



**Coming Again**

Mrs. O. L. Pirtle, Motor Route A, Mercedes: The rebate check received and very much appreciated. In regard to the State Meet and League work, will say I do not think a greater work could be carried on. Our representative, Iva Mae Rinehart, enjoyed this trip to State so much that she has determined to win the trip every year.

**Praises Arithmetic Bulletin**

Mrs. W. L. Billingsley, teacher of arithmetic, Masonic Home and School, Fort Worth: Please send the bulletin, "Developing Number Sense," as soon as it is available. I have never found anything that is as good as the plan laid out in these bulletins for developing number sense. I used it in all of my classes last year and find it very helpful. Am very anxious to get the new bulletin.

**Can't Stay Out**

Ben F. Siebel, Principal Walhalla School, Round Top: Please send me the Rule Book for the Interscholastic League for the following year. I have been teaching seven years and have not found it possible to remain out of Interscholastic League work.

**Brazos County Ready to Go**

Edwin D. Martin, Superintendent, A. and M. Consolidated, College Station: I am enclosing the list of officers of the Interscholastic League for Brazos County for 1927-1928. We are looking forward to a good year again. The new director, Ernest M. Walls, is the person who secured forty-three medals and six pennants from Bryan and College merchants last year for the County Meet. He is a live wire and we know that he will work well with the State Office.

**Orange County 100 Per Cent**

Allie Bland, County Superintendent, Orange County, Texas: The Orange County teachers in a regular session of the institute held September 1-2, voted unanimously in favor of Orange County schools enrolling 100 per cent in the Interscholastic League and elected officers according to the enclosed card.

**Approves Essay Subjects**

Leona Dodd, County Superintendent, Caldwell County, Lockhart: I am in receipt of your tentative list of subjects for rural and grammar grade essay writing. I think most of them are fine for the grammar grades. Personally, I do not care for a high school and rural-school division. I was never in favor of it in the spelling. Our country children spell as well as the town children and they felt much more important when they won over the larger schools. I think we shall get our long striven for 100 per cent this year. I shall investigate whether the independent district have paid all fees.

**Coming Again**

A. J. Lynn, Principal, High School, Roscoe: The State Meet has been an inspiration to the boys of the high school and many are now determined to put forward every effort to win in district and attend the State Meet next year. We appreciated the courtesy of the University and I think it has helped the boys in their determination to attend college when high school is completed. We are looking forward to doing better next year.

**Debate Contests Praised**

Superintendent O. O. Hilbun, Bessmay: The State Meet was a very enjoyable and inspiring event for my debaters, and they are much more anxious to enter the contest next year than they were this. The work in connection with the Interscholastic League this year has created a great interest in public speaking in our school as is shown by the pupils being ready to take the lead in all social and civic movements. I wish to compliment the executive committee for the valuable service being rendered the young people of Texas through this organization.

## STATE WINNER IN THREE-R CONTEST

Wise County Produces First State Champion in This Event

WALLACE GREGG, County Superintendent of Wise County, writes as follows concerning the State winner of the 3-R Contest:

"Annie Phillips, of Wise County, won the first place in the State Three-R Contest of the Interscholastic League at Austin on May 6. This new event of the League work consists of tests in reading, writing and arithmetic for pupils from one- and two-teacher rural schools. Miss Phillips is the 16-year-old daughter



Annie Phillips, Sycamore School, Wise County

of Mr. and Mrs. J. T. Phillips, who reside seven miles northeast of Decatur in the Sycamore community. She is a student in the Sycamore school, of which Miss Virginia Freeman, of Slidell, is principal. Miss Phillips won the county contest on March 19, where she competed against eleven entrants, and was awarded a handsome gold medal offered by the Decatur Chamber of Commerce.

"At the District Interscholastic Meet at Denton in April Miss Phillips created a sensation among those in charge of the Three-R Contest by completing two of the tests and almost completing the third, when it was supposed that more work was assigned to each test than any contestant could possibly do in the allotted time. For her achievement at Denton Miss Phillips won a handsome banner and the right to compete in the State Meet.

"At Austin Miss Phillips competed against eighteen other district winners, and won first place with comparative ease. She received from the State Committee a gold medal as an individual award and a beautiful silver shield as a trophy for the Sycamore School.

"Miss Phillips is a quiet, modest country girl. She reads extensively from the best magazines and books and is an unusually brilliant student. Wise County is proud of this girl's achievements for she has reflected great credit upon the rural schools of the county and particularly upon the Sycamore School."

**MUST BE A MISTAKE**

G. E. Densmore, Manager Michigan High School Debating League, in the course of a cordial letter, makes the following inquiry:

"I notice on page 5 of the first above mentioned bulletin that the membership in the Interscholastic League for 1927 was 4,492. Does that number mean so many different schools, or are duplicate schools included? We have 235 different high schools as members in the Michigan High School Debating League and think it a large organization, but it fades in comparison with the 4,492 members in your League."

## Noted Authority on Physical Education at League Meeting

Breakfast and Section Meeting to be at Houston During State Teachers' Association, Nov. 25

DR. JAMES H. McCURDY will deliver the main address at the Interscholastic League Breakfast and Section Meeting the Friday morning following Thanksgiving, in the Ball Room of the Rice Hotel, Houston. There will be room for 150 or 200 folks.

Tickets have not been printed yet, but they will be ready for distribution about November 1, at \$1.00, the same old price. The manager of the Rice Hotel has prepared an appetizing menu for this breakfast. "Hostilities" will begin promptly at 8:00 o'clock.

Dr. McCurdy's subject for this address is, "The Place of Interscholastic Competitive Athletics in the Physical Education Program." He will speak with authority, and teachers, principals, and superintendents will all afford to miss this speech which will be one of the big features of the Association meeting.

## 1500 PARTICIPATE IN CORYELL MEET

Four Thousand People Attend Great School Event at Gatesville

MARK V. WHEELER, County Superintendent, Coryell County, reports as follows concerning the work of the League in that county during the last scholastic year:

"Since I have never given your office an official report of Coryell County I shall now give a few general remarks. Our meet was a success. Every school in the county is a member of the League. There were more than 1,500 contestants participating and upward of 4,000 people present. Twenty-two loving cups were awarded as a result of the contests. In addition to the events for which the State provides, we have a strong industrial exhibit in the form of school exhibits, cooking, sewing, poultry show, dairy record, and hog contest. The Gatesville Chamber of Commerce assists in furnishing premiums for the winners in the livestock exhibits. We feel that this phase of the work greatly encourages the boys and the girls in being more economical in their living expenses and gives them valuable instruction in the necessity of keeping the best of livestock on their farms."



Dr. James H. McCurdy

Mass. During the World War, Dr. McCurdy was director of the Y. M. C. A. division of athletics, hygiene, and health for the American Expeditionary Forces in France. In 1915 he served as special collaborator of the United States Bureau of Education on Hygiene and Physical Education. In fact, he spent his life actively in the great field of physical education after a youth spent in thorough preparation for this life-work.

He is author of a number of books in his field, notably "Physiology of Exercise," "Calisthenic Nomenclature," and "Bibliography of Physical Education."

