a stronger de- allowing \$1 to all State-aid schools to business. What I have said merely means that the unintelligent and superthe mind of the average citizen the horror with which so many good people preceding years, which indi- He urges all schools to join because it have come to regard the business of speech teaching. The very fact that, cates, we trust, greater interest is one of the greatest factors in develas a profession, we have had to drop such words as "elocution," "expression" and "oratory," all good words in themselves but made outcasts by their It is a continuation of the Bulle- physically. He stresses the literary evil associations, is sufficient proof that what I have said about our professional inheritance is only too true.

What Does "Speech Education" Mean?

What, then, does speech education mean in 1926? I think I may say fitting the boys and girls of today to take their places tomorrow as better compositions added to the list for for citizenship; to assist in organizmen and women, better home-makers, better business men, better professional 1926-1927; and the two books to- ing, standardizing, and controlling people, better citizens, than those of past and present generations have been gether contain stories for the athletics in the schools of the State; and are. May I be more specific, and say just how speech education is con- whole list of fifty selections. tributing to this consummation so devoutly to be wished.

I purposely omit from our present discussion the recently developed work in speech correction, because it is apart from the work of contests in speaking. But it should be remembered that research and teaching in the treatment of stammering and other speech defects is a vital part of the present program be taught only the titles of poems December 9.

First, then, speech educations aims to give boys and girls better English, selections should be regarded as gems breakfast at the State Teachers' As- or, as I prefer to put it, better American speech. By this I mean better of musical poetry, and should be pronounciation, clearer enunciation, better choice of words, better grammatical taught much as one would a bit of construction, better oral composition in ordinary conversation. I mean the worth-while literature. The whole inwhole program of better speech. And better speech is not stilted speech. tent of the composer may not be clear It is not ponderous speech. It is not stiffly formal speech. I define good to the child now, but he can enjoy speech as that which conveys the speaker's ideas to the listener in a clear, the bright melodies and attractive concise, accurate, effective and pleasing manner. I do not conceive that this rhythms while he is storing in his includes rigid adherence to any arbitrary standard. I believe that the mind bits of music which will have speech of Texas and of California may well differ, within reasonable limits, for him, in later years, a more serious from the speech of New York City. I think there is something to be said message. Just as you would encour-So beginning in 1919, the League for variety among sections of a country as large as this. Of course, when age him to memorize good poetry, let has held each year during the meet- the speech of any section gets so far away from the general speech of the him sing and play good music. All ing of the State Teachers' Associa- nation as to make it difficult of understanding, then we may be said to have children should be encouraged to sing tion, a breakfast and section meet- provincialism and we need to check ourselves. To those who hold up as many of the selections as possible, ing, making the last one the eighth England as a model for us, it should be said that English provincialisms and any who play on instruments can instead of the seventh, as erroneously are far more numerous than ours, and far worse. It may be argued that learn, at least, the melodies. Singing Your motto, as expressed in your announced, and the next one will it is hard to draw a reasonable line between provincialism and pardonable and playing are sure ways of fixing therefore be correctly announced as sectional differences. The answer is that it is usually hard to draw "rea- a melody in mind. sonable" lines anywhere, but that it is worth the effort to try. But I A question has been raised about am not half so much concerned with this problem of adherence to standards the records used in the county conas I am about the necessity of curing lip-laziness, mumbling, obvious misuse tests. Some believe that if the teacher of words, obvious mispronunciation and inaccurate and barbarous speech. in charge uses only the records taught Our problem with these things is enough to keep us busy. We need not in her school, some students have an worry much if our western speech differs from that of our brethren in the unfair advantage. To obviate this High School, Dallas: I should like to east, so long as the differences do not spell laziness, slovenliness and care-difficulty, it is suggested that each voice my protest against the 20-year lessness in the use of language. The first aim of speech education, then, teacher take with her to the contest is to train our boys and girls in better conversational speech. If we differ, as many records as she wishes, and

(Continued on Page Four)

Sand Hill School Wins All-Round Co. Championship 2 Years Straight



Sand Hill School, Bowie County

ABOVE is a picture of the Sand Hill two-teacher rural school of Bowie County, and to the right is a picture of its youthful principal, Travis A. Elliott.

In his student days, Elliott particientered in the last State Meet where



Travis A. Elliott

Sand Hill is one of the few rural schools in the State that enters the

Music Land Now Being Distributed

By LOTA SPELL

DULLETIN No. 2637, entitled of Rural Schools, has been in the Making Friends in Music county inspecting State-aid schools mand for these bulletins than in pay the Interscholastic League fee. in the Music Memory Contest. oping the child, both mentally and tin issued last year under the part more than the athletic. The obsame title which contained thirty | ject of the League is to foster among stories. Book II contains twenty | the schools of Texas inter-school com-

with which he should be familiar. The

in minor points, as to what better speech is, we shall not differ as to the that all be placed in one group from which each participating teacher shall draw in turn. What do you teachers think of this arrangement?

Of Greatest Educational Factors

George P. Barron, State Inspector stories to accompany the new petitions as an aid in the preparation State interscholastic contests in de-The purpose of this contest is not bate, declamation, spelling, essay

LEAGUE CALENDAR

December 15, 1926-Last day for paying Basket Ball Fee without penalty.

January 15, 1927 .- 1. Last day for paying Basket Ball Fee. 2. Final date for notifying State Office of entry in One-Act Play Contest. 3. Final date for notifying State Office of entry in Typewriting Tournament.

February 1, 1927.—Last day for paying League Membership Fee. February 19, 1927.—Last day for deciding District Champhionship in Basket Ball.

March 4 and 5, 1927 .- First weekend for holding County Meets. March 4 and 5, 1927 .- State Basket Ball Tournament.

April 1 and 2, 1927.—Last weekend for holding County Meets, and first week-end for holding District Meets.

April 22 and 23, 1927 .- Last week-end for holding District Meets. 40 1000 May 5, 6 and 7, 1927.—State Meet.



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TT IS encouraging to note that county committees are getting busy promoting the League work in their respective county papers. Excelent articles on League participation are filtering nto the office from all over the State. Z. B. Crump, Director of Athletics of Nacogdoches County, for instance, has an excellent column article on the importance of League work in the Nacogdoches Herald of December 25. We hope in a later issue to reproduce this article in full.

be unsafe to guess,

cholastic contest in any member school inscribed n the mailing list of THE LEAGUER. Each teacher oaching or in any way responsible for a League ontest in his school needs THE LEAGUER. Im-

A TTENTION of the thoughtful reader interested in public speaking is directed to the ddress of Dean Ray K. Immel published in this sue. We have not found elsewhere the aims f speech education more clearly stated, or the spirations of the modern teacher of speech more lowingly set forth. The speaker draws from his wenty years of rich experience in speech educaon, bringing a message to the public school teachrs of Texas which is thoroughly worth while. who are interested in coaching public speaking or League contests. If you want a copy of this

THE county executive committees constitute the backbone of the Interscholastic League. f they function properly, the League work is a uccess; in those counties where the county committee does not function properly, the League work is a dismal failure. The county committee, f it has not already done so, should have a meetng just as soon as possible after the holidays and ettle the time, place, and program of the county neet. This information should be published in ne county papers so that all the member-schools nay be advised. Each director should study the ales of his particular division, and settle in adance mooted points by correspondence with the tate Office. Judges should be secured in adance; a definite schedule of rooms for the literary vents should be made out for distribution to ontestants and teachers at the meet. Track and eld equipment should be ready. In short, the access of a meet depends in large measure upon he ability of the committee to look after details.

game between Marlin and Anson for the game between Marlin and M is being thought of much more as a commercial judged on a strictly educational basis.

enterprise than as a scholastic competition. It is said that different cities are "bidding" for the contest, and so on. It is just such "promotions" as this which discourage the school authorities with inter-school football. In the first place, a game between these two teams has not the slightest grounds for being advertised as a State championship contest. In the next place, if a game between Anson and Marlin is desirable, it should be settled by the respective school authorities of these two school systems on the home grounds of one of the teams, and not by sports editors or business clubs, or other organizations seeking to advertise the city or stage an exhibition for the purpose of bringing people into it. We are inclined to think that it is merely "newspaper talk" and unauthorized.

N OUR opinion, the limiting of Class B football competition to a district and bi-district championship is one of the most wholesome regulations ever put into force by the Interscholastic League. There are only about sixty schools which compete in Conference A; while there are 250 in Conference B. Conference A teams are widely scattered and to get competition in their class they must travel considerable distances anyway. Hence Conference A districts may be made twice the size of Conference B districts. The strain of championship competition in football in a small school is tremendous. It is a strain on the manpower on account of comparatively smaller OOTBALL is dead, long live basket ball! Ath- faculty is small and not susceptible to the minuter squads; it is a strain on the faculty, since the letic coaches are urged to get in their basket division of labor that may be made in large high ball fees before the dead-line date, January 15. schools; it is a strain on the financial resources December 15 the last \$1 fees were received. of the community. There are all of these argulow and until the closing date a penalty of \$1 ments why the competition in football should be charged, making the fee with penalty \$2. It more limited in a small school than in a large ooks as though basket ball is in a fair way to school. Add to this, however, the fact that actlivide scholastic interest with the king of sports. ually more football is required to settle a Con-Vearly a thousand teams will compete this year ference B championship than a Conference A n the State Tournament series, and how many championship, and the reasoning against the eams will participate in county affairs, it would former competition is as conclusive as reasoning can be made outside of mathematics. As a matter United States of America is that the any way that he may see fit. Howof fact, the clamor for Conference B champhion- State fund should be used to equalize ship comes chiefly from a few irresponsible sports TE ARE anxious to have the name of every writers and not from any considerable number of teacher who has direct charge of any interschool authorities at all.

HIGH SCHOOL PUBLICATIONS

portant notices are published from time to time which affect the interests of the pupils engaged.

