



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 the contests.

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

Frank Young, Principal Commerce High School: We are highly pleased with the administration of athletics among Class B high schools in this section. The new plan has proved highly satisfactory.

Prof. Theodore Swift, Memphis: I am aware of the interest you are taking in our school work and I also realize the great good you are doing for us.

Wants New Debate Rules
Supt. C. P. Garrett, Westover: I am strong for the proposed rules in debate. Last year the team that defeated my boys had memorized rebuttal speeches and did not try to refute their arguments, but were given the decision because their rebuttal speeches were better than those of my boys. The judges said our speeches in the original periods were the better. I hope they are adopted.

Far West County Active
G. M. Roberts, Director General of Dawson County, Lamesa: Dawson County is coming strong in the Interscholastic League, and we hope to enroll every school in the county.

Need Spelling List
Geo. H. Thomas, Principal Cleveland High School: We find that we need the booklet (Spelling List) very much for every day drills in spelling.

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

Mrs. G. H. Patterson, Bellevue: I have already ordered 125 copies of your Spelling List and need three dozen copies more. We are using it throughout the entire school as a spelling text.

Supt. S. P. Conn, Moody: We are 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 spelling classes.

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 text.

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 hold 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.

Dean Immel Addresses League Members on Speaking Contests and Speech Education

Two Committees Authorized At League Conference in El Paso

Dean Immel's Address Features Eighth Annual Breakfast and Section Meeting

SIXTY-ONE representatives from the public schools attended the Interscholastic League breakfast and section meeting in the beautifully decorated ball room of Hotel Paso del Norte, El Paso, Friday morning, November 26. While the attendance was not up to normal, the falling off was due to the smaller general attendance at Texas State Teachers' Association meeting.

G. C. Boswell, of Ebers, and many others on a special train out of Dallas, were greatly disappointed, they said, in not being able to be present, due to the fact that the special train which was scheduled to arrive in El Paso Thursday morning did not arrive until the unearthly hour of 2:35 Friday Morning. Even the enthusiasm for the League meeting failed to successfully combat a certain lethargy said to have been experienced by this delegation after three hours sleep. So they were among those absent.

Dr. Ray K. Immel, Dean of the School of Speech, University of Southern California, made an address on "Speech and Speech Contests" that was warmly received. Indeed, the speech was something new in the general field of speech education in Texas, and was a happy mixture of the inspirational and the informative. The speech is printed in full in this issue of The Leaguer and will later be issued in bulletin form.

Following the breakfast and address, the annual conference on rules was held. The minutes prepared by F. E. Norton, Secretary, follow:

Minutes of Meeting
Following a very delightful breakfast at the Paso del Norte Hotel of El Paso, Texas, the regular fall meeting of the Interscholastic League was called together by Chairman T. H. Shelby. Mr. Shelby called Mr. Roy 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 build 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. Your motto, as expressed in your 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 of Speech, University of Southern California.

MISCOUNT LEAGUE SECTION MEETINGS

Records Show Last One Was Eighth Instead of Seventh, As Announced

We have miscounted the number of League breakfasts and called the last one the seventh when, in fact, it was the eighth. Looking back through the files of The Leaguer, we find the following note in the issue of October 15, 1919:

Will you breakfast with us at Houston, Friday morning, Nov. 8? In connection with the State Teachers' meeting, we shall have an Interscholastic League breakfast 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 permit. 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 leader.

Editorial comment on the meeting in November, 1919, is found in The Leaguer, issue of December, 1919, as follows:

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 performed 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 same price.

And in each succeeding year we find announcements of the League breakfast at the State Teachers' Association 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 Paso.

So beginning in 1919, the League has held each year during the meeting of the State Teachers' Association, a breakfast and section meeting, making the last one the eighth instead of the seventh, as erroneously announced, and the next one will therefore be correctly announced as the ninth.

Against 20-Year Rule

J. C. Oehler, Coach, North Dallas High School, Dallas: I should like to voice my protest against the 20-year rule, claiming that a boy who is allowed free schooling until he is 21 years of age should be allowed to participate in interscholastic contests.

President of National Speech Arts Association Sets Forth Aims of Speech Education and Discusses 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 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 education. Indeed, such a preliminary definition is necessary, for we speech teachers have so recently emerged from the wilderness of "elocution," "expression" and "oratory" that they are indeed few and far between who realize fully just what the speech teacher of 1926 is trying to do to our boys and girls.