He is a pleasing speaker. All those who attend the League breakfast are promised a treat.

## Says League Does Its Best Work in Rural Communities

FOLLOWING is a letter from F. B. Jones, principal Artesia Wells school, Uvalde County:

"I am merely going to add a line to the many letters which praise the Interscholastic League work. I have always appreciated the work both as a student and as a teacher, but I never realized its full value until recently. The introduction of active League work has proved to be my most successful means of rousing the interest of the community in its school. I am sending you a copy of the program of our county meet which was held in Artesia, a rural community, at a rural school.

"I might add that in the district meet at Uvalde the Artesia Wells school won the general championship cup for rural schools.

"You find the word 'rural' repeated in my letter rather frequently; this is because I am enthusiastic with regards to the rural school. It seems to me that the League is accomplishing its real purpose (the development of the interest in school affairs) best in the small communities which greatly need encouragement."

## Outlines Agricultural Course For a Small Rural School

WE HAVE received from Wm. Eilers, State Rural School Supervisor in the State Department of Education, the interesting article which is reproduced below. In transmitting the article, Mr. Eilers says:

"I am sending you a story of unusual worth done in teaching agriculture without equipment in one of the rural schools in Johnson County. The enclosed report was sent to me by Mrs. W. Leslie Payton, a teacher in the Liberty Chapel School in Johnson County. On my rounds inspecting the schools which apply for State aid, if I find any teacher doing unusual work, I investigate the work and request the teacher to report on the result of her teaching it. Mrs. Payton teaches in a four-teacher school and teaches the sixth and seventh grades.

"Using only the material provided by nature in the locality where the school is located, Mrs. Payton has done, in my opinion, some very unusual work and she has done it with excellent results."

Mrs. Payton's report follows:

In accordance with your request, I am sending you a report on the work my class has done in agriculture this year. I will give only a brief outline of the work, since it would be too great an undertaking to make the report in detail.

**The First Lesson**

Our first lesson was a conversational discussion of agriculture and its importance. At this time I introduced the following statement: "Every plant and animal has a work to do in this world which is to obtain a living and to reproduce its kind." This thought aroused interest which never flagged during the entire course.

The pupils brought all kinds of wild seeds native to this locality and brought all varieties of seeds grown on farms of the community. We made a special study of these seeds concerning type and structure, also the way nature provided for their distribution. Some seeds of each kind were pasted on a large cardboard which we kept in the room for reference. Many seeds were planted in boxes and were used later in our study of germination and the growth of young plants.

We studied roots by bringing plants to the class and studying the roots on them, paying especial attention to arrangements of parts, Osmosis was illustrated and emphasized at this time.

We studied the leaves, branches and stems by bringing some of each to the class and examining each part, their purpose and their structure, noting carefully the structure and arrangement of each part and the work it had to do. The experiment on transpiration, which is suggested

"Your letter received containing rebate check for \$24.90 for which I thank you very kindly. I teach in Hidalgo County near the river and the children had never been out in any kind of a contest when I went there three years ago.

"The first year we did not get very far, everything was so new. The second year we did better and this year we won all-round championship in Rural County Meet, won in District and had the honor of coming to the State Meet. You see what the Interscholastic League has done for us. It means more to my school than I can tell, and next year we hope to do more in all the events.

"Words fail to express the State Meet at Austin—it was so perfectly wonderful one must see it to appreciate the grandeur of the occasion. Hope we will see you again next year."

## Texas Teacher to Write Article on Work of League

THE following letter came from Miss Ruth Cottingham, one of the teachers in the Highland Park School, Dallas:

"For many years I have taken an active part in the promotion of Interscholastic League work in various schools of the State, and more and more I am convinced of its immeasurable benefits. This summer I am planning to write a paper in connection with one of my courses in Columbia University, telling something of the history and value of the Interscholastic League of Texas. So I am asking you to send me C. O. D. all bulletins, etc., relating to the history and work of the League that are available. I should like to receive them as soon as possible. I assure you that I shall be grateful indeed for your kindness in granting me this favor."



Mrs. W. Leslie Payton

in the text, was performed. Each pupil made drawings to illustrate the movement of the sap.

**Study of Seeds**

The pupils studied the parts of flowers by bringing flowers to class, cutting them open and identifying each part. Immediately following this, they learned how the seed is formed, noting especially the work each part of the flower had to do with the making of the seed. Followed

(Continued on Page Four)

## HUGH O. DAVIS GOES TO HARVARD

Superintendent Hugh O. Davis, formerly of Merton, is spending this year in study at Harvard University. In a farewell note to the LEAGUER office he says: "I have enjoyed my school work very much—especially that with the League. It has helped me. I hope to return to school work in Texas before I get many more gray hairs in my red."

## CHANGE MADE IN 3-R READING TEST

In Lieu of "True-False" Test "Completion" Test Is Substituted

A CHANGE will be made this year in the nature of the silent reading test of the 3-R Contest.

The test in reading for 1927-1928 is a completion test. The following directions and sample paragraph show the nature of the test:

**Directions**

Wherever there is a dotted line, a word has been left out. Write on the dotted line the word that has been left out. You will have eight minutes. If you finish before time is called, go back and see that your work is correct. Remember to write just one word on each dotted line.

**Sample**

A boy lost his coat and hat. Later he found the hat. His efforts to find the \_\_\_\_\_, however, were entirely unsuccessful.

The test consists of a number of paragraphs similar to, but usually more difficult than this one. The score of the pupil is the number of blanks filled correctly. If more than one word is written in a blank the answer is counted wrong. Only answers given in the key for scoring may be accepted, except in the rare cases in which the scoring committee finds that the child has used a word plainly equivalent to that given in the key. If an answer is clearly correct except for a misspelling which does not affect the meaning, it is given credit. In the above example, for instance, "coats" would be counted right, but "coats" (plural) would be called incorrect. In case of appreciable doubt, any answer which varies from that given in the key is regarded as incorrect. A response that is only partly right may indicate an imperfect grasp of the meaning.

The tests to be used in the several contests have been made especially for these contests. Teachers, however, who desire a standard test built on the same principle may be interested in the Reading Examination, Paragraph Meaning, of the Stanford Achievement Test. A Specimen Set of the Stanford Achievement Test may be secured of the World Book Company, Dallas, for 60 cents (according to the February, 1927, price list).

**Enjoyed State Meet**

William O. Harden, Principal, Alamance School, Atlanta: We, my contestants and I, think the League one of the most wonderful organizations of all. It helps us in so many ways. We stayed the entire three days of the State Meet and could have stayed longer had the meet lasted longer.

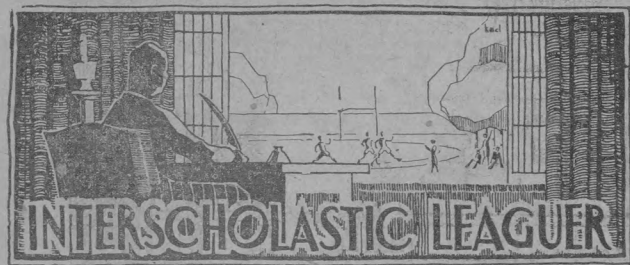
When you make your year book please mention the fact that the teachers and entire community of Alamance heartily endorse the work of the League.