MANY, high school papers are now on THE LEAGUER exchange list, and we want others. The superintendent or the principal is a busy Every high school having as many as 100 pupils imately two-thirds of the regular apperson and does not have time to take his copy enrolled ought to have a high school paper. It rom person to person over the school. Extra promotes unity in the school itself, and acts as this a special rural aid appropriation copies cost the member-school nothing. Either an effective go-between for the school and the has been made annually for several he principal or superintendent may submit a list homes of the community. It is a fine project years. The survey staff made a study and movement upon position, progress f those teachers engaged in coaching League for the work in English, and should have active of the relation between assessed value will follow an understanding of these cause they seek to lay that indispense mentary teachers of grades one to ontests in his school, or school system, and the support from the English faculty of the school. paper will be sent to these persons free of charge. It is easily financed by taking in a few advertise- of the State. It was found that the hand in hand. ments from business concerns of the commu- relation of taxable value to true value nity, and in the soliciting of advertisements and ranged from 17 to 53 per cent in the selection, loops, retraces, and beginning and their proper writing and display a few students twenty-nine counties, taking the ending strokes in letter forms. Legimay get valuable business training. The editor county as a whole in each case. Thus bility is the first essential, hence letter the University of Texas. of the local paper will usually be willing and able 53 per cent of the sale value pays ple and graceful without too much to help the amateurs in their efforts. All in all, relatively three times as much in sant. The letters should be uniform it is a good enterprise.

We regret that we cannot say so much for the county whose value is only 17 per cent. annual. These ponderous, unmanageable objects back of each school child and back because they have not been taught to have become largely a competition among com- of each teacher varied enormously in visualize the letter forms. You canmercial engraving concerns. No one seems to the several school districts and in the not hope to make a good letter before M. Scott, Superintendent of Schools know or care for the literary content of the aver- several counties. Often the grossest you know how it is made. No matter at Mullin: orm and distributed free of charge to teachers age high school annual, but elegance of paper and the value of the same county. Sometime to the same county of the same county. Sometime to the same county of the same county of the same county. distinction of printing and engraving, as well as tricts in typical counties varied from made unless a conception of the cor- was intensely interested in the volume of advertising have become, instead of less than \$500 to \$60,500. Valuations rect form is in the mind. pulletin, send in your request early, as only a limi- purely incidental matters, objects of main con- in counties per teacher varied from ed supply will be printed, and first come, first cern. National competitions have offered keen \$10,000 to \$830,000. Valuations in with ease and movement is emphasized largely through his influence that I tion: Name, address, grade, number incentive to engraving houses to produce winning counties per scholastic varied from by the use of the board. Through all took an active part in the organization of pupils, and name of school. publications, and usually the most ponderous, the most expensively printed, the most handsomely that funds for State apportionment illustrated (this department being carefully are not collected on an equitable basis. any drill or letter, study its form school. looked after by the professional artists in the employ of engraving houses)—these annuals seem to have the best chance of distinction. The present writer once edited a college annual which finally has been done in other states. The to see that pupils have a perfect appeared to the disgust of the elite in a flappy figures, furthermore, demand that the image of the letters in their mind's cover and on paper that would not tolerate half- ability of the several counties or the eye before beginning practice. tones at all—these being carried on inserts of shiny paper. But it was all the work from cover to cover of students (including a few ex-students) school funds. and it certainly had a kick in it. Too many high school annuals now are projects in photography, that districts have not always shown forcing sharp, clean-cut lines. The engraving, and ad-soliciting to the exclusion of literary and humorous expression, and to the exclusion of strictly scholastic illustrations and orna- in the American union furnishes so naturally close to sides. Pull all

Of course, the big national competitions might as does Texas. Many districts, on Regular practice and constant repebe made a fine thing, but in the judging there should be a hard and fast line drawn between both, for whom little provision is capitals and small letters and figures the work of engraving concerns and the work of made, coupled with the fact that gen- should be in front of every pupil. Pay the students. An award might be profitably made cral State aid funds are apportioned particular attention to beginning and to the engraving house which does the best job on the basis of scholastic census, have ending strokes. Many capitals and all and another to the annual that has the best stu-

State Class B Championship." One would think with an honest-to-goodness, root-hog-or-die, stuom reading the "boosting" for this game that dent daily or weekly paper, if the two are to be per capita wealth, are unable to sup- teaching correctly one or more of the

TEXAS SCHOOL SURVEY

T. H. SHELBY Dean of Bureau of Extension

III. Financial Support istration of Schools

owing recommendations concerning financial support of education:

(1) Repeal the constitutional provision concerning the apportionment to counties, establish a State agency to equalize tax "ability and effort." Or-

(2) Repeal the constitutional pro-

(c) a combination of the two. sible, may be guaranteed.

produce at least \$300 for each article. elementary teacher and \$450 for each high school teacher employed in the county in the preceding year.

The three alternative recommendaions at the head of the list are not necessarily mutually inclusive. They suggest three important principles ment of school funds.

The first of these is "ability and effort." The generally accepted view that has gained currency in the school opportunity and the burden of vey shows great inequality in both advantage over the pupil who is comrespects, not only among districts in a county but among counties as a

Funds apportioned to the schools from the State come from two sources the permanent fund and taxation. A arge portion of the latter is in the nature of an advalorem tax. Approxportionment to schools is derived from the advalorem tax. In addition to and true sale value of taxable prop-State and county taxes as does the in size, spacing and slant.

These figures indicate quite clearly stration. districts in the several counties shall be taken into consideration in making movement should be tested by tracing the apportionment of State available the first strokes rapidly in the air and

a willingness to help themselves and, slant should be guarded by keeping the large a proportion of school money strokes to the center of the body. bers of negro or Mexican children or and careful comparisons. A set of never voted any local tax for the sup- small letters finish in a vanishing line port and maintenance of schools. which is made by picking up the pen Other districts that have undertaken quickly while in motion, not by an port an adequate system of schools. following essentials:

The apportionment of a portion of the funds on the basis of number of teachers has been adopted in some of the states and is sound policy. This plan recognizes that in sparsely settled section with few children, where, nevertheless, a teacher is required, the chief cost is the salary of the teacher. The survey staff makes the fol- The per capita (child) cost is inevit- be poorer after s ably high and apportionment on that fore. Keep right basis alone is inadequate to meet the ment and speed needs.

tax sufficient to produce \$300 for every assessments, and apportion to elementary teacher and \$450 for the counties on the basis of every high school teacher is in line with good practice in other states. A survey of the taxing situation vision and apportion to the by an expert commission would doubtcounties on the basis of (a) less reveal other sources of revenue, number of teachers, (b) aggre- which, when tapped, would relieve gate or average daily attend- the burden of advalorem taxation on ance, or (c) a combination of farmers and small property owners. As a general policy, there can be no (3) Failing to repeal the constitu- question about the necessity of securtional provision, apportion to ing school support, state, county, and the counties as now, and au- local district. All of these should thorize the county school board furnish their proper quota. Some to apportion, within the county, good authorities are taking the posi-(a) a part of the funds on the tion that the State should furnish basis of "ability and effort," one-half and the county and districts and (b) the remainder on the each one-fourth. The State as a basis of average daily attend- whole and not the separate school ance, or to apportion all the units should determine the expendifund on the basis of, (a) num- ture of the funds to the end that ber of teachers, (b) aggregate equitable distribution and equality of or average daily attendance, or opportunity, in so far as this is pos-

(4) There should be provided a The problem of apportionment will county school tax sufficient to receive fuller treatment in the next

QUESTIONS AND **ANSWERS**

Arithmetic

Q. Will you please tell me whether which are now given consideration in in the arithmetic contest the problems any scheme for scientific apportion- can be solved on a separate paper and then the answer placed on the regular paper as directed?

A. A pupil may solve the problems in the regular arithmetic contest in ever, the pupil who can solve these problems without the use of pencil and paper will certainly have a great pelled to use pencil and paper in solving them.

Penmanship Suggestions for the Three-R Contest Lesson 3

By Minnie B. Graves Supervisor of Writing, Waco Public Schools

As form depends upon movement, first important steps in their correct | ble foundation for all musicianship-

the county whose assessed value is forms to be easily read, should be sim-

It was also found that the wealth children do not learn to write well is The valuations per scholastic in dis- are trained, good letters cannot be Scott in October issue of the Leaguer

In the first and second grades, form

This fact calls for a study of the closely, part by part, and as a comentire taxing system of the State by plete whole. Determine in which diexperts and the creation of a State | rection the pen should move to make board of equalization similar to what the first line. Time should be taken

Preparatory to the first oval, the without checking the motion the pen The survey facts prove conclusively should be brought to the paper, thus in many cases, have been paupers on hands far enough out on the desk, in

account of the presence of large num- tition is necessary. Make frequent

voted the statutory limit of \$1 on the When a letter continues to be poorly \$100 of wealth and, because of low made, it is probably due to failure in

1. Position. 2. Relaxation.

3. Visualizatio

4. Movement 5. Speed.

6. Repetition Remember, in movement, that ng arm movewill find your har The recommendation that there more and more u should be provided a county school will gradually ac ing, rhythmic mo

HIGH SCHO PAPERS EXCHAN LIST

The Scribbler, School, Beaun Henrietta Hi ins, editors-in-school debates just as we divide chief; Millare Cleveland, E. C. junior from senior spelling, etc.

McCray, Gera Richardson, and We are planning on having the

lin; The Gusher, Cisco; The Wichitan, Wichita Falls; The Shorthorn, Marfa; The Traveler, Giddings; The Chatter, Palestine; School Comet, Somerville; Hi-Buzz, Denison; The Hi-Life, Crawford; The Rockytown Rounder, Rock Springs; Buzzer, Buna; The Orange and White, Teague.

Books and Magazines

Iusic Appreciation Readers, Books I and II, by Hazel Gertrude Kinscella, University Publishing Company

wealth of folk songs, rhythms and told in language well adapted to the child of the first or second grade. With each story is a reference to a Victrola pend largely upon the repetition of record which presents music suited acts and upon the child's attitude toto the mood or theme of the story.

mentary material rich in lore and adapted to encouraging appreciation of music, and for the mother who stories; and lessons at their command would have her child hear delightful to keep up the daily interest. tunes closely related to the stories | With this need in mind the Bureau read, these little volumes will prove a of Nutrition and Health Education of preciation of its content.

amine these volumes may borrow them | weight chart, and instruction as to from the Extension Loan Library of how to weigh and measure are sent

Has Been Active in League

WE publish below a running comment on League affairs of John

My father [see account of G. F. League work after the contests were opened to the rural schools. It was grades the board is used for demon- tion of the League in Wharton County for the first time in 1913.

! date. After thirteen years in League work I think that the League made a great stride this year when it added the two new contests for the small schools. I also feel that a great good ng muscular has come from the circulation of the er forms will little phamphlet, "How to Judge a ctice than be- Debate." My wife, a faculty member due time you here, usually coaches debates and will arm becoming be our coach this year, and we both ontrol, and you are in favor of incorporating the four in easy, swing- points that are mentioned in the October LEAGUER on judging a debate, although the provision on "canned refutation" may hurt us a bit.