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 the Rio Grande." And it must be said, in all fairness, that Mr. or Mrs. Average Citizen is not entirely without warrant for this belief. There are still, I am afraid, those among us whose conception of their business has not gone forward very fast in the last twenty or thirty years. At least we have them in Los Angeles. I hope the tribe is nearer extinction in Texas. They are well meaning people, but terribly misguided. And they make life sometimes hard for those of us who at least think that we have caught a broader vision of our mission. Not infrequently, as I go about and up and down the land, I am asked what my business is, and when I say that I am a teacher of speech, I am greeted with an "Oh," given with a certain inflection that means more than any description can convey. Well did Bob Burdette exclaim: "There is no word in the English language that is capable of so great a variety of expression as the monosyllable 'Oh.'" But when used in this connection, and in answer to my simple and naive statement that I am a teacher of speech, there is no doubt whatever as to what variety 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 valuable time in explaining that he doesn't know what he is "Oh-ing" about. 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 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" 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 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 traveling man. 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 they were about and who had a real and intelligent understanding of their business. What I have said merely means that the unintelligent and superficial teachers were sufficiently numerous and sufficiently noisy to create in the mind of the average citizen the horror with which so many good people have come to regard the business of speech teaching. The very fact that, as a profession, we have had to drop such words as "elocution," "expression" and "oratory," all good words in themselves but made outcasts by their 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 without apology that it stands for a training that is second to none in fitting the boys and girls of today to take their places tomorrow as better men and women, better home-makers, better business men, better professional people, better citizens, than those of past and present generations have been and are. May I be more specific, and say just how speech education is contributing 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 of speech education.

First, then, speech education aims to give boys and girls better English, or, as I prefer to put it, better American speech. By this I mean better pronunciation, clearer enunciation, better choice of words, better grammatical construction, better oral composition in ordinary conversation. I mean the whole program of better speech. And better speech is not stilted speech. It is not ponderous speech. It is not stiffly formal speech. I define good speech as that which conveys the speaker's ideas to the listener in a clear, concise, accurate, effective and pleasing manner. I do not conceive that this includes rigid adherence to any arbitrary standard. I believe that the speech of Texas and of California may well differ, within reasonable limits, from the speech of New York City. I think there is something to be said for variety among sections of a country as large as this. Of course, when the speech of any section gets so far away from the general speech of the nation as to make it difficult of understanding, then we may be said to have provincialism and we need to check ourselves. To those who hold up England as a model for us, it should be said that English provincialisms are far more numerous than ours, and far worse. It may be argued that it is hard to draw a reasonable line between provincialism and pardonable sectional differences. The answer is that it is usually hard to draw "reasonable" lines anywhere, but that it is worth the effort to try. But I am not half so much concerned with this problem of adherence to standards as I am about the necessity of curing lip-laziness, mumbling, obvious misuse of words, obvious mispronunciation and inaccurate and barbarous speech. Our problem with these things is enough to keep us busy. We need not worry much if our western speech differs from that of our brethren in the east, so long as the differences do not spell laziness, slovenliness and carelessness in the use of language. The first aim of speech education, then, is to train our boys and girls in better conversational speech. If we differ, in minor points, as to what better speech is, we shall not differ as to the factors enumerated above, the important factors in better speech.

(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 participated in League contests, and naturally he introduced the work into the school of which he has been principal for the past two years. He says that Sand Hill is a first-class rural school, with a fine community spirit behind it. In 1925, this school won the all-around championship in the rural division in the Bowie County meet with a margin of 26 points. This was the school's first year as a member of the League. The cup was won also the next year by a wide margin. Sand Hill won the all-around championship at the district meet in Texarkana in 1926. Two of its contestants were entered in the last State Meet where they acquitted themselves with distinction.

Sand Hill is one of the few rural schools in the State that enters the debating contest. The school is located twelve miles southeast of New Boston, the county seat of Bowie County. Elliott says that his school would feel lost without the Interscholastic League.



Travis A. Elliott

BIG DEMAND FOR MUSIC BULLETINS

Book II, Making Friends in Music Land Now Being Distributed

By LOTA SPELL
BULLETIN No. 2637, entitled *Making Friends in Music Land*, Book II, is now being distributed. There is a stronger demand for these bulletins than in preceding years, which indicates, we trust, greater interest in the Music Memory Contest. It is a continuation of the Bulletin issued last year under the same title which contained thirty stories to accompany the new compositions added to the list for 1926-1927; and the two books together contain stories for the whole list of fifty selections.

The purpose of this contest is not that the child shall merely learn the names, or labels—so to speak—of the compositions, any more than he would be taught only the titles of poems with which he should be familiar. The selections should be regarded as gems of musical poetry, and should be taught much as one would a bit of worth-while literature. The whole intent of the composer may not be clear to the child now, but he can enjoy the bright melodies and attractive rhythms while he is storing in his mind bits of music which will have for him, in later years, a more serious message. Just as you would encourage him to memorize good poetry, let him sing and play good music. All children should be encouraged to sing as many of the selections as possible, and any who play on instruments can learn, at least, the melodies. Singing and playing are sure ways of fixing a melody in mind.

A question has been raised about the records used in the county contests. Some believe that if the teacher in charge uses only the records taught in her school, some students have an unfair advantage. To obviate this difficulty, it is suggested that each teacher take with her to the contest as many records as she wishes, and that all be placed in one group from which each participating teacher shall draw in turn. What do you teachers think of this arrangement?