I have been to Austin the last two years and I am making that my goal this year, only I hope to bring a larger number to the State Meet. The entire student body sends you and your co-workers their best regards.

**U. I. L. TOPS ALL OTHERS**

PROF. VERNON L. MANGUM, of the University of New Hampshire, who has made a study of high school debating leagues in the United States, writes the University of Texas Interscholastic League, as follows:

My study will appear, I think, in the Educational Review, in three instalments, during the coming year. I have not been informed just how soon the first one will be printed. I received very good material from you and from many of the states. Your League tops all others in magnitude and the indications are that you are very active among the high schools of Texas.



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 BEDICHEK - - - - - Editor

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

MIMEOGRAPHED school newspapers are fairly common in Texas schools, and in cases where a printed newspaper is impracticable, the mimeograph thus serves an excellent turn. The latest one to drift into the LEAGUE office is the *Curtis School News*, and it is about as diverting a publication as we have seen issued from a small school. It is illustrated by cartoons, it has a sound editorial column, lots of news, many jokes, and a certain amount of local advertising. We hope to be able to examine other copies of the *Curtis School News*.

THE ONE-ACT PLAY CONTEST

QUESTIONS have arisen concerning the one-act play contest for the current year upon which advice is solicited from high-school dramatic coaches, principals and others interested. Last year the contest was held in the form of a series of eight qualifying tournaments, with a final State tournament. Many objections have been raised to this plan, among which are:

1. With only ten district centers, many schools were compelled to travel unreasonable distances in order to participate.
  2. In a tournament in which as many as ten teams participate, preliminaries must be held, and it is difficult to procure an audience for the preliminary performances. Even in the State Tournament, there were few people attending the preliminaries.
  3. All schools were thrown into one division, making small schools compete with the largest high schools in the State. The question arises, Should there be two divisions in this contest, made on the basis used in dividing schools into two divisions for football competition, that is, high schools enrolling 500 or more in one division, and less than 500 in another division.
  4. Again, a few very small schools competed. Some of them were greatly discouraged. Would it be a good plan to limit the competition to high schools having, say, at least 100 enrollment; or should a school, no matter how small, be allowed to enter this competition?
  5. Should there be a list of prescribed plays, or should general requirements be laid down, and the schools allowed to choose any plays meeting these general requirements. Or, should a school be required to submit its play for approval, and if so, to what central authority? If so, should the same play be allowed to enter more than once. In North Carolina no school is allowed to choose a play that has already been chosen by another school.
  6. Dramatic coaches are urged to send in lists of plays, with preferences indicated in one, two, three order. Lists should name the publisher, and state whether or not it is a royalty play, and how much the royalty is.
- We hope to hear from those interested in this contest at once, as the plan for the 1927-28 contest is now in course of construction.

THE PERSONALITY OF THE TEACHER

COMMENT started at the Southwest Texas Teachers' Institute by a misquotation of a side remark of Dr. Frederick Eby concerning how many dates a week, if any, a teacher should be allowed to have, has been going the rounds of the press prominently headlined. A reporter buttonholed Dr. Eby just as he was going into the auditorium to make an address which was entitled "The Personality of the Teacher." He gave a brief outline of the address, and quoted an educational authority in a half humorous way to the effect that a dean of women in a college should have a personality which would command a date every night in the week if she wanted one. With this excuse, the reporter quoted Dr. Eby as saying in his formal address that "a teacher should have a date every night in the week."

Commenting upon this misquotation, Supt. A. N. McCallum, of Austin, is quoted in the *Austin Statesman* (September 8) as follows:

I do not feel that a mere machine like a school board should be allowed to dictate to a young school teacher how many dates she should have a week. I hardly feel that she should have one every night, as some have expressed it, but that is merely in line with good business sense. Nobody can do their best work and go out to parties and shows every night, but I am heartily in favor of young people being together and I see no reason why a

school teacher should be set apart from the customs and practices of other folk.

I should hate to think that any of our teachers would be denied the pleasure and privilege of having any young man she liked call on her and take her out just because the school board disapproved. I want them to have a good time, using discretion as to their hours, of course. The more human a teacher is, the better she is going to get along with her students and the better teacher she is going to be.

We are of the opinion that a teacher may be first-class and still not be a date-attracting personality. Further, we believe that many date-attracting young women and young men may be very poor teachers. Still further, we believe that a teacher's work in the schoolroom may be very deleteriously affected by having too many dates and too many outside interests. But we think it poor policy on the part of any school administration to attempt to limit by rule the number of dates or other outside activities any teacher may engage in. However, if a school board does legislate in the matter of dates, we believe that such legislation should be made to apply to men and women alike, there being no evidence to show that dates are more harmful to the work of women teachers than they are to the work of male teachers.

"THE UNKNOWN TEACHER"

AN INSTITUTE program contains the following prose poem by Henry Dan Dyke with the above title:

And what of teaching? Ah, there you have the worst paid, and the best rewarded, of all the vocations. Dare not to enter it unless you love it. For the vast majority of men and women it has no promise of wealth or fame, but they, to whom it is dear for its own sake, are among the nobility of mankind.

I sing the praise of the unknown teacher. Great generals win campaigns, but it is the unknown soldier who wins the war.

Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardships. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encouraging the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward.

Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact. No one has deserved better of the republic than the unknown teacher. No one is more worthy to be enrolled in a democratic aristocracy, "king of himself and servant of mankind."

This moves us to remark that there is no such person as "the unknown teacher" or the "unknown soldier" or the unknown anybody else. This misnomer was called pointedly to our attention by a city editor when we were cub-reporting on a daily paper many years ago.

The story which we were attempting to publish concerned a man found dead whose identity could not be discovered in time for the publication of his name that afternoon. "You mean," said the editor, "that an unidentified man was found dead in the alley. He is certainly not unknown. There are plenty of people who know him."

And so it is with the "unknown" teacher. Surely the teacher's pupils know him, and if they do, he is not unknown. What is meant is that the said teacher is not widely known, is not conspicuous, is not famous. But this is not the extent of our objection to this rather mushy sentiment which practically every local orator uses in one form or another when called upon to address a body of teachers. It occurs to us as a sort of subtle propaganda (unconscious perhaps) designed to keep teachers satisfied with their present poor pay. We do not doubt that the obscure teacher will receive a reward in heaven, but we do not wish to make this future reward a basis for reduction of salary or of a refusal to raise the teacher's salary to a just figure. The community very much resents any effort on the part of teachers to organize for the purpose of securing better pay on the basis of the ordinary trade union, and that remedy is practically cut off, due to the public nature of the employment. Add to this restriction the disposition of many of the rank and file of the teachers to accept as part pay the fulsome laudations of their work from accredited spokesmen of the community and as another installment the promise of a reward hereafter which we must question the ability of the promisor to deliver—add these conditions up, and we think you will find a partial explanation of the present low price which the teacher may command in the market for his services. Of course, all this may seem very matter-of-fact, unsentimental, or even "hard-boiled," but in this day and time, and in the absence of any well-worked out and universal system of old-age pensions for teachers, we believe it is just a matter of good old Ben Franklin common sense for a teacher to inspect rather critically the coin in which he is paid.