We are both opposed to grammar school students debating high school Junior High students as we believe that this is t; Vol. III, No. unfair competition. We believe that 2; monthly; G lys Williams and there should be distinct grammar

David Seiley, siness managers; county meet here in Mullin this year, four pages, for columns.

The Squaw, Coma che High School;

Vol. I, No. 1; semi-monthly;

meet in this county last year the in-George G. Smith, exchange editor | terest is not so keen as it should be. (other members of staff not The editor of our local paper the given); three columns, four pages. Mullin Enterprise is very much inter-The Pioneer, Bellville High School; ested in the League. This paper wants Vol. I, No. 1; Amalia Severin, edi- to do all it can to make the county tor-in-chief; Alwin Sander, busi- | meet 100 per cent good and the editor ness manager; five columns, four will publish a special League edition if we will furnish the material. We reviously listed: The Tattler, Mulalso publish a school paper bi-monthly.

WHERE IS MR. PARKER?

The League office is in receipt of a football participation report signed by Ernest Parker for a "Junior" high school, but the name of the town or postoffice is not given. Will someone kindly supply the missing information?

Extension Bureau Issues Graded Health Lessons

These two little books contain a MORE and more elementary teach-

ers are stressing the formation rhymes, songs of child life, and stories of daily health habits pertaining to of music and musical instruments, all cleanliness, rest, posture, exercise, and diet. The formation of habits deward these activities; thus teachers For the teacher who seeks supple- find it necessary to have a wealth of supplementary material projects,

boon indeed. They will appeal to the the Division of Extenson has premusician and to the music teacher be- pared graded health lessons for elcerty in twenty-nine typical counties order. Study and practice must go the ability to listen to music with ap-attractive illustrated booklet and contain suggestions for each of the Teachers or mothers wishing to ex- school months. Weight tags, a wall with each booklet. These lessons are loaned the teachers and they may be secured by depositing a fee of 50 cents. This fee is returned to the teacher at the end of the school year Work for Thirteen Years when the lessons are returned to the University office. The deposit fee may be sent in stamps.

These lesson plans have been used in more than thirteen hundred grades in the State. Many teachers are using the lessons for the second time.

Teachers wishing to secure this help may write for an enrollment card or give the following informa-

Correspondence relative to the graded health lessons or other health Before beginning the practice of I was at that time teaching my first work in the schools should be addressed to the Bureau of Nutrition I have taken an active part in the and Health Education, University League work each year since that Station, Austin, Texas.

A Study in Football Dist. 2 Eligibility Blanks 1926

	Age of Plyrs.			Extra Yrs in H.S. Plyg. Exp. 5th 6th 1st 2nd 3rd					
Name of School:	20	19	18	17				year	
anger	3	9	8	3	10	4	5	7	
isco	6	6 .	11	4	9	2	15	6	
bilene	3	6	8	7	9	2	10	3	
astland	1	4	6	7	4	0	8	1	
an Angelo	0	4	6	11	4	0	7	2	1

The three stronger schools in the district represent 18, 13 and 13 years, respectively, lay by or lost time in high school.

18 years tuition @ \$75.... 18 years earning capacity @ \$1,200__

Loss due to wrong life attitudes developed—infinite. Is it worth it? I wonder.

> L. T. COOK Supt. of Schools, Breckenridge, Texas

INTERSCHOLASTIC LEAGUE DIRECTORY OF COUNTY OFFICERS

N THIS list the officers are listed in the following order unless otherwise indicated: Director General, Director of Debate, Director of Declamation, Director of Spelling, Director of Essay Writing, Director of Athletics, Director of Music Memory. (Note.—Unless otherwise stated, the County Superintendent of Public Instruction is ex-officio Director of Rural Schools.) Rural School

If the officers of your county do not appear in this list, it is because they have not yet been reported to the State Office. If the officers in your M county have been elected, please see that your county is reported, and advise the State Office of any errors in the list as it appears herein.

Please note Article IV, Section 4, which reads as follows: "In case the institute is not held until December, any five schools may join in a call for a meeting of the teachers of the county for the purpose of electing a county committee, provided at least two weeks' notice of such meeting is published in a newspaper of general circulation over the county."

El Paso County

Speer, Eastland; Miss Helen Howde-

Fannin County

Fort Bend County

Garza County

Goliad County

Harrison County

K. E. Oberholtzer, Bellville; S. V. Pertte, Wallis; Mrs. W. R. Cook, Sealy; Misshea Dunn, Wallis; Leo Presnell, Sealy; S. Makeever, Bellville; R. W. Jackson, Instry; C. A. Welborn, Sealy, Director of ithmetic.

Bandera County

Jasper County

W. G. Womack, Paducah; Miss Billie Callella Robertson, Paducah; Miss Clara Anderson, Brookeland; R. D. Rawls, Jasper; Miss Naomi Beaty, Jasper, Miss Myrle Cantrell, Paducah; W. E. Grimes, Swearingen; Mrs. Ruth Biddy, Paducah.

Jasper County

E. E. Davis, Buna; J. F. Parnell, Jasper: Mrs. Ona Bell Willis, Kirbyville; V. L. Pitman, Call; Miss Clara Anderson, Brookeland; R. D. Rawls, Jasper; Miss Naomi Beaty, Jasper.

Jefferson County Austin County

A. K. Briggs, Bandera; C. B. Gilbert, Ban-ra; Carl F. Waeeler, Tuff; Mrs. Selma eadows, Bandera; Miss Jennie Kirkland, edina; W. O. Hatfield, Medina; Mrs. Bess Canafax, Pipe Creek.

Bastrop County J. K. Barry, Smithville; Erskine Williams, Elgin; F. R. Matthis, Bastrop; Mrs. P. R. House, Smithville; J. G. Overton, McDade; F. H. Haynie, Bastrop; Mrs. R. M. Randle, Jedar Creek; Fred G. Haynie, Bastrop. Bee County

W. McDonald, Tynan; J. A. Jones, ly; Miss Rosie Fadden, Beeville; Miss c Carlyle; Pettus; L. W. Bell, Reeville; McNeill, Monteola; Homer Springfield, ore; J. A. Bissyk

Deta County

J. F. Howard, 924 W. Mulberry Ave., San Antonio; A. C. Hastings, Von Ormy; H. H. Hutto, 106 W. Huff Ave., San Antonio; R. W. Mays, 451 Mitchell St., East San Antonio; R. W. Mays, 451 Mitchell St., East San Antonio; Miss Fred Clark, Alamo leights School, San Antonio.

Bell County

E. R. Howard, Bartlett; R. S. Cara, and C. W. Perpagation.

Bell County

E. R. Howard, Bartlett; R. S. Covey, Holland; C. W. Pepper, Belton; J. C. Griffin, Salado; J. H. Hollingsworth, Troy; C. D. Reese, Belton; Miss Darling, Bartlett; Milton Edds, Cenaville, Director of Junior Athletics; L. C. Procter, Temple, Director of Extemporaneous Speech; I. G. McGee, Killen, Director of Arithmetic; Mrs. Lucile Jeffrey, Carrizo Springs; G. B. Griffin, Little River, Director of Story Tell-

Bosque County J. C. McKelvey, Valley Mills; W. D. aley, Clifton; C. D. Wooten, Morgan; Mrs. C. Freeman, Iredell; Mrs. Lutcer Raley, eridian; R. L. Willis, Walnut Springs; iss Lenora Raines, Clifton; Miss Elsie ison, Norse, Director of Art Appreciation; A. Black, Valley Mills, Director of Choral nging.

W. G. Clay, New Boston; W. E. Johns, Redwater; R. L. Arnold, Hooks; Mrs. J. K. Johnson, New Boston; Mrs. T. L. Irby, Texarkana; E. G. Arnolds, DeKalb; Miss Grace Cowley, New Boston.

Brazoria County P. Strickland, Alvin; H. G. Stovall, Columbia; Mrs. Chas. C. Swanson, Columbia; Mrs. Susie Copeland, y; Miss Zalene Williams, Angleton; Laughlin, Angleton; Miss Joe Jones,

Brazos County

Geo. E: Lenett. La Grange; E. L. Mason, Flatonia; E. H. Patton, Schulenburg; Miss nez Moore, Kurten; F. M. Vance, Bryan; Liss Laura Mims. Bryan; Mrs. Maggie E. elley, Kurten; Fred M. Ashley, College Lation; Mrs. D. C. McIntosh, College Staton; Mrs. D. C. McIntosh, College Staton.

uitaque; Miss morna. Alvin Redin, Silverton; Miss Cousins, anne: C. L. Todd, Silverton; Miss Alice

mitt; W. C. Shotwell, Hart.

- Lucience Chambers County
Miss Myrtle Whiteside, Hankamer; Mrs.
Eula Mendenhall, Winnie; Mrs. James Juckson, Eagle; B. L. Keen, Mont Belview; Miss Martha Lee Gregg, Stowell; William Killebrew, Anahauc; Mrs. Virgil Holt, Hankamer;

Childress; Roy Furr, Carey; Mrs, Killeen Atkinson, Childress; Miss Dewey Gibson, Childress, Director of Arithmetic; A. C. Bev-erly, Childress, Director of Three-R Contest.

Cochran County Chas. B. Stringer, Morton; E. J. Hood, White Face; Mrs. W. I. Wilkins. Bledsoe; Miss Naomi Bowden, White Face; Miss Vesta Huggins, Morton; Joe H. Owen, Morton; Mrs. Pearl Watson, Morton.

Coleman County

Coleman County J. C. Scarborough, Santa Anna; J. T. Runkle, Coleman; Miss Pearl Mitchell, Valera; Mrs. D. S. Jennings, Coleman; Mrs. T. W. Martin, Coleman; Herbert E. Hopper, Santa Anna; Miss Ola Griffis, Valera; Bryan Starkey, Glen Cove.

H. E. Robinson, McKinney: Thos. F. Richardson, Celina; J. H. Davis, Nevada; Miss Mary Lou Graves, Melissa; R. G. Hill, Melissa; Porter Cave, Princeton; Miss Alta Newsom, Celina; J. W. McDonald, Wylie, Director of Arithmetic.