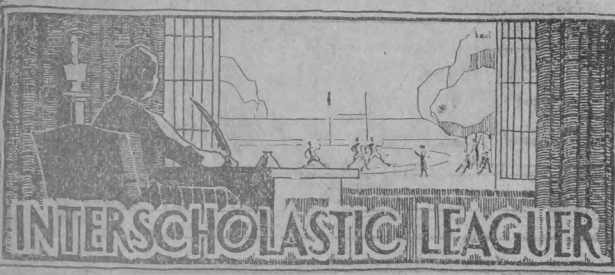
STATE AID SCHOOLS GIVEN LEAGUE FEE

State Inspector Says It Is One Of Greatest Educational Factors

George P. Barron, State Inspector of Rural Schools, has been in the county inspecting State-aid schools since the third of this month, and is allowing \$1 to all State-aid schools to pay the Interscholastic League fee. He urges all schools to join because it is one of the greatest factors in developing the child, both mentally and physically. He stresses the literary part more than the athletic. The object of the League is to foster among the schools of Texas inter-school competitions as an aid in the preparation for citizenship; to assist in organizing, standardizing, and controlling athletics in the schools of the State; and to promote county, district, and State interscholastic contests in debate, declamation, spelling, essay writing, arithmetic, writing, reading, extemporaneous speech, athletics, and music memory.—Paris Weekly News, December 9.

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 Championship in Basket Ball.
- March 4 and 5, 1927.—First week-end for holding County Meets.
- March 4 and 5, 1927.—State Basket Ball Tournament.
- April 1 and 2, 1927.—Last week-end for holding County Meets, and first week-end for holding District Meets.
- April 22 and 23, 1927.—Last week-end for holding District Meets.
- May 5, 6 and 7, 1927.—State Meet.



Published eight times a year, each month, from September to April, inclusive, by the Division of Extension, of the University of Texas, at Austin, Texas.

ROY BEDIKHEK Editor

(Entered as second-class matter November 6, 1917, at the postoffice at Austin, Texas, under Act of August 24, 1912.)

IT IS encouraging to note that county committees are getting busy promoting the League work in their respective county papers. Excellent articles on League participation are filtering into 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.

FOOTBALL is dead, long live basket ball! Athletic coaches are urged to get in their basket ball fees before the dead-line date, January 15. On December 15 the last \$1 fees were received. Now and until the closing date a penalty of \$1 is charged, making the fee with penalty \$2. It looks as though basket ball is in a fair way to divide scholastic interest with the king of sports. Nearly a thousand teams will compete this year in the State Tournament series, and how many teams will participate in county affairs, it would be unsafe to guess.

WE ARE anxious to have the name of every teacher who has direct charge of any interscholastic contest in any member school inscribed on the mailing list of THE LEAGUER. Each teacher coaching or in any way responsible for a League contest in his school needs THE LEAGUER. Important notices are published from time to time which affect the interests of the pupils engaged. The superintendent or the principal is a busy person and does not have time to take his copy from person to person over the school. Extra copies cost the member-school nothing. Either the principal or superintendent may submit a list of those teachers engaged in coaching League contests in his school, or school system, and the paper will be sent to these persons free of charge.

ATTENTION of the thoughtful reader interested in public speaking is directed to the address of Dean Ray K. Immel published in this issue. We have not found elsewhere the aims of speech education more clearly stated, or the aspirations of the modern teacher of speech more glowingly set forth. The speaker draws from his twenty years of rich experience in speech education, bringing a message to the public school teachers of Texas which is thoroughly worth while. This speech will be published published in bulletin form and distributed free of charge to teachers who are interested in coaching public speaking for League contests. If you want a copy of this bulletin, send in your request early, as only a limited supply will be printed, and first come, first served.

THE county executive committees constitute the backbone of the Interscholastic League. If they function properly, the League work is a success; in those counties where the county committee does not function properly, the League work is a dismal failure. The county committee, if it has not already done so, should have a meeting just as soon as possible after the holidays and settle the time, place, and program of the county meet. This information should be published in the county papers so that all the member-schools may be advised. Each director should study the rules of his particular division, and settle in advance mooted points by correspondence with the State Office. Judges should be secured in advance; a definite schedule of rooms for the literary events should be made out for distribution to contestants and teachers at the meet. Track and field equipment should be ready. In short, the success of a meet depends in large measure upon the ability of the committee to look after details.

WE NOTE that sports editors are agitating a game between Marlin and Anson for the State Class B Championship. One would think from reading the "boosting" for this game that it is being thought of much more as a commercial

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.

IN 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 squads; it is a strain on the faculty, since the faculty is small and not susceptible to the minuter division of labor that may be made in large high schools; it is a strain on the financial resources of the community. There are all of these arguments why the competition in football should be more limited in a small school than in a large school. Add to this, however, the fact that actually more football is required to settle a Conference B championship than a Conference A championship, and the reasoning against the former competition is as conclusive as reasoning can be made outside of mathematics. As a matter of fact, the clamor for Conference B championship comes chiefly from a few irresponsible sports writers and not from any considerable number of school authorities at all.

HIGH SCHOOL PUBLICATIONS

MANY high school papers are now on THE LEAGUER exchange list, and we want others. Every high school having as many as 100 pupils enrolled ought to have a high school paper. It promotes unity in the school itself, and acts as an effective go-between for the school and the homes of the community. It is a fine project for the work in English, and should have active support from the English faculty of the school. It is easily financed by taking in a few advertisements from business concerns of the community, and in the soliciting of advertisements and their proper writing and display a few students may get valuable business training. The editor of the local paper will usually be willing and able to help the amateurs in their efforts. All in all, it is a good enterprise.