Outlines of Modern Speech

By WILLIAM O. MOORE  
Adjunct Professor in the Department of Public Speaking  
University of Texas

I. Introduction and Bibliography

Readers are invited to criticize, make suggestions, and write the author their opinions. Address: William O. Moore, Department of Public Speaking, University of Texas, Austin, Texas.

THE *Outlines of Modern Speech* cover the general theory of the fundamental principles of effective speech. Each of the thirty chapters constitutes an outline which may be used as a weekly assignment. The student may follow the outline as a general guide for his outside or library reading, which should consist of at least twenty or thirty pages each week in any one or more of the reference books. The outlines may be taken up in any order, chapters may be omitted and topics may be added. The student may be placed upon his honor to do the outside reading, may be held responsible for such on examinations, or may be required to make a condensed summary of all the important material covered in the outside reading. All papers should be written in paragraph form. No paper should contain less than three nor more than five single-spaced typewritten pages. The instructor may work out a syllabus for the outlines giving special text, chapter, and page references. It is not practical to depend upon any single text in speech courses because there are many good books and all the valuable suggestions are not compiled in a single volume. The student should read from at least five or more reference books. If the library does not have sufficient supply of books, the textbook funds of the students may be pooled and instead of purchasing twenty copies of one text for the class, four copies of five different texts may be ordered. The students may exchange books or they may place them in a reference library. This method of teaching the theory of speech broadens the point of view of the student, teaches him to rely upon his own initiative, and gives him training in original research. Under this plan, the instructor can devote the class hour to speech practice and criticism.

Selected Bibliography

The selected bibliography may be followed as a guide in determining reference books for speech courses. Many other excellent books are listed in the general bibliography. The instructor may find some satisfactory references in the local library and may be justified in thinking that some of the books recommended are not suited to his course or students. It is impossible to make a very accurate classification of high-school and college texts in speech. In the first place, speech is essentially an individual proposition. In any group of students, the instructor will find wide variations in speaking ability among individuals. One student may be deficient in one phase of speech and a very able speaker in every other respect. Some high-school freshmen may be more effective speakers than some college seniors. Many college students have not had courses in speech and are just as inexperienced as high-school students. In the second place, the advice of text writers is not always reliable. Many of the texts specially prepared for high-school students contain principally declamations and mechanical exercises. Many of the texts specially prepared for college students contain principally scientific terminology and high-sounding theories. It is submitted that no sound classification of texts in speech can be based upon the simplicity or complexity of the author's phraseology. In the third place, a text may contain a few excellent chapters which both high-school and college student should read and it may also contain other chapters which are worthless. In the fourth place, the theory of speech is practically the same for all people regardless of their ability or whether they are in high school, college, or the world of practical affairs.

List of Books

- I. Speech Courses
- A. Principles of Speech
1. O'Neill and Weaver, *Elements of Speech*. Longmans, Green & Co., New York, 1926.
  2. Woolbert, C. H., *The Fundamentals of Speech*. Harper Brothers, New York, 1927.
  3. Lyon, Bertrand, *Practical Public Speaking*. Lothrop, Lee & Shepard, Boston, 1925.
  4. Lewis, C. L., *American Speech*. Scott Foresman Company, New York, 1916.
  5. Mosher, Joseph A., *A Complete*

Course in Public Speaking. The Macmillan Company, New York, 1924.

B. Extemporaneous Speech

1. Winans, J. A., *Public Speaking*. The Century Company, New York, 1915.
2. Collins, G. Rowland, *Platform Speaking*. Harper Brothers, New York, 1923.
3. Brigrance, W. N., *The Spoken Word*. F. S. Crofts & Co., New York, 1927.
4. Phillips, A. E., *Effective Speaking*. The Newton Company, Chicago, 1910.
5. Shurter, E. D., *Extempore Speaking*. Ginn & Co., Boston, 1908.

C. Reading and Declamation

1. Bassett, L. E., *A Handbook of Oral Reading*. Houghton Mifflin Company, Boston, 1917.
2. Woolbert and Nelson, *The Art of Interpretative Speech*. F. S. Crofts & Co., New York, 1927.
3. Johnson, Gertrude E., *Modern Literature for Oral Interpretation*. The Century Company, New York, 1920.
4. Clark, S. H., *The Interpretation of the Printed Page*. Row, Peterson & Co., Chicago, 1915.
5. Kerfoot, J. B., *How to Read*. Houghton Mifflin Company, Boston, 1916.

D. Advanced Debating

1. O'Neill, Laycock, and Seales, *Argumentations and Debate*. The Macmillan Company, New York, 1917.
2. Foster, W. T., *Argumentation and Debating*. Houghton Mifflin Company, New York, 1911.
3. Baker and Huntington, *Principles of Argumentation*. Ginn & Co., Boston, 1925.
4. Covington, H. F., *The Fundamentals of Debate*. C. Scribner's Sons, New York, 1918.
5. Shaw, W. C., *The Art of Debate*. Allyn & Bacon, New York, 1922.

E. Elementary Debating

1. Lyons, L. E., *Elements of Debating*. University of Chicago Press, Chicago, 1916.
2. Shurter, E. D., *Effective Debating*. Noble & Noble, New York, 1925.
3. Robbins, E. C., *High School Debate Book*. A. C. McClurg Company, Chicago, 1923.
4. Phelps, E. M., *Debate Manual*. H. W. Wilson & Co., New York, 1924.
5. Foster, W. H., *Debating for Boys*. Sturgis and Walton Company, New York, 1915.

F. Oratory

1. Shurter, E. D., *The Rhetoric of Oratory*. The Macmillan Company, New York, 1909.
2. Brink, C. M., *The Making of an Orator*. A. C. McClurg Company, Chicago, 1917.
3. Leigh, Randolph, *Oratory*. Putnam's, New York, 1927.
4. O'Neill, J. M., *Models of Speech Composition*. The Century Company, New York, 1921.
5. Sears, Lorenzo, *The History of Oratory*. Scott Company, Chicago, 1903.

G. The Phases of Speech

A. The Mechanics of Speech

1. Phillips, A. E., *Natural Drills in Expression with Selections*. The Newton Company, Chicago, 1909.
2. Woolbert and Weaver, *Better Speech*. Harcourt, Brace & Co., New York, 1922.
3. Lockwood and Thorpe, *Public Speaking Today*. B. H. Sanborn Corporation, New York, 1923.
4. Marsland, Cora, *Interpretative Reading*. Longmans, Green & Co., New York, 1903.
5. Pelsma, J. R., *The Essentials of Speech*. Thomas Y. Crowell Company, New York, 1918.

B. The Psychology of Speech

1. Scott, W. D., *The Psychology of Public Speaking*. Hinds, Hayden & Eldredge, New York, 1906.
2. James, William, *Psychology*, *Briefer Course*. Henry Holt & Co., New York, 1922.
3. Woodworth, R. S., *Psychology*. Henry Holt & Co., New York, 1921.
4. Allport, F. H., *Social Psychology*. Houghton Mifflin Company, Boston, 1924.
5. Lyman, R. L., *The Mind at Work*. Scott, Foresman & Co., Chicago, 1924.