Colorado County

R. M. Cavness, Weimar; J. H. Wooten,
Columbus; Mrs. Omi Thrower, Columbus;
Miss Alice Wright, Rock Island; E. G.
Marshall, Garwood; Marvin Mimms, Weimar;
Mrs. Gail B. Kolberg, Eagle Lake. Comanche County

J. B. Layne, Comanche; J. W. Cochran, Comanche; D. M. Russell, De Leon; G. R. Coosby. Comyr. Miss Ole Coming to Comanche; W. Z. Compton, De Leon; Miss Pearl Slyan, Comyr; H. L. Gantz, Comanche; W. D. Jenkins, Comanche, Comanche,

Coryell County

Mark V. Wheeler, Gatesville; Cleveland Overcash, Ireland; Kit Carson, Levita, Director of Rural School Debate; Neil S. Foster, Gatesville; W. E. Lawrence, Flat. Director of Rural School Declamation; H. B. Bradford, Osage; S. L. Reeves, Evant, Director of High School Essay Writing; Mrs. Daisy Jones, Gatesville, Director of Rural School Essa; Writing; Miss Gladys Blankenship, Gatesville, Director of Girls' Athletics; S. H. Shrutleff, Mound, Director of Boys' Athleties; Miss Eva Robinson, Jonesboro; Mrs. W. E. Hays, Gatesville, Director of Cooking; Mrs. W. F. Basham, Turnersville, Director of Sewing; Miss Norma Lee Brown, Gatesville, Director of Tennis; Mrs. Maud Jones, Gatesville, Director of Arithmetic; J. M. Witcher, Gatesville, Director of School Exhibits; Everett Williams, Gatesville, Director of Poultry Exhibits.

Concho County
John R. Dorsett. Paint Rock: H. G.

Concho County

John R. Dorsett, Paint Rock; H. G.
Carter, Eden; Mrs. Bryan Yarbrough, Paint Rock; Mrs. Bruce Chasteen, Paint Rock; V. F.
Miss Parts Breezeale, Paint Rock; V. F.
Jones, Eden; Mrs. M. McVay, Eden; W. A.
Oliver, Jr., Eola, Director of Rural Schools; T. H.
Oliver, Jr., Eola, Director of Rural Schools, Tr. Eden, Mrs. J. A. Venable, Gageby, Director of Writing,

Christi, Director of Rural Schools; T. H.
Onesett, Paint Rock; H. G.
O. R. McMordie, Canadian; Miss Majorie
Vaughn, Clarkwood, Director of Arthmetic.
Vaughn, C

Hill County L. A. Mills, Itasca; S. E. Shaffer, Hub-bard; W. O. Pipes, Bynum; Miss Fannie Mae Hunt, Itasca; Miss Ben Tarpley, Hillsboro; Orville McKown, Osceola; Miss Carrie Bow-

W. B. Denman, Sierra Blanca; Miss Gladys McDermitt, Ft. Hancock; Mrs. Ed Love, Sierra Blanca; Mrs. Prince Love, Sierra Blanca; Miss Lucile Pepper, Ft. Hancock; Jess J. Shaw, Ft. Hancock; Mrs. Ida Mc-Adoo, Sierra Blanca.

Hugh O. Davis, Mertzon; Miss Willie Watson, Sherwood; Miss Willie Watson, Sherwood (has two positions); Miss Louise DeSpain, Sherwood; Miss Mattie Goff, Arden;

Crosby County

W. E. Patty, Ralls; J. F. Brown, Crosbyton; A. C. Johnson, Lorenzo; C. R. Wofford, Cone; Miss Marguerite Hussey, Ralls; W. A. Cherry, Lorenzo; Mrs. M. E. Ware, Ralls.

Dallam County

J. H. Hicks, Sabine Pass; J. F. Hammers, Nome; A. A. Miller, Fannett: Miss May Pedigo, Voth; Mrs. J. H. Hicks, Sabine Pass; John Gray, Beaumont; Miss Agnes Carpenter, Beaumont; Miss Mary Sandell, Beaumont; O. P. Moore China

H. H. Jackson, Dalhart; Miss Ruby Landers, Texline; Miss Edna Kirk, Dalhart; Presley Hand, Perico; Mrs. Lovelady, Dalhart; E. E. Marshall, Dalhart; Miss Vera Reeves, Dalhart.

Dawson County

Dawson County

Language Alva G. Jim Wells County

H. A. C. Brummett, Dickens; Troy Akins, McAdoo; Oscar L. Kelly, Dumont; Fred Ar-rington, Dickens; Mrs. Robt. Reynolds, Dickens: Geo. W. Wiley, Elton; Mrs. L. L. F. Parker, Spur; C. W. Denison, Spur.

J. R. Mc,Lemore, Paris; L. T. Benson, Deport; A. Z. Hayes, Petty; Miss Eula Burns, Paris; Miss Louise Black, Blos-som; H. E. Williams, Deport; Mrs. Leona Fry, Paris; Burton Mason, Atlas, Director of Arithmetic; B. B. Stringer, Brookston, Director of Athletics for Rural Schools.

Lee County M. P. Bryant, Giddings; Max Brau, Lexington; Miss Linnie Bell, Beaukiss; T. E. Budnik, Dime Box; A. K. Bettie Jaehne, Dime Box; A. K. Krause, Lexington; Miss Bessie Black, Giddings; E. McIntosh, Giddings

R. O. Webb, Windom; Sam Z. Hall, Leonard; M. L. Little, Telephone; J. W. Henry, Trenton; Miss Nadine Morgan, Ector; Joe Nicewarner, Ravenna; Miss Lucile Moyer, Honey Grove; J. R. Musser, Trenton, Director of 3-R Contest; Mrs. Will Davis, Gober, Director of Arithmetic

A. W. Runyan, Dayton; C. A. Miller, Daisetta; S. P. Vick, Cleyeland; G. D. Guy, Milvid; Miss Mary L. Stewart, Hightower; Milvid; Miss Mary L. Stewart, Hightower; F. R. Smith, Dayton; Miss Blanche Riviere, Liberty.

Llano County

R. B. Underwood, Crowell; R. A. Palm, rowell; Ren H. Roberts, Thalia; Miss Winie Self, Croewll; Miss Mattie Russell, Chalia; Walter P. Todd. Thalia; Miss Lottie Woods, Crowell; Mrs. Lena Davis, Crowell, Director of Arithmetic; Miss Virgie Borchurdt, Gambleville, Director, of Story Telling; Mrs. R. E. Sparks, Foard City, Director of Art; Miss Laura Wilson, Gambleville, Director, of Rural Schools.

G. C. Gregory, Teague; C. V. Reed, Wortham; J. Fred DuPuy, Kirven; Miss Leita Howell, Donie; Horace Lively, Street-man; L. E. Peevy, Teague; Miss Alta Head-J. B. Miller, Southland; Dean Robinson, Post; Charlie Tinneuy, Post; W. T. Walker, Southland; Miss Lucile Bates, Post; Kyle Ellington, Southland; Miss Willie Fern Curry, Post; Otis Niel, Southland.

Gaines County
D. D. Shawver, Seagraves; A. L. Tarlton,
Loop; Miss Pauline Christian, Seagraves;
Miss Estella King, Seminole; Miss Mildred
Hulsey, Seminole; G. F. Brown, Seminole;
Miss Myrtie Turner, Seminole. Mills County

D. A. Newton, Goldthwaite; Mrs. John
M. Scott, Mullin; Miss Katherene Kemp,
Mullin; Miss Sibyl Guthrie, Priddy; Miss
Jamie Rufn Whatley, Goldthwaite; J. M.
Scott, Mullin; Mrs. Sparks Bigham,
Goldthwaite; Roy Simpson, Goldthwaite, Director of Arithmetic; Mrs. Joe A. Palmer,
Goldthwaite, Director of School Exhibits;
Miss Era D. Roberson, Goldthwaite, Director
of Rural Schools.

metic.

Uvalde County
R. H. Marrs, Sabinal; Miss Bertha Dalton,
Uvalde; James Maddux, Knippa; Miss Maxie
Jones, Montell: Leo Ware, Sabinal; Clyde
Tate, Uvalde; Mrs. B. M. Hines, Uvalde; W.
S. Highsmith, Utopia, Director of Arithmetic.

Victoria County
L. D. Midgett, Inez; H. A. Witt, Nursery;

J. F. Seagert, Seguin; Harry Wissemann, Seguin; Miss Lena Klingelhoefer, Seguin; Miss Ruth O'Neil, Kingsbury; Miss Nell Sparks, Seguin; Walter Williams, Seguin; Miss Pearl Kreuz, Seguin; W. C. Coers, Kings-bury; M. H. Weinert, Seguin.

Mrs. Hattie Parsons, Nacogdoches;

Newton County

R. F. Riley, Newton; Gordon Bishop, Burkeville; Mrs. M. E. C. Love, Newton; Wilmer Smith, Bleakwood; Miss Mildred Bland, Deweyville; J. G. Burton, Burkeville; Mrs. Kathleen Foscue, Newton; J. M. Nations, Burkeville, Director of Arithmetic; J. G. Reid, Bon Weir, Director of External Street, Iowa Park; Miss Ida Lee Falls, Electra; W. R. Bradford, Iowa Park; Miss Faye Kimball, Clara; T. L. Belcher, Clara; Miss Sallie Huffaker, Electra; S. A. Davis, Iowa Park, Director of Arithmetic.

Washington County

J. R. Peace, Brenham: M. Streeter, Bren

Nueces County M. L. Deviney, Bishop; Elizabeth Aldrich,
Banquete; Miss Hallie Mae Sipes, Corpus
Christi; Miss Clyde Pickens, Corpus Christi;
Miss Lillian Brigham, Robstown; Nixon
Askey, Corpus Christi; Miss Effie Hutto, Corpus
Christi, Director of Rural Schools; T. H.
Vaughn, Clarkwood, Director of Arithmetic.

Orange County

M. L. Deviney, Bishop; Elizabeth Aldrich,
Schools.

L. C.
Ratliff, E
McBride,
Walter R.
Hahn, As
Elsie V. F

Sharp, Carthage; K.; Mrs. A. M. Baker, Bess Sharp, Beckville; Lavon I Logansport, La.; W. J. McElroy, Mollie B. Watson, Beckville.