We regret that we cannot say so much for the annual. These ponderous, unmanageable objects have become largely a competition among commercial engraving concerns. No one seems to know or care for the literary content of the average high school annual, but elegance of paper and distinction of printing and engraving, as well as volume of advertising have become, instead of purely incidental matters, objects of main concern. National competitions have offered keen incentive to engraving houses to produce winning publications, and usually the most ponderous, the most expensively printed, the most handsomely illustrated (this department being carefully 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 appeared to the disgust of the elite in a flappy cover and on paper that would not tolerate half-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) and it certainly had a kick in it. Too many high school annuals now are projects in photography, engraving, and ad-soliciting to the exclusion of literary and humorous expression, and to the exclusion of strictly scholastic illustrations and ornamentation.

Of course, the big national competitions might be made a fine thing, but in the judging there should be a hard and fast line drawn between the work of engraving concerns and the work of the students. An award might be profitably made to the engraving house which does the best job and another to the annual that has the best student stuff in it.

In any case, however, it is not to be compared with an honest-to-goodness, root-hog-or-die, student daily or weekly paper, if the two are to be judged on a strictly educational basis.

TEXAS SCHOOL SURVEY

T. H. SHELBY
Dean of Bureau of Extension
III. Financial Support
Illustration of Schools

The survey staff makes the following recommendations concerning financial support of education:

- 1) Repeal the constitutional provision concerning the apportionment to counties, establish a State agency to equalize tax assessments, and apportion to the counties on the basis of "ability and effort." Or—
- 2) Repeal the constitutional provision and apportion to the counties on the basis of (a) number of teachers, (b) aggregate or average daily attendance, or (c) a combination of the two. Or—
- 3) Failing to repeal the constitutional provision, apportion to the counties as now, and authorize the county school board to apportion, within the county, (a) a part of the funds on the basis of "ability and effort," and (b) the remainder on the basis of average daily attendance, or to apportion all the fund on the basis of, (a) number of teachers, (b) aggregate or average daily attendance, or (c) a combination of the two.
- 4) There should be provided a county school tax sufficient to produce at least \$300 for each elementary teacher and \$450 for each high school teacher employed in the county in the preceding year.

The three alternative recommendations at the head of the list are not necessarily mutually inclusive. They suggest three important principles which are now given consideration in any scheme for scientific apportionment of school funds.

The first of these is "ability and effort." The generally accepted view that has gained currency in the United States of America is that the State fund should be used to equalize school opportunity and the burden of school support. The body of the survey shows great inequality in both respects, not only among districts in a county but among counties as a whole.

Funds apportioned to the schools from the State come from two sources—the permanent fund and taxation. A large portion of the latter is in the nature of an ad valorem tax. Approximately two-thirds of the regular apportionment to schools is derived from the ad valorem tax. In addition to this a special rural aid appropriation has been made annually for several years. The survey staff made a study of the relation between assessed value and true sale value of taxable property in twenty-nine typical counties of the State. It was found that the relation of taxable value to true value ranged from 17 to 53 per cent in the twenty-nine counties, taking the county as a whole in each case. Thus the county whose assessed value is 53 per cent of the sale value pays relatively three times as much in State and county taxes as does the county whose value is only 17 per cent.

It was also found that the wealth back of each school child and back of each teacher varied enormously in the several school districts and in the several counties. Often the grossest inequality existed in the same county. The valuations per scholastic in districts in typical counties varied from less than \$500 to \$60,500. Valuations in counties per teacher varied from \$10,000 to \$830,000. Valuations in counties per scholastic varied from \$500 to \$103,500.

These figures indicate quite clearly that funds for State apportionment are not collected on an equitable basis. This fact calls for a study of the entire taxing system of the State by experts and the creation of a State Board of equalization similar to what has been done in other states. The figures, furthermore, demand that the ability of the several counties or the districts in the several counties shall be taken into consideration in making the apportionment of State available school funds.

The survey facts prove conclusively that districts have not always shown a willingness to help themselves and, in many cases, have been paupers on the State. The fact is that no state in the American union furnishes so large a proportion of school money as does Texas. Many districts, on account of the presence of large numbers of negro or Mexican children or both, for whom little provision is made, coupled with the fact that general State aid funds are apportioned on the basis of scholastic census, have never voted any local tax for the support and maintenance of schools. Other districts that have undertaken the education of all its children have voted the statutory limit of \$1 on the \$100 of wealth and, because of low per capita wealth, are unable to support an adequate system of schools.

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 per capita (child) cost is inevitably high and apportionment on that basis alone is inadequate to meet the needs.

The recommendation that there should be provided a county school tax sufficient to produce \$300 for every elementary teacher and \$450 for every high school teacher is in line with good practice in other states.

A survey of the taxing situation by an expert commission would doubtless reveal other sources of revenue, which, when tapped, would relieve the burden of ad valorem taxation on farmers and small property owners. As a general policy, there can be no question about the necessity of securing school support, state, county, and local district. All of these should furnish their proper quota. Some good authorities are taking the position that the State should furnish one-half and the county and districts each one-fourth. The State as a whole and not the separate school units should determine the expenditure of the funds to the end that equitable distribution and equality of opportunity, in so far as this is possible, may be guaranteed.