C. Models of Speech Composition

1. Thorndike, A. H. (ed.), *Modern Eloquence*, 12 v. Modern Eloquence Corporation, New York, 1923.
2. Lindgren, Homer D., *Modern Speeches*. F. S. Crofts & Co., New York, 1926.
3. O'Neill, J. M., *Modern Short Speeches*. The Century Company, New York, 1923.
4. Baker, G. P., *Forms of Public Address*. Henry Holt & Co., New York, 1904.
5. Neff, Pat M., *Battles of Peace*.



INTERSCHOLASTIC LEAGUE CALENDAR

County Institute.—Organize and elect county officers.

First Day of School.—See that fee has been paid and copy of Constitution and Rules is received.

September 22, 1927.—Last day for meeting of district Football Committee, to be called by Temporary Chairman.

October 1, 1927.—Last date for filing acceptance of Football Plan.

December 15, 1927.—Last day for paying Basket Ball Fee without penalty.

January 15, 1928.—Last day for filing acceptance of One-Act Play Plan.

January 15, 1928.—Last day for paying League Membership Fee.

February 25, 1928.—Last date for deciding District Championship in Basket Ball.

March 2 and 3, 1928.—First weekend for holding County Meets.

March 9 and 10, 1928.—State Basket Ball Tournament.

March 30 and 31, 1928.—Last dates for holding County Meets.

April 6 and 7, 1928.—First weekend for holding District Meets.

April 20 and 21, 1928.—Last weekend-end for holding District Meets.

May 3, 4, and 5, 1928.—State Meet.

The Attendance Rule, Sec. 6  
A pupil who enrolls in the school after the first day of the second week is not eligible for thirty calendar days.

The Transfer Rule, Sec. 13  
If the parents of a boy move from the district before he has been in attendance for one year he loses his eligibility and remains ineligible until his year is up.

Football Contestants, Sec. 14  
A football contestant in the school system for the first year is not eligible until transfer certificates are filed. This applies to boys from nearby rural schools.

20-Year-Age Rule  
September 1 of the present school year is the date that determines eligibility. If the contestant was 20 years of age on or before this date he is not eligible. If he becomes 20 after September 1 he is eligible for the entire school year.

Change Citations p. 14, Arithmetic Bulletin  
On page 14 of the current arithmetic bulletin (No. 2638) occur errors.

D. Voice

1. Mills, Wesley, *Voice Production*. J. B. Lippincott, Philadelphia, 1913.
2. Muckey, Floyd, *The Natural Method of Voice Production*. Charles Scribner's Sons, New York, 1915.
3. Corson, Hiram, *The Voice and Spiritual Education*. The Macmillan Company, New York, 1897.
4. Aiken, W. A., *The Voice*. Longmans, Green & Co., New York, 1910.
5. Borden and Busse, *Speech Correction*. F. S. Crofts & Co., New York, 1925.

E. Pronunciation

1. Jones, Daniel, *An English Pronouncing Dictionary*. E. P. Dutton Company, New York, 1922.
2. Krapp, G. P., *The English Language in America*. The Century Company, New York, 1925.
3. Phye, William Henry P., *Eighteen Thousand Words Often Mispronounced*. G. P. Putnam's, New York, 1914.
4. Palmer, Martin, and Blandford, *A Dictionary of English Pronunciation*. D. Appleton & Co., New York, 1926.
5. Ripman, Walter, *Good Speech*. E. P. Dutton Company, New York, 1924.

F. Companies Specializing in Typed Material

1. Ivan B. Hardin Company, 3806 Cottage Grove Avenue, Des Moines, Iowa.
2. Columbia College of Expression, 3358 Michigan Avenue, Chicago, Ill.
3. Frances Walker, 2020 Sherman Avenue, Evanston, Ill.

(EDITOR'S NOTE.—It will be advisable for the speech instructor who is interested in this discussion to clip out and preserve the above bibliography. References to this list of books will be made from time to time in the series of articles which Professor Moore will contribute to the LEAGUE.)

tations to the 1926 Constitution and Rules. In the new issue of the Constitution and Rules, these citations do not hold. Instead, the arithmetic rules are found in the new rules (Bulletin No. 2722) on pages 47 and 48.

Junior Declamation

Note change in Article VII, Section 1. No pupil who has been promoted to the eighth grade is eligible for junior declamation. This change affects school systems in which there is not separate ward or elementary school. As heretofore, a student debarred under this rule from entering junior declamation may enter the senior division.

Junior Boys Speak Poetry

Don't forget that a change has been made in the rules concerning selections for junior boys declamation. This year they speak poetry instead of prose (see Rule 4, page 26). Rule 12, page 27, should have been altered to conform to Rule 4, but was not due to an oversight on the part of the editor.

Declamation Selections

The declamation service of the Extension Loan Library has been discontinued. For a number of years declamations in manuscript form have been circulated by the Loan Library, but the manuscripts have been worn out and the selections used so often that their effectiveness in contests has been seriously impaired. Along list of books containing suitable declamations appears in this issue, and declamation coaches are advised to procure some of these books early in the school year, so that selections may be made in plenty of time.

Passing Grades Preceding Semester

No exceptions are made to this rule for any reason. If your boy was sick or had to quit school for other good reasons, he simply is not eligible if he failed to get credit for three half-unit credit courses the preceding semester. A boy who has been out of school a full year or more is eligible provided he attended a major portion of, and made three half-units, the last semester that he was in school. The fact that he was passing at the time of his withdrawal does not satisfy this rule. If he did not get credit he is not eligible.

If a boy was enrolled less than three weeks his last semester he is not considered as having attended that semester. In this case the last semester in which he was enrolled for a period as long as three weeks is taken as a basis for judging eligibility.

Music Memory

Last year much confusion in the music memory contest was caused by failure of talking machine companies to supply certain records in the contest-list. This year, we thought we had forestalled this trouble by taking the matter up far in advance, but without avail.

We are now advised after the publication of the official list in the current issue of the Constitution and Rules that ten of the numbers will be unavailable in record form. It has therefore been deemed advisable to eliminate these ten selections from the official list, and schools are therefore placed on notice that the following selection will not be on the official music memory list at county meets:

- The Year's at the Spring—Beach  
With Verdure Clad—The Creation—Haydn  
Inflammatus—Stabat Mater—Rossini  
Pierrot's Dance Song—The Dead City—Korngold  
Allegro—Military Symphony—Haydn  
Dagger Dnce—Natawa—Hubert  
Seguidilla—Albeniz  
March of the Boyars—Halvorsen  
June—Tschaiikowsky  
Air for the G String—Bach

LOCAL HISTORY CONTEST—PRIZES \$150

Every boy and girl in a Texas high school is eligible to compete for the Caldwell Local History Prizes totaling \$150 by writing the history of his or her home town or community. There are ten prizes ranging from \$40 down to \$7.50, with special mention for other essays of excellence.