Parmer County H. J. Buckner, Friona; Miss Johnnie Price, Friona; Miss Pauline Lokey, Farwell; Miss Agnes Fox, Bovina; N. C. Smith, Farwell;

H. C. Darden, Corrigan; C. B. Bare armona; O. T. Ryan, Livingston; J. Vilbanks, Camp Ruby; C. E. Barnes, I.

C. P. Jones, Refugio; John C. Bridge-ter, Bonnieview; Miss Helen McCaughn, voli; Miss Hattie Wise, Bonnieview; Miss atie Taliferro, Austwell; John L. Cooke, oodsboro; Miss Louise Walter, Woodsboro; J. Puckett, Richardson; Mrs. C. P. Jones, fugio.

Reeves County R. Humphrey, Pecos; C. E. Whitehead, orhea; V. W. Casle, Saragosa; Mrs. J. ller. Balmorhea; Mrs. Lessie G. Tudor.

Martin Turner, Hall; Carlos Ashl Saba; Miss Nellie Garrett, San Saba.

Stephens County

F. H. Patterson, Parks; C. W. Morrow,
Breckenridge; Miss Gladys Rogers, Caddo;
Luther Cooksey, Wayland; Miss Irene Kinchen, Breckenridge; Miss Ima Wolfenberger,
Breckenridge, Director of Girls' Athletics;
H. B. London, Caddo, Director of Boys' Athletics; Miss Ollie Bradford, Ivan; H. W. Cole,
Breckenridge, Director of Arithmetic.

L. K. Field, Zybach, Director of Arithmetic,
Miss Laura Belle Smith, Gem, Director of Reading; Mrs J. A. Venable, Gageby, Director of Writing.

Hutchinson County

Superintendent — Dickenson, Borger; (Director of Debate not given); Superintendent — Harris, (postoffice not given; Miss — Johnson, (postoffice not given; Miss — Johnson, (postoffice not given; Miss — Findligh Plamons, Casil Stephens County Smith County

R. J. Bingham, Tyler; J. L. Mason, Wi-ona; J. H. Propes, Tyler; F. M. Mathes,

Trinity County

E. C. Dominy. Glendale; O. W. Stewart,
Groveton; Mrs. Flora Bowles, Groveton; Mrs.
C. P. White, Apple Springs; Miss Hildred
libson, Groveton: T. P. White

City, Director of Arithmeter.

Medina County

P. P. Brewster, Hondo; G. M. Turner, Devine; Miss Dora Mae Wilson, Yancey; Miss Mabel Rose Bowman, Devine; Miss Merle Martindale, Devine; A. N. Eby, Hondo; Miss Coronal Kercheville, Yancey; Homer Ferguson, Natalia, Director of Arithmeter Ferguson, Natalia, Director of Arithmete

Milam County

Thos. A. Fisher, Cameron; Rex Corley,
Gause; Henry Ross, Thorndale; Mrs. O. F.
Robinett, Maysfield; J. O. Hughes, Maysfield; L. Van Perkins, Cameron; Miss Helen
Flinn, Cameron; M. F. Blansett, Rockdale,
Director of Arithmetic.

Upshur County

Doyal T Loyd, Gilmer; Frank T. Smith,
Glenwood; B. B. Elder, Gilmer; Miss Lois
Spencer, Bettie; C. C. Hinson, Gilmer; Henry
McClelland, Gilmer; Miss Mary Davidson,
Big Sandy; Mrs. Maude Palmer, Gilmer;
Dennis Houston, Thomas, Director of Arithmetic.

J. R. Peace, Brenham; Miss Vivian Streeter, Brenham; O. M. Brown, Chapel Hill; Miss Elsie Kammerer, Brenham; Mrs. M. H. Ehlert, Brenham; E. F. Krause, Burton; Mrs. D. C. Becker, Brenham; Arthur Niebuhr, Brenham, Director of Arithmetic; M. H. Ehlert, Brenham, Director of Rural Schools.

Writes the League advocating two distriction to Streeter, Brownwood, Director of Athletics, Counties, Brown, Coleman, Comanche, Hamilton, McCulloch, Menard, Mills, San Saba.

I think basket ball should be divided into Class A and Class B for at least each district if not State competition.

A small school like this one has very simply pay our dollar to help pay the

Wise County District Centers and District Officers

If any errors are noticed in the list of district officers please notify the state office at once.

District No. 1

District No. 2

District No. 3

District No. 4

District No. 5

District No. 6

District No. 7

District No. 8

District No. 9

District No. 10

District Center: Denton. Professor L. P. Floyd, North Texas State Teachers' College, Director General; Principal R. M. Parker, Polytechnic Station, Fort Worth, Director At the request of Miss Nona Diltz, of Dublin High School, the following plays are approved, subject to the

E. A. Porting and Mrs. Guisel Vance, Mrs. W. R. Towers, Pettus, Charce, Mrs. W. F. Saage, Goliad.

Schroeder, Mrs. Helen C. Dett, Goliad in H. E. Addison, Berclair; W. F. Saage, Goliad.

Mrs. Guy Lettett, Goliad.

A. E. Boyd, White State C. Campbell, Denison, Mrs. A. B. Roder, Campbell, Denison, Mrs. A. B. Roder, S. E. Campbell, Denison, Mrs. A. B. Roder, Conc. Conc

Thinks Smaller Schools

Need Basketball Division

Supt. C. P. Garrett, of Westover, writes the League advocating two divisions in basket ball, as follows:

I think basket ball should be divided into Class A and Class B, for at least

District No. 14

District Center: Waco. L. C. Procter, emple, Director General; Principal E. T. enheimer, Waco, Director of Debate; Su-erintendent T. A. Fisher, Cameron, Director

District No. 15 District No. 15

District Center: Huntsville. Professor
Earl Huffor, Sam Houston State Teachers'
College, Director General; Superintendent L.
G. Andrews, Navasota, Director of Debate;
Superintendent Robert F. Broadway, Trinity,
Director of Declamation; Superintendent J.
P. Dewald, Willis, Director of Essay Writing; Professor J. W. Jones, Sam Houston
State Teachers' College, Huntsville, Director
of Athletics. Counties: Grimes, Houston,
Leon, Madison, Montgomery, Polk, San Jaeinto, Trinity, Walker.

District Center: Alpine. Mr. J. C. Coleman, ul Ross State Teachers' College, Director eneral; Miss Nell Smith, Sul Ross State eachers' College, Director of Debate; Su-

District No. 18

District Center: San Angelo. Superintendent Felix E. Smith, Director General; Superintendent J. C. Helm, Sterling City, Director of Debate; Superintendent W. R. Hardy, Bronte, Director of Declamation; Superintendent Hugh O. Davis, Mertzon, Director of Essay Writing; Professor J. I. Dykes, San Angelo, Director of Athletics. Counties: Coke, Concho, Crane, Crockett, Ector, Glasscock, Irion, Midland, Reagan, Runnels, Schleicher, Sterling, Sutton, Tom Green, Upton.

District No. 19 District 146. 19

District Center: Kerrville. Superintendent R. A. Franklin, Kerrville, Director General; Professor J. E. Batson, Kerrville, Director of Debate; Superintendent S. N. Dobie, Mason, Director of Declamation; Miss Julia Estill, Fredericksburg, Director of Essay Writing; Mr. Howard C. Gilstrap, Schreiner Institute, Kerrville, Director of Athletics. Counties: Bandera, Gillespie, Kandell, K. Athletics. Counties: Bandera, Gi Kendall, Kerr, Kimble, Mason, Real.

District No. 20 District Center: Georgetown. Superintend-

District No. 21 District Center: Brenham. Superintendent J. R. Peace, Brenham, Director General; superintendent W. W. Few, La Grange, Director of Debate; Superintendent K. E. Obernoltzer, Belleville, Director of Declamation; Miss Adice Cameron, County Superintendent

District No. 22 District Center: Harrisburg, Superintend-nt J. O. Webb, Harrisburg, Director Gen-ral; Superintendent J. C. Ingram, Goose reek, Director of Debate; Mrs. O. W. Wil-

District No. 23 District Center: Uvalde. Superintendent Guy Dean, Uvalde, Director General; Miss Bertha Dalton, Uvalde, Director of Debate; Superintendent B. H. Miller, Eagle Pass, Di-rector of Declamation, Superintendent I. (1)

District No. 24 District No. 24

District Center: San Marcos. Professor E.

O. Wiley, Southwest Texas State Teachers'
College, Director General; Professor L. N.
Wright, Southwest Texas State Teachers'
College, San Marcos, Director of Debate;
Miss Mattie Allison, Southwest Texas State
Teachers' College, San Marcos, Director of
Declamation; Professor Gates Thomas,
Southwest Texas State Teachers' College, San
Marcos, Director of Essay Writing; Professor O. W. Strahan, Southwest Texas
State Teachers' College, San Marcos,
Director of Athletics. Counties: Atascosa,
Bexar, Blanco, Caldwell, Comal, Gonzales,
Guadalupe, Hays, Wilson.

District No. 25 District No. 25

District Center: Victoria. Superintendent V. L. Griffin, Director General; Superintendent J. H. Head, Cuero, Director of Debate; Superintendent W. L. Russell, Halettsville, Director of Declamation; Superintendent M. V. Peterson, Yorktown, Director of Essay Writing; Superintendent L. B. McGuffin, Yoakum, Director of Athetics. Counties: Calhoun, DeWitt, Lavaca, Goliad, Jackson, Refugio, Victoria.

District No. 26 District No. 26

District Center: Kingsville. Professor Hugh Porter, South Texas State Teachers' College, Kingsville, Director General; Superintendent J. H. Gregory, Kingsville, Director of Debate; Miss Mary Vernita Stewart, South Texas State Teachers' College, Kingsville, Director of Declamation; Professor W. A. Francis, South Texas State Teachers College, Kingsville, Director of Essay Writing; Professor L. J. Smith, South Texas State Teachers' College, Kingsville, Director of Athletics. Counties: Aransas, Bee, Brooks, Duval, Jim Hogg, Jim Wells, Karnes, Kennedy, Kleberg, Liwe Oak, McMullen, Nueces, San Patricio, Webb, Zapata

District No. 27 District Center; McAllen. Superintendent J. Lee Stambaugh, Pharr-San Juan, Director General: Superintendent H. C. Baker, Edinburg, Director of Debate; Superintendent Thos. J. Yoe, Brownsville, Director of Declamation: Professor B. J. Fletcher, Donna, Director of Essay Writing; Erofessor D. M. Denton, Harlingen, Director of Athletics, Counties: Cameron, Hidalgo, Starr. Athletics. Counties: Cameron, Hidalgo, Starr,

Leaguer Has Improved

Willacy.