The problem of apportionment will receive fuller treatment in the next article.

QUESTIONS AND ANSWERS

Arithmetic

Q. Will you please tell me whether in the arithmetic contest the problems 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 any way that he may see fit. However, the pupil who can solve these problems without the use of pencil and paper will certainly have a great advantage over the pupil who is compelled 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, and movement upon position, progress will follow an understanding of these first important steps in their correct order. Study and practice must go hand in hand.

Form includes the curves, turns, angles, loops, retraces, and beginning and ending strokes in letter forms. Legibility is the first essential, hence letter forms to be easily read, should be simple and graceful without too much slant. The letters should be uniform in size, spacing and slant.

One of the main reasons why some children do not learn to write well is because they have not been taught to visualize the letter forms. You cannot hope to make a good letter before you know how it is made. No matter how perfectly the muscles of the arm are trained, good letters cannot be made unless a conception of the correct form is in the mind.

In the first and second grades, form with ease and movement is emphasized by the use of the board. Through all grades the board is used for demonstration.

Before beginning the practice of any drill or letter, study its form closely, part by part, and as a complete whole. Determine in which direction the pen should move to make the first line. Time should be taken to see that pupils have a perfect image of the letters in their mind's eye before beginning practice.

Preparatory to the first oval, the movement should be tested by tracing the first strokes rapidly in the air and without checking the motion the pen should be brought to the paper, thus forcing sharp, clean-cut lines. The slant should be guarded by keeping the hands far enough out on the desk, in front of the face, to bring the elbows naturally close to sides. Pull all strokes to the center of the body.

Regular practice and constant repetition is necessary. Make frequent and careful comparisons. A set of capitals and small letters and figures should be in front of every pupil. Pay particular attention to beginning and ending strokes. Many capitals and all small letters finish in a vanishing line which is made by picking up the pen quickly while in motion, not by an abrupt stop.

When a letter continues to be poorly made, it is probably due to failure in teaching correctly one or more of the following essentials:

1. Position.
 2. Relaxation.
 3. Visualization.
 4. Movement.
 5. Speed.
 6. Repetition practice.
- Remember, in writing muscular movement, that your arm forms will be poorer after some practice than before. Keep right arm movement and speed due time you will find your hand and arm becoming more and more under control, and you will gradually acquire an easy, swinging, rhythmic motion.

HIGH SCHOOL PAPERS EXCHANGE LIST

The Scribbler, North Junior High School, Beaumont; Vol. III, No. 2; monthly; G. W. Williams and Henrietta H. Hines, editors-in-chief; Millard Cleveland, E. C. McCray, Gersie Richardson, and David Seiley, business managers; four pages, four columns.

The Square, Comanche High School; Vol. I, No. 1; semi-monthly; George G. Smith, exchange editor (other members of staff not given); three columns, four pages.

The Pioneer, Bellville High School; Vol. I, No. 1; Amalia Severin, editor-in-chief; Alwin Sander, business manager; five columns, four pages.

Previously listed: *The Tattler*, Mullin; *The Gusher*, Cisco; *The Wichita*, Wichita Falls; *The Short-horn*, 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

Music Appreciation Readers, Books I and II, by Hazel Gertrude Kinsella, University Publishing Company, Lincoln, Nebr.

These two little books contain a wealth of folk songs, rhythms and rhymes, songs of child life, and stories of music and musical instruments, all told in language well adapted to the child of the first or second grade. With each story is a reference to a Victoria record which presents music suited to the mood of the story.

For the teacher who seeks supplementary material rich in lore and adapted to encouraging appreciation of music, and for the mother who would have her child hear delightful tunes closely related to the stories read, these little volumes will prove a boon indeed. They will appeal to the musician and to the music teacher because they seek to lay that indispensable foundation for all musicianship—the ability to listen to music with appreciation of its content.

Teachers or mothers wishing to examine these volumes may borrow them from the Extension Loan Library of the University of Texas.

L. S.

Has Been Active in League Work for Thirteen Years

WE publish below a running comment on League affairs of John M. Scott, Superintendent of Schools at Mullin:

My father [see account of G. F. Scott in October issue of the *Leaguer*] was intensely interested in the League work after the contests were opened to the rural schools. It was largely through his influence that I took an active part in the organization of the League in Wharton County for the first time in 1913. I was at that time teaching my first school.

I have taken an active part in the League work each year since that

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 has come from the circulation of the little pamphlet, "How to Judge a Debate." My wife, a faculty member here, usually coaches debates and will be our coach this year, and we both are in favor of incorporating the four 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 students as we believe that this is unfair competition. We believe that there should be distinct grammar school debates just as we divide junior from senior spelling, etc.

We are planning on having the county meet here in Mullin this year, and as only about 50 per cent of the schools participated in the county meet in this county last year the interest is not so keen as it should be. The editor of our local paper the *Mullin Enterprise* is very much interested in the League. This paper wants to do all it can to make the county meet 100 per cent good and the editor will publish a special League edition if we will furnish the material. We also 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

MORE and more elementary teachers are stressing the formation of daily health habits pertaining to cleanliness, rest, posture, exercise, and diet. The formation of habits depends largely upon the repetition of acts and upon the child's attitude toward these activities; thus teachers find it necessary to have a wealth of supplementary material projects, stories, and lessons at their command to keep up the daily interest.