The prize-winning essays for the last contest are now appearing in the *Dallas News* each Sunday. They are also printed in a booklet which will be sent to teachers and pupils on application. This booklet contains complete directions for the preparation of the essays. If interested in this history contest, write W. P. Webb, University of Texas, Austin, Texas, requesting bulletin giving rules and regulations for the Caldwell Local History Contest.



WITH the beginning of the new school year the Extension Loan Library staff wishes to greet the teachers...

To those of you who are not familiar with the services offered by our library, we wish to tell some of the ways in which the teachers and students make use of our material.

The Extension Loan Library has collections of material on many hundreds of topics. These are made up into what we call "package libraries."

A typical list of some of the subjects on which teachers and students ask for material follows: Value of a School Library, Washington, Our Capital, Some of Our National Parks, Life and Writings of Carl Sandburg...

There is no charge made for the use of the package libraries. The only cost to the borrower is the payment of transportation charges both ways.

The library has discontinued one service which it has been performing. This is the circulation of declamations for the Interscholastic League contests.

Books and Magazines

The Philosophy of Athletics, Coaching and Character, with the Psychology of Athletic Coaching, by Elmer Berry, M.P.E., Ed.D.

As the name of this work implies, athletics and the coaching of athletics are treated from a philosophical standpoint with especial stress on the psychological aspects of the subject...

"Making Friends in Music Land" Book I (1925), No. 2537, 73 pages, 15 cents.

Chas. E. Lumpkin, Principal, Adams School, Odem: This will be the third year, in succession, our school has come to the State in declamation.

(EDITOR'S NOTE.—We think the accomplishment of the Adams School challenges comparison insofar as the League declamation contests are concerned, with that of any other rural school in the State.)

Descriptive List of League Publications Now Available

Teachers Are Invited to Go Over This List Carefully for Helps in Preparing Students for Interscholastic Competitions.

BULLETINS and other publications now available for distribution to teachers interested in Interscholastic League contests are listed below, and a short description is given of each publication.

DIRECTIONS FOR ORDERING

Those ordering bulletins from the League should read carefully the description of the bulletin given below and the terms upon which it is distributed.

Stamps are not accepted in payment for bulletins, and bulletins are not sent C.O.D. or on account. Cash in the form of money order, express order, currency, or personal check must accompany order.

Do not expect the bulletins to travel as rapidly as first-class mail. Wait a reasonable time before sending in an inquiry concerning an order previously given.

If it is necessary to telegraph an order, the money should be telegraphed also, as otherwise the order must surely be held up awaiting remittance.

When the term "League School" is used in this circular it is meant to refer to a school which is a member of the University of Texas Interscholastic League.

BULLETINS

Constitution and Rules of the Interscholastic League (1927), No. 2722, 62 pages.

Contains rules and regulations governing nearly all contests. Free copy to any school or to any teacher having in charge League contest.

"The League of Nations" (1923), No. 2329, 87 pages, 10 cents.

Contains briefs and arguments pro and con concerning the following query: "Resolved, That the United States should join the League of Nations."

"Independence of the Philippines" (1924), No. 2429, 80 pages, 10 cents.

Contains briefs and arguments pro and con on the following query: "Resolved, That the United States should grant the Philippines their independence at the end of a period of five years."

"The Child Labor Amendment" (1925), No. 2529, 150 pages, 20 cents.

Contains arguments pro and con on the following query: "Resolved, That the Child Labor Amendment to the Federal Constitution should be adopted."

"A Federal Department of Education" (1926), No. 2629, 70 pages, 20 cents.

This bulletin was used in last year's Interscholastic League debates. It is carefully prepared, presenting the very latest material available on the subject. No free copies.

"Farm Relief Legislation" (1927), No. 2729, 89 pages, 20 cents.

Contains briefs, bibliography, and arguments pro and con concerning the following query: "Resolved, That Congress should enact farm relief legislation embodying the principles of the McNary-Haugen bill."

"Music Memory Stories" (1923), No. 2337, 112 pages, 20 cents.

Written by Frank Lefevre Reed, sometime Professor of Music in the University of Texas. Invaluable for music supervisors who are ambitious to stimulate an appreciation of the best music in their pupils.

"Making Friends in Music Land" Book I (1925), No. 2537, 73 pages, 15 cents.

Written by Dr. Lota Spell, of the University of Texas. Music supervisors have found this bulletin treating appreciatively thirty-five classical selections a valuable aid in arousing interest in music among their pupils.

"Making Friends in Music Land" Book II (1926), No. 2637, 75 pages, 15 cents.

A continuation of above described bulletin, treating the remainder of the contest selections for 1926-27. One free copy to member-schools expecting to participate in music memory. Ten cents each in quantities of ten or more.

"Music Heard in Many Lands" (1927), No. 2737.

All orders for bulletins or other League publications should be addressed to

UNIVERSITY INTERSCHOLASTIC LEAGUE AUSTIN, TEXAS

DISCONTINUE SR. BOY DECLAMATION EVENT

So Advises Coach Who Made Study of Contest Last Season

(Newton Gresham, Coach, Goose Creek High School)

FEELING that you are always glad to have the opinions of people in public school work concerning the League, and prompted by this knowledge, I am taking it upon myself to give you a thought or two of mine concerning the public speaking division of the League's field of effort.

Few Entries

In the first place, I hope to see the time when the League will discontinue the contest in declamation for senior boys. The reason for my expressing such a hope is that I believe that the benefits accruing from this contest are not sufficient to warrant the time and labor spent upon it.

"Words for the Spelling and Plain Writing Contest" (1926), No. 2623, 32 pages, 2 cents.

Contains 5,600 words carefully graded into three lists, for use in the League spelling contests. Extra copies 2 cents each, 20 cents per dozen, \$1 per 100.

"Words for the Spelling and Plain Writing Contest" (1927), No. 2723.

This year's list for use in all League contests during the current scholastic year. Five cents per copy, 50 cents per dozen, \$3 per hundred.

"The Educational Significance of Physical Education" (1926), No. 2603, 14 pages.

Written by Dr. Jesse Feiring Williams, Professor of Physical Education, Teachers' College, Columbia University. This is a speech delivered by Dr. Williams at the League breakfast and section meeting during the 1926 meeting of the State Teachers' Association.

"Speaking Contests and Speech Education" (1927), No. 2726, 16 pages.

In this bulletin is reproduced the speech made by Dr. Ray K. Immel, Dean of the School of Speech, University of Southern California, at the League breakfast and section meeting in El Paso, November 26, 1926.

"The Three-R Contest" (1927), No. 2727.

A large folder containing the writing scale by which specimens will be judged in the writing contest. Also contains specific rules and directions for conducting the Three-R contest. Be sure to get 1927 revision of this folder and do not depend on 1926 edition. Sent free to any teacher in a member-school.

"How to Judge a Debate," a reprint from the University of Oklahoma Bulletin New Series, No. 307, Extension No. 88.

By Rollo L. Lyman, Professor of Public Speaking in the University of Chicago. This pamphlet is of particular interest to debate coaches and directors of debate. Sent free to any teacher in a member-school.

The Texas Wild Flower Contest.