R. B. Sparks, Marshall; J. C. Armstrong, Hallsville; H. G. Shivers, Waskom; T. R. Howard, Marshall; Miss Alice Hope, Mar-shall; J. E. Willis, Marshall; Mrs. C. F. Haywood, Hallsville. Hartley County
W. R. Slaton, Channing; R. O. Anthony,
Channing; Jesse Harwell, Hartley; Mrs.
Jessie J. Hayes, Romero; Miss M. Mood,
Channing; B. D. Younger, Channing; Miss Henderson County S. R. LeMay, Athens; C. J. Ferguson, Murchison; Miles Smith, Malakoff; Mrs. Johnnie Holland, Eustace; J. W. Nelson, Malakoff; J. L. Greer, Brownsboro; Miss Lorene Willingham, La Rue.

Hudspeth County

Irion County

E. E. Bagwell, Alice; Ernest Felps, Orang Grove; Miss Ernestine Tanner, Premont Miss Claudia Guest, Bentonville; Mis Alice Clark, Alice; A. T. Kaderli, Alice Miss Lucile Seright, Premont; P. P. Pric Alice; K. E. Pruitt, Alfred, Director

H. K. Williams, Karnes City; A. W. H. Cherry, Kenedy; L. C. Littlejohn, Runge; Mrs. Hilda K. Smith, Falls City; Miss Flor

Lamar County

Jenkins, Mason; Miss Sadie Westbrook, Mason; A. P. Box, Katemey; Miss Marie Williamson, Mason.

Sugarland; Miss Mattye Schulz, Simonton; Miss Agnes Duke, Richmond; J. Pyland, Richmond; Miss Jane Curry, Beasley.

Franklin County

L. E. Seay, Winnsboro, Frank Morgan, Mt. Vernon; L. H. White, Mt. Vernon; F. T. Ward, Mt. Vernon; Mrs. F. J. Ward, Mt. Wedina County

P. P. Brewster, Hondo; G. M. Turner, Devine: Miss Date Mrs. Matagorda County

Sugarland; Miss Mattye Schulz, Simonton; Jimmie Bradley, Groveton, Director of Arithmetic.

Tom Green County

C. H. Kenley, San Angelo; J. M. Hare, Water Valley; Mrs. Josephine Bell, San Angelo; Miss Earle Moss, San Angelo; Mrs. Josephine Bell, San Angelo; Miss Earle Moss, San Angelo; Mrs. Josephine Bell, San Angelo; Mrs. Material County

R. E. Coffin, Van Vleck; O. E. Hutcheston, Blessing; Mrs. M. Hallmark, Glendale; Mrs. Jimmie Bradley, Groveton, Director of Arithmetic.

C. H. Kenley, San Angelo; J. M. Hare, Water Valley; Mrs. Josephine Bell, San Angelo; Miss Earle Moss, San Angelo; Miss Earle Moss, San Angelo; Miss Hattie Hofstetter, S

County Directorates-Incomplete [Note.—In the following committees, initials, addresses, or other data has not been supplied. Please see that this information is furnished at once.]

Strickland, Alvin; H. G. Stovall, olumbia; Mrs. Chas. C. Swanson, Columbia; Mrs. Susie Copeland, Miss Zalene Williams, Angleton; of Athelites not given); Miss Joe

Cameron County

C. C. Brock, Petrolia; (Director of Debate not given); J. W. Fulcher, Jolly; Miss Emma Zilman, Charlie; Mrs. Annie Harrison, Byers; S. D. Handly, Bellevue; Miss Mildred Tally, Henrietta; G. W. McDaniel, Henrietta; W. G. Parrish, Henrietta, Pirector of Arithmetic.

Collin County binson, McKinney; Thos. F. Rich-lina; J. H. Davis, Nevada; Miss Graves, Melissa; R. G. Hill orter Cave, Princeton; Miss

Sniider, Hedley; Lee Nowlin, Clar-Mrs. Lee Nowlin, Clarendon; Miss

Jas. W. Garner, Turkey; Jack son, Memphis; Glasco, Newlin Autie Anthony, Brice; H. D. Maxwell, Plaska

R. McCordie, Canadian; Miss Marories, Canadian; Mrs. E. F. Hagan, Glazier Maude Woodson, Canadian; Miss Mar Goode, Gem; G. T. Hill, Glazier; (Dir of Music Memory not given); Mrs. Field, Zybach. Director of Arithmetic

Kaufman County

I. N. Johnson, Kemp; Miss Nettie Bonne, emp; J. W. Goens, Mabank; Miss Alic H. A. McAdams, Richards; J. P. Monroe New Waverly; L. M. Loy, Riverside; Mrs Clara Alexander, Huntsville; Mrs. Grace McDonald, Huntsville; H. O. Whitehurst

Huntsville; (Director of Music Memory not given). Yoakum County



general requirements laid down in

Wharton County

L. C. McDonald, East Bernard: John A. Ratliff, El Campo: C. O. Shaffer, Iago; Clara Melride, Pierce; Wylie Summers, Wharton; Walter R. Glick, Hungerford; Willard Long, Hahn, Assistant Director of Athletics; Mrs. Elsie V. Post, Louise.

A small school like this one has very little chance against schools of 200 or athletics is a paying business; with us the money comes out of some teach-live and I have six boys large enough five and I have six boys large enough to make the team. It would not be converged his boys in such accurage his boys in such accurage.

Two Committees Authorized At League Conference in El Paso

(Continued from page 1)

Norton, of Dallas, Texas, was appointed secretary pro tem. The following business was transacted:

Superintendent Cook, of Breckenswered by Mr. Henderson.

matter of district committees and reunanimously.

mously.

ball. This motion was carried. Among Those Present

lowing:

Odessa; Genheimer, E. T., Waco; form. Guthrie, E. D., Salado; Hatcher, Sarah, Commerce; Higgins, Gertrude, Webb, J. O., Harrisburg; White, Agnes, Ft. Stockton; Williams, R. F., Panhandle.

Football Fee Finances

the committee, postage, and so on, boys and girls are equal to those of the speech teacher. came up for discussion. Upon inthe finances of the district: B. H. cation. How can the contest aid in accomplishing our ends?

and also to you.

at the district meet. We believe that long will these things be. if the State Committee will attempt

DEAN IMMEL ADDRESSES LEAGUE MEMBERS ON SPEAKING CONTESTS AND SPEECH EDUCATION

(Continued from Page One)

Second, in addition to better conversational speech, speech education aims to give our boys and girls effective public speech. Use of good American speech in conversation does not guarantee excellence in public address, public reading and amateur acting. Properly to equip those who have some degree of native talent for public speaking, public reading and amateur acting ridge, Texas, asked for a discussion is a problem that carries us into a field beyond that of good speech for of a proper classification, in Inter- conversational purposes. But it is a vital part of our program. We want scholastic League contests, of eighth our boys and girls to be public minded. We want them to contribute their grade pupils. The question was an- best to the community. We want our future doctors and lawyers to educate us in health and in community peace as well as to cure our dire diseases Superintendent Cantwell proposed and carry us through law-suits. We want our merchants and our mechanics a discussion of the difficulties under to enlighten us on how to buy and how to take care of our cars as well which the district committee of the as to take our money for the car and repair the carburetor when it begins Interscholastic League functioned. to sneeze. We want those with talent to contribute to the aesthetic life of After much discussion of the present the community through dramatic and literary activity. The second aim of working of the district committees, speech education, then, is to prepare boys and girls to take their places Mr. Cantwell made a motion that a socially and to contribute their best to the community, through increased committee be appointed to go into the facility in public speaking, reading and dramatics.

Third, speech educators have come to realize that good speech and participort at Dallas during the Department | pation in community work are not superficial things to be accomplished of Superintendence meeting in Feb- by a few superficial instructions in the use of voice, articulating organs ruary, 1927. The motion was sec- and movements of the hands. Speech is a form of reaction to environment, onded by Mr. B. C. Schulkey, of Olney, as the biologist would say. That reaction will be good or bad, not merely Texas. The motion was carried as voice and gestures are good or bad, but as the whole physical and mental being is good or bad. No amount of training in gesture and pantomime Motion was then made by F. E. will take the place of information, thinking and judgment. No amount of Norton, of Dallas, Texas, that the eli- voice culture will atone for lack of aesthetic appreciation of good literature. gibility blanks of the Interscholastic In a word, no amount of surface can take the place of depth. There League should provide for a certified | may be enough water in a river to float a steamboat, but if the water is record of the contestants entire high | spread out so that it is only three feet deep, no boat of any size can navigate school record, as it referred to the it. The figure halts somewhat. Take another. No matter how beautiful school he was then attending and to the skin of the apple, if the apple is green it will generate a pain at the all schools previously attended by equator, and if it is wormy it is not fit to eat. No matter how good the The motion was seconded by speech, voice and gesture, if there is nothing to express, or, if what is Superintendent Peterson of York- there is green or wormy, we labor in vain. Hence the modesty of the town. Superintendent Cook, of modern speech teacher includes a self-assumed obligation to help the student Breckenridge, moved to amend the to more complete information, logical and sound thinking, deep appreciation motion by inserting the words, "and and educated tastes. The teacher does not forget that the boy and girl learn a summary of his record in grammar | these things in other classes. But he remembers that much of what is learned school." The amendment was ac- is isolated material, too often not brought into close integration with past cepted, and motion carried unani- knowledge and experience unless, through an effort to use it, the student works the material over and moulds it for expression. And so the wise Supt. M. V. Peterson, Yorktown, teacher of speech goes below the surface and tries to see to it that the offered a motion that a committee be student has adequate preparation for public speech, that he hunts up and appointed to investigate the possibili- correlates the facts, that he matures his judgments and that he checks himties of establishing a later playing | self up with the accumulated knowledge and wisdom of the race. This is season for Texas high schools in foot- a big program, and the wise teacher enlists the help of his fellow teachers in other fields to give to his students the best that education affords.