With this need in mind the Bureau of Nutrition and Health Education of the Division of Extension has prepared graded health lessons for elementary teachers of grades one to seven. The lesson plans are in an attractive illustrated booklet and contain suggestions for each of the school months. Weight tags, a wall weight chart, and instruction as to how to weigh and measure are sent 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 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 information: Name, address, grade, number of pupils, and name of school.

Correspondence relative to the graded health lessons or other health work in the schools should be addressed to the Bureau of Nutrition and Health Education, University Station, Austin, Texas.

A Study in Football Dist. 2 Eligibility Blanks 1926

Name of School:	Age of Plyrs.					Extra Yrs in H.S.			Plyg. Exp.
	20	19	18	17	16	1st year	2nd year	3rd year	
Ranger	3	9	8	3	10	4	5	7	5
Cisco	6	6	11	4	9	2	15	6	—
Abilene	3	6	8	7	9	2	10	3	1
Eastland	1	4	6	7	4	0	8	1	—
San Angelo	0	4	6	11	4	0	7	2	1
Stephenville	0	2	11	4	3	0	12	1	—
Breckenridge	2	2	7	5	1	0	6	4	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.....\$ 1,350
18 years earning capacity @ \$1,200.....21,600
Total.....\$22,950

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

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

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 Breckenridge, Texas, asked for a discussion of a proper classification, in Interscholastic League contests, of eighth grade pupils. The question was answered by Mr. Henderson.

Superintendent Cantwell proposed a discussion of the difficulties under which the district committee of the Interscholastic League functioned. After much discussion of the present working of the district committees, Mr. Cantwell made a motion that a committee be appointed to go into the matter of district committees and report at Dallas during the Department of Superintendence meeting in February, 1927. The motion was seconded by Mr. B. C. Schulkey, of Olney, Texas. The motion was carried unanimously.

Motion was then made by F. E. Norton, of Dallas, Texas, that the eligible blanks of the Interscholastic League should provide for a certified record of the contestants entire high school record, as it referred to the school he was then attending and to all schools previously attended by him. The motion was seconded by Superintendent Peterson of Yorktown. Superintendent Cook, of Breckenridge, moved to amend the motion by inserting the words, "and a summary of his record in grammar school." The amendment was accepted, and motion carried unanimously.

Supt. M. V. Peterson, Yorktown, offered a motion that a committee be appointed to investigate the possibilities of establishing a later playing season for Texas high schools in football. This motion was carried.

Among Those Present

Among those present were the following:

Anderson, Lola, Electra; Bagwell, E. E., Alice; Bailey, John F.; Breckenridge, Berry, L. J., San Marcos; Bentley, Arthur L., Hamilton; Bickley, J. T. H., Rosenberg; Crain, H. H., Ft. Stockton; Cain, W. A., Austin; Chaney, E. W., College Station; Cook, L. T., Breckenridge; Davis, Chas. E., Quanah; Davis, R. F., Nacogdoches; Deaver, Miss Nora, Austin; Dillingham, Thelma, Austin; Dinsmore, B. M., Electra; Ferguson, Annie Kate, Plainview; Floyd, Miss Willie M., Abilene; Fly, Murry H., Odessa; Genheimer, E. T., Waco; Guthrie, E. D., Salado; Hatcher, Sarah, Commerce; Higgins, Gertrude, El Paso; Hogg, W. B., Burkburnett; Holmes, Mary G., El Paso; Homan, Mrs. Ralph, El Paso; Houser, J. H., Lone Oak; Johnson, L. W., Stamford; Johnston, Superintendent Marshall, San Antonio; Knox, W. J., San Antonio; Kyle, Delbert, Paris; Lackey, W. W., Midland; Martin, Edwin D., College Station; McDonald, L. C., East Bernard; McIntosh, W. A., Amarillo; Miles, S. C., Memphis; Moore, O. E., Campbell; Norton, F. E., Dallas; Norwood, W. H., Corsicana; Paschal, R. L., Fort Worth; Peace, J. R., Brenham; Penick, D. A., Austin; Peterson, M. V., Yorktown; Pilcher, B. L., Austin; Scholkey, B. C., Olney; Shelby, T. H., Austin; Shirley, D. A., Canyon; Smith, A. H., Winters; Spangler, A. J., Matador; Thomas, J. L., San Antonio; Vickers, Mrs. Paul T., Midland; Webb, J. O., Harrisburg; White, Agnes, Ft. Stockton; Williams, R. F., Panhandle.

Football Fee Finances

Meetings of Committee

We have the following letter from Supt. E. K. Barden, Humble: At a recent meeting of the executive committee of this district the matter of expense of conducting the work of the districts, such as expenses of the committee, postage, and so on, came up for discussion. Upon instruction of the committee, Chairman J. O. Webb appointed the following to work out a plan for taking care of the finances of the district: B. H. Miller, Superintendent, Daisetta; O. A. Fleming, Superintendent, Freeport, and E. K. Barden, Superintendent, Humble. This committee was instructed to report its findings to the chairman of the district committee and also to you.