A small folder containing directions for schools desiring to participate in this contest. Prepared by Dr. B. C. Sharp, Professor of Botany, University of Texas. One copy sent free on request. This folder has been rewritten and enlarged for this (1927-28) year's use.

Declaration Bibliography

A list of forty-books containing declamations. Sent free.

The Interscholastic Leaguer.

Monthly publication, official organ of the League, mailed free on request to any teacher in Texas who is coaching or training pupils for participation in League contests.

Byers High School Gets Out Creditable Year Book

ALTHOUGH the Byers High School is one of the smaller high schools of the State, enrolling last year only eighty pupils, it has made its mark in Interscholastic League work every year since the present superintendent, G. C. Boswell, was em-



Supt. G. C. Boswell, Byers

ployed a number of years ago. He is usually on hand at the State Meet with contestants who have won their way through the county and district contests to the finals at the State Meet. In explanation of his absence at the last State Meet, he writes:

"I wanted to go down to the State Meet but got sick two days before the meet. My boys lost in tennis but they got a wonderful thrill from the meet, and one of them says that he will go to the University next fall."

This little school issued a creditable annual last spring of more than sixty pages, giving an entertaining record of the activities of the school in verse, humor, literary sketches, photographs and cartoons. The financial support of the town is in evidence in the way of generous advertising which doubtless paid the entire cost of the enterprise.

And in addition to many extracurricular activities, the regular scholastic work has not been slighted. The books of the State Department of Education show that Byers High School has earned twenty and a half affiliated units.

Scores Again in Spelling and Plain Writing Contest

MIKESKA, a two-teacher rural school in Live Oak County, has year after year distinguished itself in League work. We have from Mrs. H. O. Duty, of George West, who was Director of Spelling in Live Oak County last year, the following good words for the work of this little school:

"May I add a few remarks about the Spelling lists. They were splendid. We have used them all year and are yet using them."

"I feel that Mrs. Ida Gallagher, of the Mikeska School in Live Oak County is due public praise in the INTERSCHOLASTIC LEAGUE. Mrs. Gallagher had two 100 per cent papers graded by the State last year and I am enclosing another 100 per cent paper from her school again. She won all first places last year and the senior and junior again this year. The Mikeska School has only two teachers. It won ninety-odd points on literary events. It entered ten events and won first place in nine. Who could do better? Her assistant is Mrs. Lertice Johnson."

Twenty-Two in Debate Tryout

Supt. R. S. Covey, Holland: I am today returning the boys' debating cup, according to your recent request. We certainly have enjoyed possessing it for the past year. I feel like it has been an inspiration to my entire school. It just goes to show what can be done when they get the proper spirit. After the boys won last year and were out of the way on account of being ineligible this year, it caused others to try out. We had twenty-two to try out for debate. My school won both boys and girls debates in the county contests. The girls made a good showing in the district, but lost to Mexia, a veteran team. My boys won the district championship, and will be there to try to bring the cup back here.

The boys, Billy Hamblen and Leroy Jeffers, who won debate championship last year, both won district championships at Waco this past week. Billy won the extemporaneous speech, and Leroy won senior boys declamation. They will enter the State Meet again this year.

SUGGESTS REVISION IN DEBATING RULES

Writer Says Means Must Be Found of Eliminating Memorized Speeches

(By Supt. J. A. Rickard, of O'Donnell)

I MOST heartily endorse the proposal to require debaters to show evidence of having done their own work, to forbid "canned rebuttal," and otherwise to elevate debating. To do the first, in my opinion, it will be necessary to amend the rules so as to discourage or prohibit memorized speeches. It is the memorized speech that is written by the coach or commercial bureau. A simple manner of getting at this evil might be to insert into the rules a provision giving special credit to debaters who do a limited amount of direct rebuttal work in their main speeches. If much of this was done a memorized speech, or coach-written speech, would be impossible.

The rule forbidding "canned rebuttal" is going to be hard to enforce, but it is so urgently needed that I am in favor of trying it.

One of the greatest evils that afflicts present day high school debating is the use of quoted matter without giving credit therefor. This evil could in part be eliminated by clarifying the present rule on the question. For instance, the rule states that if any speaker uses quoted matter "to any considerable extent" his team shall be disqualified. But how much would be considered "any considerable extent?" And who is to judge of this? If a debate occurs in which a speaker uses quoted matter, by whom shall he be disqualified? Shall the chairman do it, or the judges? The director of debate is usually absent, and words spoken in a debate cannot be remembered long. Shall the judges consider this along with their decision of the debate as a whole, or shall they render a separate verdict on the one question of using quoted matter? Who shall bring the accusation? Until some of the above problems can be solved by a definite clear-cut rule the evil will continue, I am afraid. My own suggestion is to give the members of the opposing team the right to bring the charge at the end of any speech, one time during the debate. Let the judges or chairman rule on the question at once, independent of the decision on the debate, and either overrule the charge or disqualify the offending team at once. Strike out the words "to any considerable extent," or substitute some such term as "more than a single phrase or clause."

Another slight change in rules that would tend to eliminate some of the evils that afflict debating would be to strike out the words "in cases of doubt, or where the opposing teams are about equally balanced," that refer to the relative importance of rebuttal work and main speeches and of argument and delivery. In my opinion these distinctions are absolute, and should be made regardless of whether the teams are about equal or not. Then, if the above suggestion of some direct rebuttal work in the main speeches be carried out, the debate will cease to become a mere declamation contest, and the debater with a coach-written speech will have a difficult time delivering it.

(EDITOR'S NOTE.—It will be found that a number of the suggestions made by Superintendent Rickard have been incorporated in this year's debating rules.)

Praises Work of League

P. L. Edwards, Principal Siloam School, Simms: I think the Interscholastic League Bureau is one of our best ways of putting pep into our rural school boys and girls. It affords greater opportunities for these pupils to push on to greater things in life.

I took a contestant from my three-teacher rural school to the State Meet last May 5, 6, and 7, 1927, which was very much enjoyed by both him and me. It was simply fine. Everyone had a fair, honest trial in the event he entered. I don't see how anyone could grumble about unfairness in the events.

I'm a rural school teacher and I stand for the League as one of the very best additions to our educational system.

Many Trophies Awarded in Greenville District Meet

LEWIS P. Hale, Athletic Director of the Greenville district, reports as follows concerning the meet held there in April:

"We had a very successful meet at Greenville. Gold, silver, and bronze medals were awarded for winners for first, second, and third places respectively in all track and field events. A silver loving cup was awarded to the winning track team, the winning track and field events, and for the winning relay team. Ribbons were awarded for first, second, third, and fourth place winners in junior boys' events. We had some spirited volley ball games.

"A silver loving cup is awarded to every winner or winners in every literary event. There were no protests during any athletic or literary event. All contestants and officials were provided with homes with Greenville people in case they cared to stay over night. The Greenville Chamber of Commerce paid all expenses for the meet. Our district meet has developed to the extent that one-half the literary events are now held on Saturday morning."

League Declaimer Wins Battle of Flowers Prize

MANY will remember the spirited contest for State honors in Senior Girls' Declamation at the Interscholastic League State Meet in 1921. The judges in the finals that year had to choose among five remarkable contestants. The decision gave first place to Jean Pendergrass, Leonard; second place to Empress Young, Abilene; and third to Marguerite Fisher, of Wichita Falls.