To make this contribution, the teacher of speech should be, not the Among those present were the fol- poorest, but the best educated teacher on the staff. I happen to be head of a school that trains for teaching as well as for platform and stage. No Anderson, Lola, Electra; Bagwell, student gets through our school without at least one year of laboratory E. E., Alice; Bailey, John F., Brecken-science, two years of foreign language, one semester of psychology, one ridge; Berry, L. J., San Marcos; Bent- year or more of English, some sociology, history, economics, etc. For every ley, Arthur L., Hamilton; Bickley, hour of speech instruction he receives, he must take two hours of subjects J. T. H., Rosenberg; Crain, H. H., Ft. other than speech. And beginning next year, all of our graduates who Stockton; Cain, W. A., Austin; expect to teach will be required to take a fifth year beyond the year required Chaney, E. W., College Station; for the degree, Bachelor of Science in Speech. That is what I think of Cook, L. T., Breckenridge; Davis, the necessity of thorough academic grounding for those who would practice Chas. E., Quanah; Davis, R. F., Nac- the speech arts or those who would teach others to do so. This does not mean ogdoches; Deaver, Miss Nora, Austin; that education comes only through the classroom. Many well educated Dillingham, Thelma, Austin; Dins- people have never been to college. But we mean to make sure that all more, B. M., Electra; Ferguson, An- who go out with our stamp on them have gone through the process of general lie M., Abilene; Fly, Murry H., of solid substance and educated taste for the beautiful and effective speech

Speech Teachers Must Train for Leadership

El Paso; Hogg, W. B., Burkburnett; state and national life. A distinguished educator used to define education as and whole-heartedness that the highest results are achieved. It is the glory Holmes, Mary G., El Paso; Homan, "the process of turning out people who have to be reckoned with." Now we of contest work that it furnishes the inspiration so vital to real education. Mrs. Ralph, El Paso; Houser, J. H., want our students to be educated in that sense. My ambition for every tonio; Kyle, Delbert, Paris; Lackey, relsome individuals. Not at all. I mean that our boys and girls should be W. W., Midland; Martin, Edwin D., in such positions of leadership in the communities to which they go, should College Station; McDonald, L. C., be so indispensible to the life of those communities, that it would never occur East Bernard; McIntosh, W. A. Ama- to anyone to start a new movement without first enlisting their aid and rillo; Miles, S. C., Memphis; Moore, support. Their speech education should help them to attain to such positions. O. E., Campbell; Norton, F. E., Dallas; As educated men and women, they have a community obligation. That obli-Norwood, W. H., Corsicana; Paschal, gation is to foster and further every legitimate enterprise, and to start new R. L., Fort Worth; Peace, J. R., Bren-ones. By training in convincing, persuasive speech, our students should ham; Penick, D. A., Austin; Peterson, acquire that positiveness, that personal aggressiveness, that outstanding M. V., Yorktown; Pilcher, B. L., Aus- "punch," if you please, that will stamp them as men and women who are not tin; Schulkey, B. C., Olney; Shelby, afraid to sponsor movements that make for civic welfare and to fight publicly T. H., Austin; Shirley, D. A., Canyon; those things that tear down community life. They should be leaders in the Smith A. H., Winters; Spangler, A. organizations to which they belong, whether those organizations be churches, J., Matador; Thomas, J. L., San An- lodges, schools, clubs or what not. Our fourth aim, then, is to make our tonio; Vickers, Mrs. Paul T., Midland; students leaders, aggressive and unafraid.

Now someone will say that the last two aims listed above are the aims of all education. Precisely. Adopting them puts the speech teacher shoulder to shoulder with his brothers and sisters in the great educational movement. contribution that no other subject in the curriculum of the school can make. No teacher comes so close to the personality of the student as does the Meetings of Committee speech teacher. In other classes he recites facts, laws and explanations. In We have the following letter from the speech class he gives out a part of himself. His recitation in speech is a recent meeting of the executive or speaking. And it follows that no other teacher has the opportunities committee of this district the matter for personal influence that come to the teacher of speech. The speech of expense of conducting the work teacher deals, not primarily with subject matter of books, but with human

If this very inadequate and rather general statement of the aims of struction of the committee, Chairman speech education and of the opportunities open to the teacher of speech has the knowledge and wisdom that we possess. J. O. Webb appointed the following made sufficiently plain the possibilities and potentialities before us, let us to work out a plan for taking care of turn to the original question, the relation of speech contests to speech edu-

A. Fleming, Superintendent, Free- contests merely a chance to win victories. There are superintendents and debate, one of the most valuable contests we have. The first thing that the port, and E. K. Barden, Superintend- principals of schools who look upon contests as ways whereby their schools debater learns is that he must know everything about the question that his ent, Humble. This committee was in- may outshine other schools. Usually this means ways by which the particstructed to report its findings to the ular superintendent or principal may outshine other superintendents and only. He must investigate both sides. He must be familiar with what chairman of the district committee principals, by being the head of a winning school. There are contest coaches has been written by men and women who have studied it deeply. He must who see in the contests merely the means of their own glorification. And of study the facts involved. He learns at once that it is of no use to assert We recommend that a small fee, course there are boys and girls who believe that the only merit in a contest "it is" or "it isn't." He learns to beware, not only of his own prejudices possibly 25 cents, be charged each is that it gives them and their school a chance for glory. Such school heads, and the blindness that they may cause, but of the prejudices of others whose player registering for football and all teachers and students frequently regard almost anything as fair so long as evidence he uses. He learns the value of unprejudiced authorities and entering in the district meet and that it leads to victory. They will pick "friendly" judges. They will "manu- unbiased collections of statistics. He learns that he must be rational in this fund be placed at the disposal of facture" evidence in debate. They will have the local lawyer write the his attitude towards all public questions. It is not too much to say that the District Executive Committee to speeches. They will take every mean advantage. They will quibble over several thousand future citizens of the great State of Texas have a more be used for actual expenses only. Any technical points. They will allow only star debaters and speakers to represent rational understanding of the question of child labor and a much better surplus remaining in the fund may be the school, thus keeping all others from the benefits of participation. School idea of the way to settle that question than would have been the case had used for the purchase of loving cups, heads will discharge a teacher who does not "bring home the bacon." So they not debated the question under the auspices of this League last year.

The Broader View of Contests

fairer for the district committee to for leadership. The teacher who sees the contest in this light goes in to rational way. They must think themselves clear if they would be successful levy a small percentage of the re- win and urges the student to go in to win, but he knows that there is some- debaters. ceipts from the championship game thing state will be better and in the district in order to provide it.

Why can't we leave to the very limit of the primary motive in the contest, but rather contest. "Some must always support the wrong side." "Why can't we leave more intelligent and more effective because of your existence."

The does not lose sight of the primary motive in the contest, but rather contest, but rather to the very limit of the primary motive in the contest, but rather to the primary motive in the contest, but rather to the primary motive in the contest, but rather to the primary motive in the contest, but rather to the primary motive in the contest, but rather to the primary motive in the contest. "Some must always support the wrong side." self with sufficient funds to function. uses the incentive to win to stimulate his students to the very limit of off wrangling and settle public questions as we settle scientific questions, by

their effort. He instills the spirit of sportsmanship into the contestants, and scientific study and impartial decision?" "Students have to speak against so animates their work of preparation that they forget the "tricks of the their convictions." And a host of other criticisms. trade" and extend themselves to win by sheer merit. He shows them that a good name is rather to be chosen than many victories, and teaches them that to have powers of public address superior to their own. It is always a if they will work hard and conscientiously they will win their fair share temptation to discount those activities in which we have little proficiency. of the decisions. Such a teacher will try to see to it that his contestants Life is too short to quarrel with the critics of this class. himself or his contestants.

know all the arguments in their favor. I have seen them tried and I have spectful answer in the few mniutes that are left. tried them. But we have to deal with boys and girls, not with academic angels. Human nature is strong, and the fact remains that a decision stimulates students to greater efforts than they will put forth where there is no decision. I prefer to hold on to that which has been proved good, trusting that as time goes on we shall gradually eliminate the abuses of the judged contest. I know that these abuses can be eliminated where they exist, because I have seen them eliminated where they have existed. Both in university and in high school contests, I have seen the spirit of rivalry cleanse itself of crookedness and take on the shape of healthy competition on a high plane. There is not the least doubt in my mind as to the trend in the last fifteen years. As contest director at the University of Michigan for several years, and as founder and manager of the Michigan High School Debating League, I have seen the trend at close range. I know that there And as to questions of social policy, there are usually at least two opposing are still abuses. I would be very skeptical of any assurance by anyone here that no shady practices exist in Texas. But I am quite willing to leave it differ, in all honesty. I may think that we ought to join the League of to the officials of the League under whose auspices we are met here today, Nations. You may not think so. It is not a question of right and wrong; as to whether or not contests are on the up-grade. I know what the answer

The relation of speech contests to speech education, then, is the relation of encouragement to achievement, or motivation to endeavor, almost the able question. And there is no right side. relation of gas to the automobile or oats to the horse. They make the work of speech education go. They generate the group spirit, the enthusiasm, the

mcrale, so necessary to the highest type of work. Some years ago, while visiting a school in the upper peninsula of Michigan, I noticed in the machine-shop of the school, where high school students worked in iron, two bits of machinery evidently made from the same pattern. One of them was poorly done. Even the eye of a layman could see the crudity of the work. The other was apparently perfect. I could not help but admire it. I said to the superintendent who was with me, "I suppose these two pieces represent two stages of practice, the one being the work of beginners, the other the work of those who acquired skill." I was astounded it is a difference of motivation. One piece, the poor one, was made as a class exercise merely. The other, the perfect one, was made with the knowledge that it was to fit into an engine used in one of our iron mines. Knowing that it was to be used, the boys used care in making it. Knowing that the other was merely an exercise, they were careless." It occurred to me that right there was epitomized the whole story of motivation. You see it in classes in composition. If a theme is to be printed, it will be prepared with infinitely more care than if it is to be read and returned only. Even you teachers will write better for the newspaper than you will for the wastebasket.