We recommend that a small fee, possibly 25 cents, be charged each player registering for football and all entering in the district meet and that this fund be placed at the disposal of the District Executive Committee to be used for actual expenses only. Any surplus remaining in the fund may be used for the purchase of loving cups, medals, banners, etc., to be awarded at the district meet. We believe that if the State Committee will attempt such recommendation as this that it will enable the District Committee to carry on their work in a better way.

(Editor's Note.—We think it much fairer for the district committee to levy a small percentage of the receipts from the championship game in the district in order to provide itself with sufficient funds to function,

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 is a problem that carries us into a field beyond that of good speech for conversational purposes. But it is a vital part of our program. We want our boys and girls to be public minded. We want them to contribute their 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 and carry us through law-suits. We want our merchants and our mechanics to enlighten us on how to buy and how to take care of our cars as well as to take our money for the car and repair the carburetor when it begins to sneeze. We want those with talent to contribute to the aesthetic life of the community through dramatic and literary activity. The second aim of speech education, then, is to prepare boys and girls to take their places socially and to contribute their best to the community, through increased facility in public speaking, reading and dramatics.

Third, speech educators have come to realize that good speech and participation in community work are not superficial things to be accomplished by a few superficial instructions in the use of voice, articulating organs and movements of the hands. Speech is a form of reaction to environment, as the biologist would say. That reaction will be good or bad, not merely 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 will take the place of information, thinking and judgment. No amount of voice culture will atone for lack of aesthetic appreciation of good literature. In a word, no amount of surface can take the place of depth. There may be enough water in a river to float a steamboat, but if the water is spread out so that it is only three feet deep, no boat of any size can navigate it. The figure halts somewhat. Take another. No matter how beautiful the skin of the apple, if the apple is green it will generate a pain at the equator, and if it is wormy it is not fit to eat. No matter how good the speech, voice and gesture, if there is nothing to express, or if what is there is green or wormy, we labor in vain. Hence the modesty of the modern speech teacher includes a self-assumed obligation to help the student to more complete information, logical and sound thinking, deep appreciation and educated tastes. The teacher does not forget that the boy and girl learn these things in other classes. But he remembers that much of what is learned is isolated material, too often not brought into close integration with past 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 teacher of speech goes below the surface and tries to see to it that the student has adequate preparation for public speech, that he hunts up and correlates the facts, that he matures his judgments and that he checks himself up with the accumulated knowledge and wisdom of the race. This is 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 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 student gets through our school without at least one year of laboratory science, two years of foreign language, one semester of psychology, one year or more of English, some sociology, history, economics, etc. For every hour of speech instruction he receives, he must take two hours of subjects other than speech. And beginning next year, all of our graduates who expect to teach will be required to take a fifth year beyond the year required for the degree, Bachelor of Science in Speech. That is what I think of the necessity of thorough academic grounding for those who would practice the speech arts or those who would teach others to do so. This does not mean that education comes only through the classroom. Many well educated people have never been to college. But we mean to make sure that all who go out with our stamp on them have gone through the process of general cultural education. The third aim of speech education, then, is to make sure of solid substance and educated taste for the beautiful and effective speech form.

Speech Teachers Must Train for Leadership

A fourth aim of speech education is to develop leaders in community, state and national life. A distinguished educator used to define education as "the process of turning out people who have to be reckoned with." Now we want our students to be educated in that sense. My ambition for every student under my charge is that, when anything is started in his community, those who start it will be to consult him before going ahead. I do not, of course, mean that our boys and girls are to become obstructionists or quarrelsome individuals. Not at all. I mean that our boys and girls should be in such positions of leadership in the communities to which they go, should be so indispensable to the life of those communities, that it would never occur to anyone to start a new movement without first enlisting their aid and support. Their speech education should help them to attain to such positions. As educated men and women, they have a community obligation. That obligation is to foster and further every legitimate enterprise, and to start new ones. By training in convincing, persuasive speech, our students should acquire that positiveness, that personal aggressiveness, that outstanding "punch," if you please, that will stamp them as men and women who are not afraid to sponsor movements that make for civic welfare and to fight publicly those things that tear down community life. They should be leaders in the organizations to which they belong, whether those organizations be churches, lodges, schools, clubs or what not. Our fourth aim, then, is to make our 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. But speech education is fitted, by virtue of its very nature, to make a 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 speech teacher. In other classes he recites facts, laws and explanations. In the speech class he gives out a part of himself. His recitation in speech is his own reaction to what he has learned, whether it be in dramatics, reading or speaking. And it follows that no other teacher has the opportunities for personal influence that come to the teacher of speech. The speech teacher deals, not primarily with subject matter of books, but with human personality. I know of no class of people whose opportunities for educating boys and girls are equal to those of the speech teacher.

If this very inadequate and rather general statement of the aims of speech education and of the opportunities open to the teacher of speech has made sufficiently plain the possibilities and potentialities before us, let us turn to the original question, the relation of speech contests to speech education. How can the contest aid in accomplishing our ends?

There are two ways of looking at contests. The first sees in speech contests merely a chance to win victories. There are superintendents and principals of schools who look upon contests as ways whereby their schools may outshine other schools. Usually this means ways by which the particular superintendent or principal may outshine other superintendents and principals, by being the head of a winning school. There are contest coaches who see in the contests merely the means of their own glorification. And of course there are boys and girls who believe that the only merit in a contest is that it gives them and their school a chance for glory. Such school heads, teachers and students frequently regard almost anything as fair so long as it leads to victory. They will pick "friendly" judges. They will "manufacture" evidence in debate. They will have the local lawyer write the speeches. They will take every mean advantage. They will quibble over technical points. They will allow only star debaters and speakers to represent the school, thus keeping all others from the benefits of participation. School heads will discharge a teacher who does not "bring home the bacon." So long as victory is the only angle from which a contest is viewed, just so long will these things be.

The Broader View of Contests

There is, fortunately, another and broader view of contests. This view sees the contest as a means of putting life and motive into education. Recognizing that we all work better if we have a definite goal to work for, those who hold this point of view use the contests to motivate the work of better conversational speech, effective public speech, and adequate preparation for leadership. The teacher who sees the contest in this light goes in to win and urges the student to go in to win, but he knows that there is something infinitely more important than winning, and that this thing is education. He does not lose sight of the primary motive in the contest, but rather uses the incentive to win to stimulate his students to the very limit of

their effort. He instills the spirit of sportsmanship into the contestants, and so animates their work of preparation that they forget the "tricks of the 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 if they will work hard and conscientiously they will win their fair share of the decisions. Such a teacher will try to see to it that his contestants are not imposed upon by those who hold lower ideals of contests than his own, but he will not under any circumstances take an unfair advantage for himself or his contestants.

I am not so optimistic about judgeless contests as are some. I think I know all the arguments in their favor. I have seen them tried and I have 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 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 to the officials of the League under whose auspices we are met here today, as to whether or not contests are on the up-grade. I know what the answer will be.

The relation of speech contests to speech education, then, is the relation of encouragement to achievement, or motivation to endeavor, almost the 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 morale, 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 at his answer. "No," said he, "the difference is not a difference of practice, 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 be used in 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 debates was the greatest single thing that they got out of their university life. And they mean it. They got a training there that was impossible to 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 every educator knows that it is only when work is done with enthusiasm and whole-heartedness that the highest results are achieved. It is the glory of contest work that it furnishes the inspiration so vital to real education.

Still, motivation is not the only justification for the contest. There is another, equally good. It is that the contest brings the student into the direct road that he should later follow in his life as a public-minded citizen. Much, perhaps too much, of the work of the schools is "general preparation 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 acquire general habits of study and application, or we study it to absorb 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 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 selfish-minded 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 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 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 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 the knowledge and wisdom that we possess.

Forces Study of Both Sides of Questions

Now it happens that speaking contests make a very direct contribution to this better way of settling public questions. Consider the contest in debate, one of the most valuable contests we have. The first thing that the debater learns is that he must know everything about the question that his time and resources will permit. And not about one side of the question only. He must investigate both sides. He must be familiar with what has been written by men and women who have studied it deeply. He must study the facts involved. He learns at once that it is of no use to assert "it is" or "it isn't." He learns to beware, not only of his own prejudices and the blindness that they may cause, but of the prejudices of others whose evidence he uses. He learns the value of unprejudiced authorities and unbiased collections of statistics. He learns that he must be rational in his attitude towards all public questions. It is not too much to say that several thousand future citizens of the great State of Texas have a more rational understanding of the question of child labor and a much better idea of the way to settle that question than would have been the case had they not debated the question under the auspices of this League last year.

That is what I mean by specific preparation for life through the contests. 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 only general information but they are learning by actual practice a better way of dealing with their problems than they have known before. They are learning to lay aside their personal prejudices and their party and social alliances, which are at best a doubtful asset in the intelligent approach to a new problem, and to come to the work of social betterment in a thoroughly rational way. They must think themselves clear if they would be successful debaters.

Now I know, all too well, the criticisms that are levelled at the debate as a contest. "Some must always support the wrong side." "Why can't we leave off wrangling and settle public questions as we settle scientific questions, by

scientific study and impartial decision?" "Students have to speak against their convictions." And a host of other criticisms.

Some of our critics are merely unconsciously jealous of those who happen to have powers of public address superior to their own. It is always a temptation to discount those activities in which we have little proficiency. Life is too short to quarrel with the critics of this class.

Still others of the critics, however, deserve serious answer. Their trouble 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 problem which the debater faces. To these I would venture to make respectful answer in the few minutes that are left.

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? And as to questions of social policy, there are usually at least two opposing views, sometimes more. These are questions on which people may and do differ, in all honesty. I may think that we ought to join the League of Nations. You may not think so. It is not a question of right and wrong; 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 debatable question. And there is no right side.

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 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 convictions? I am not at all sure that there is anything so very sacred in a debater's "convictions" on a debatable question. I am not at all sure that it would not be a good thing to ask every student to speak on the side opposite to that in which he believes. It might give him a better understanding of public questions. It might help him to see that there is much to be said on the other side, and thus it might make him more tolerant of the beliefs of others. We are all too blind to the other fellow's point of view. And since debate questions are not questions of right and wrong, perhaps it might be 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 it 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 broad-mindedness 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 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 build 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. Your motto, as expressed in your 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.

Long may you prosper!