The Special Value of the Contest

Now the special value of the contest is that it makes a place where a speech is to be used. It stimulates good work. I have taught public speaking for the better part of twenty years, and I have worked with debating teams the greater part of my teaching experience, and I have never yet had the results in class that I have had in debates, even though the class work was given credit and the debate work was not. There is something about a contest that brings out the best that is in boys and girls, and if the teacher and the school head have the interests of the boys and girls at heart and think of them more than of merely winning, the value of the contests can hardly be overestimated. The most striking testimony I have ever heard on the different values of a college education has been given by old varsity debaters, some of them now gray headed and sitting on the bench or practicing at the bar. This testimony is that the experience gained in varsity nie Kate, Plainview; Floyd, Miss Wil- cultural education. The third aim of speech education, then, is to make sure life. And they mean it. They got a training there that was impossible to debates was the greatest single thing that they got out of their university get anywhere else. The reason is that here they were given strong motivation for their work, and in consequence they did their work, not only better than they did it elsewhere, but also willingly, gladly, enthusiastically. And A fourth aim of speech education is to develop leaders in community, every educator knows that it is only when work is done with enthusiasm

Still, motivation is not the only justification for the contest. There is Lone Oak; Johnson, L. W., Stamford; student under my charge is that, when anything is started in his community, another, equally good. It is that the contest brings the student into the Johnston, Superintendent Marshall, those who start it will have to consult him before going ahead. I do not, direct road that he should later follow in his life as a public-minded citizen. San Antonio; Knox, W. J., San An- of course, mean that our boys and girls are to become obstructionists or quar- Much, perhaps too much, of the work of the schools is "general preparation" would not be a good thing to ask every student to speak on the side opposite for life." We study Latin to get a general acquaintance with life through a study of a particular language of a particular people, or we study it to public questions. It might help him to see that there is much to be said acquire general habits of study and application, or we study it to absorb on the other side, and thus it might make him more tolerant of the beliefs of a better general understanding of English. There is little in the study of Latin that is more than a general preparation. I ought to know: I studied debate questions are not questions of right and wrong, perhaps it might be it for six years. The same is true of history and science and mathematics, for the most part. I do not mean to criticize these subjects. A general background for life is very necessary. But it is good to have, along with the general preparation, some kinds of specific preparation for life. And one specific preparation the contest in public speaking is able to give. In order to make clear what I mean, let me analyze the situation into which the

public speaker is to thrust himself. We find ourselves in a constantly changing world. Nothing is static. All is change. Earnest-minded people, the world over, are constantly trying to make over our social fabric so that it will serve us better. And selfishminded people are always trying to make it over to suit their own selfish purposes, "the public is damned." In other words, in our churches, in our schools, in our lodges, in our legislatures, new plans are constantly coming But speech education is fitted, by virtue of its very nature, to make a to the front to be acted upon. It is unfortunate, perhaps, but it is only too bitterly true, that we do not possess infinite wisdom with which to solve our social problems. We have to "muddle along" as best we can with the wisdom we have. But our chief difficulty is not that we do not have infinite wisdom but that we do not use even the poor wisdom that we have. We are Supt. E. K. Barden, Humble: At his own reaction to what he has learned, whether it be in dramatics, reading Republicans if we live in California or we are Democrats if we live in Texas. We are fundamentalists or we are liberals. And on this foolish basis we cast our votes and settle our involved social problems. We do not draw on the store of knowledge that we possess, perhaps, because it is too much of the districts, such as expenses of personality. I know of no cass of people whose opportunities for educating work, perhaps because we have not ceased to be bigoted and prejudiced in our outlook. But we all agree that this state of affairs is not the ideal one. We all agree that social problems should be settled only in the light of all

Forces Study of Both Sides of Questions

Now it happens that speaking contests make a very direct contribution Miller, Superintendent, Daisetta; O. There are two ways of looking at contests. The first sees in speech to this better way of settling public questions. Consider the contest in

These boys and girls get a definite idea of the way to approach and solve the great questions that confront them as citizens. They are getting here not that it will enable the District Com- sees the contest as a means of putting life and motive into education. way of dealing with their problems than they have known before. They are mittee to carry on their work in a Recognizing that we all work better if we have a definite goal to work for, learning to lay aside their personal prejudices and their party and social those who hold this point of view use the contests to motivate the work of alliances, which are at best a doubtful asset in the intelligent approach to

Some of our critics are merely unconsciously jealous of those who happen

are not imposed upon by those who hold lower ideals of contests than his Still others of the critics, however, deserve serious answer. Their trouble own, but he will not under any circumstances take an unfair advantage for lies in the fact that they have not fully comprehended the task of the debater, and in the further fact that they are not clear as to the nature of the I am not so optimistic about judgeless contests as are some. I think I problem which the debater faces. To these I would venture to make re-

No "Right" or "Wrong" Side to Debate

First, there is no "right" or "wrong" side to a debate question. "Right and wrong" questions are not debatable and are not debated. No debating team that you ever heard argued the question "Resolved, That a Judge Should Not Take a Bribe," or the question "Resolved, That Stealing Is Reprehensible." These are "right and wrong" questions, and are not debatable. We all agree. Such questions do not constitute social questions that have to be settled. They are settled already. We may have to devise ways to prevent judges from taking bribes and to prevent people from stealing, and there might be a debate on the best way to do these things, but that is quite another matter. The questions we debate are questions of social policy. What is the wisest way of dealing with a given situation? views, sometimes more. These are questions on which people may and do it is a question of wise policy, to be determined by the proper use of all our reasoning faculties. There is, in the light of this, no weight to the criticism that "some must take the wrong side." There is no wrong side to a debat-

Second, social questions are not like scientific questions. The difference is that a scientific question can await the outcome of long study; a social question has to be acted upon when it is raised. I can delay my answer to the question "Is tobacco harmful to adult women?" till the facts can be studied exhaustively. But when the Philippine people ask for independence, we have to act on that question at once, whether we will or not. If we do not act, we answer their request in the negative, quite as effectively as though we had voted NO. It is true, we can later vote YES, but in the meantime we have really voted NO by refusing to vote at all. They are denied independence. And we have to act on our social questions without full knowledge of what the action may involve. Indeed we can never know at his answer. "No," said he, "the difference is not a difference of practice, the full implication of our acts. Still we must act. Every election is more

or less a leap in the dark, as it were.

But we can make the leap less in the dark, rather than more. And we can do this by the method employed by the debater: study both sides of the question, learn everything possible about it, turn it over in every light that we can get on it, have some bring forward all possible reasons for it and have others bring forward all possible reasons against it, and then decide to do one thing or another in the light of what we have learned, always remembering that we have incomplete knowledge but that what we have is of great importance. Now this is just what a debate does: it uncovers the most important facts, just as a lawsuit does in court, and it does it by having a "prosecution" and a "defense." It is not a perfect system, either in court or in legislature, but it is the best we have been able to evolve, human nature being what it is. It is the very foundation stone of democratic government. The answer to our scientific critic, then, is this: The debater uses all available knowledge, and he even tries to discover new facts, but he is under the necessity of acting, and in order to act as wisely as possible he turns on all the light there is and decides social questions as wisely as is humanly possible in view of the fact that the solution, at least the temporary solution, cannot be put off. Scientific study is not barred. Far from it. Let us have all the scientific knowledge possible. But-with little knowledge or much, we must act.

And even a very full knowledge does not furnish the solution. The solution can come, if at all, only through experience, not through advance information. We have been studying the question of the tariff for a century, and the tariff is still a debatable question. We have acted on it many times, and we are still divided as to the wisest action. Perhaps we shall never know the answer to the tariff question, but we can't escape action on it for all that. Our concern must not be for perfect knowledge and wisdom; these are impossible. But for the best knowledge and the best wisdom we can get. And the debate helps to give us this. By this function it justifies itself.

How About Arguing Against Your Convictions?

Third, how about the criticism that debaters have to speak against their to that in which he believes. It might give him a better understanding of others. We are all too blind to the other fellow's point of view. And since a wise thing to ask every debater to debate occasionally on the side of those who do not believe as he does. But I have not pressed this half-conviction of mine with my debaters. I cannot remember, in many years of work with debating teams, that I ever asked a student to debate against his convictions. In tryouts, there are always those who favor the question. There are always. those who oppose it. I have always found it possible to make up my teams in accordance with the natural alignment of debaters on the question. I know of dozens of other teachers who testify to the same experience. And I do not remember ever to have talked with a debate teacher who found it otherwise.

In addition to this, I may say also that it has been a common experience with me to have debaters come to me after the debate and say that, after studying the question thoroughly, they were inclined to believe that the opposite side had the better of the argument, and that they had changed their minds on the question. I mention this to show that a debate does not, as some think, merely strengthen a student in his original convictions and prejudices. Quite as often, the debate shows him the weakness of his original position. If he comes out of the study and debate with the same conviction as when he entered, at least his conviction is more intelligent than before.

Most criticisms, it seems to me, are the result of incomplete understanding of the debaters' function. If debating is wrong, then it is wrong to seek light on social questions before acting on them. If debating is wrong, then t is right to act on prejudice and without information. If debaters have not always acted as bearers of light to the solution of public questions, then the debate has not been properly conducted. Winning the debate has taken the place of education. The remedy is not to abolish the debate but to readjust a bad emphasis. The doctor does not cure a sick patient by killing him; he seeks to heal his malady and make him well. If our debaters are still in poor health in places, let us not kill the debate but try to cure the disease. Personally I believe that debates are much better than they used to be, and that, in general, they are in pretty fair health today.

To conclude, speaking contests motivate speech education, which is to say education for citizenship. And they make possible specific education for meeting the problems of life by showing the student how to approach these problems and how to act on them intelligently. They foster intelligent study and the formation of intelligent opinion. They inculcate honesty, courtesy, good sportsmanship in victory and in defeat, and they make for broadmindedness and tolerance in personal relations. They help substitute reason

for prejudice and they contribute to a better social order.

Speaking contests in this country are only about thirty-five years old. It is a far cry from the first inter-university debate between Harvard and Yale in 1892 to the Texas Interscholastic League with a membership of over four thousand schools. But the rapid advance of contests in speech shows something of what educators think of this work. And their faith is not medals, banners, etc., to be awarded long as victory is the only angle from which a contest is viewed, just so medals, banners, etc., to be awarded long as victory is the only angle from which a contest is viewed, just so misplaced. Texas should be proud to have the largest and best organized system of interscholastic contests in the world. When I organized the Michigan High School Debating League in 1917, I sent for and received your There is, fortunately, another and broader view of contests. This view only general information but they are learning by actual practice a better literature, and I builded upon your experience. And I say, not to flatter you, but because I believe it to be the modest truth, that there is not an educational agency in the State of Texas today with more potentialities for real education in the field of good citizenship than this Interscholastic League. (Editor's Note.—We think it much better conversational speech, effective public speech, and adequate preparation a new problem, and to come to the work of social better conversational speech, effective public speech, and adequate preparation a new problem, and to come to the work of social better conversational speech, effective public speech, effective public speech, and adequate preparation a new problem, and to come to the work of social better conversational speech, effective public speech public sp as an aid in preparation for citizenship," is not an idle boast or an exaggerated claim. It is a very modest statement of your position. And the levy a small percentage of the rewin and diges the statement of your position. And the
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