The winner of second place, Empress Young, of Abilene, entered the University and has made a distinguished record as a student, especially in public speaking. The following press dispatch sent out by the University Publicity Department, indicates that Miss Young has not forgotten how to speak in public since her days of Interscholastic League competition:

"Miss Empress Young, of Abilene, won the \$100 prize over four men contestants in the Battle of Flowers public speaking contest at the University of Texas. As the winner, Miss Young will speak before the Battle of Flowers Association in San Antonio on San Jacinto Day. Miss Young's subject is "Pioneer Women." All speeches were written by the contestants themselves, and were limited to fifteen minutes."

Commends League Work

Mary Frances Doss, Wadsworth: I wish to heartily commend the conduct of the State Meet. The reception given delegates was, to say the least, very cordial. The work carried on is inspirational and I think it adds new life to school work. If I may suggest an improvement, it is that the spelling lists be marked dia-

critically. In our school the League is creating an interest in public speaking and developing leadership that is of inestimable value. We could not do without the League.

Wants More Contest Divisions

J. H. King, Alvarado: I would be glad if your committee would make four separate divisions in all the contests, both athletic and literary, of our League. The rural schools stand very little chance of winning anything, especially in athletics, over Class B schools. For this reason, there were only two rural schools that took scarcely any part in the League work in Johnson County this year. I hope that you will give this matter your careful consideration, and arrange the contests so they will be equal and fair for all the schools that enter the League.

## Books Containing Material Suitable for Declamations

THE following books contain declamations, some of which are suitable for League contests, or may be readily adapted to such use. Understand, of course, that none of the selections is approved or disapproved. The teacher is expected to make selections in accordance with the specifications set forth in the Constitution and Rules, and in no event does the State Office pass on the eligibility of selections.

If the book may be obtained from a Dallas depository or from the Dallas office of the publisher, we have so indicated in listing the book. Time will be saved by ordering from Dallas whenever possible.

The Extension Loan Library has discontinued its declamation service. The manuscripts circulated for the past few years were literally worn out. It is believed that the present plan, while more expensive for the schools, will discover many new and worthwhile declamations, and thus inject new interest into the contest.

1. *Pieces That Have Won Prizes* (also Many Encore Pieces). Frank McHale. Contains about one hundred and fifty short selections, both prose and poetry. Noble & Noble, Publishers, 76 Fifth Avenue, New York. 1917. Price, \$2. (Order from Lone Star School-Book Depository, Dallas, Texas.)
2. *The Fundamentals of Speech* (Text-Book of Delivery). Charles Henry Woolbert. This is primarily a text which deals with the general subject of speech education. Pages 335 to 377, however, are taken up with a number of short selections, both prose and poetry. Harper & Brothers, Publishers, New York, 1920. Price, \$1.95. (Order from Hugh Perry School Book Depository, Inc., Dallas, Texas.)
3. *New Pieces That Will Take Prizes in Speaking Contests*. Harriet Blackstone. Contains 408 pages of rather long selections, all prose. Judicious cutting might adapt several of these selections to League requirements. Noble & Noble, New York, 1926. Price, \$2. (Order from Lone Star School-Book Depository, Dallas, Texas.)
4. *American Patriotic Prose*. Augustus White Long. Contains 365 pages of prose selections, some of it not oratorical or suitable for declamations. Many of the selections will have to be cut for use in League contests. D. C. Heath & Co., Publishers, Chicago. 1917. Price, \$1.36. (Order from D. C. Heath & Co., Dallas, Texas.)
5. *The Forum of Democracy*. Watkins and Williams. All prose. Selections right length for most part. Most of material dealing with late war. 191 pages. Allyn & Bacon, Chicago. 1917. Price, 60 cents. (Order from Allyn & Bacon, Dallas, Texas.)
6. *The American Spirit in the Writings of Americans of Foreign Birth*. Robert E. Stauffer. Contains a few poems. Majority of prose selections are short. 185 pages. The Christopher Publishing House, Boston. 1922. Price, \$2.
7. *American Ideals*. Foerster and Pierson. Contains a few poems. Most of the selections are long and will require cutting. 322 pages. Houghton Mifflin Company, Chicago. 1917. Price, \$1.20. (Order from Hugh Perry School Book Depository, Inc., Dallas, Texas.)
8. *Platform Pieces* (Book 2). Henry Gaines Hawn. About half prose and half poetry. All short selections. 248 pages of selections. Pages 249-273 contain treatise on "The Laws of Expression." D. C. Heath & Co., Publishers, Chicago. 1917. Price, 96 cents. (Order from D. C. Heath & Co., Dallas, Texas.)
9. *Specimens of Prose Composition*. Nutter, Hersey, and Greenough. Pages 161-231 taken up with "Student's Brief and Argument." Remainder of book, 466 pages, devoted to prose selections, many of which must be cut for League declaimers. Ginn & Co., Dallas. 1906. Price, \$1.87.
10. *School and College Speaker*. Willmot Brookings Mitchell. About eighty pages devoted to technique of public speaking, followed by 342 pages of short prose selections interspersed with a few poems. Appendix contains pronouncing vocabulary of proper names and words often mispronounced which are used in the selections. Henry Holt & Co., New York. 1901. Price, \$1.24. (Order from Lone Star School-Book Depository, Dallas, Texas.)
11. *Modern American Oratory*. (Seven Representative Orations.) Ralph Curtis Ringwalt. First ninety pages devoted to a discussion of "The Theory of Oratory." Remainder of 311 pages reproduce orations by Carl Schurz, Jeremiah T. Black, Wendall Phillips, Chauncey Depew, George William Curtis, Henry W. Grady. Cuttings may be made from these orations.

12. *Choice Readings for Public and Private Entertainments and for the Use of Schools, Colleges, and Public Readers, with Elocutionary Advice*. Robert McLean Cummock. Contains short selections of both prose and poetry. 610 pages. A. C. McClurg & Co., Chicago. 1923. Price, \$1.93.
13. *The Forms of Public Address*. George P. Baker. Four hundred and thirty-six pages, all prose, most of selections too long for use without cutting. Henry Holt & Co., New York. 1901. Price, \$1.60. (Order from Lone Star School-Book Depository, Dallas, Texas.)
14. *How to Speak*. Adelaide Patterson. Treatise on "Voice Culture" and "Articulation," with many short declamations, both prose and verse, used to illustrate the text. 158 pages. Little, Brown & Co., Boston. 1922. Price, \$1. (Order from Hugh Perry School Book Depository, Inc., Dallas, Texas.)
15. *Builders of Democracy*. Edwin Greenlaw. Compact book of 341 pages, both prose and verse; many of the selections are short. Scott, Foresman & Co., Chicago. 1918. Price, 72 cents. (Order from Hugh Perry School Book Depository, Inc., Dallas, Texas.)
16. *Democracy Today*. Christian Gauss. Mostly taken up with twenty different addresses by Woodrow Wilson. All prose. 261 pages with Appendix of 137 pages, containing Lloyd George's "The Meaning of America's Entrance into the War" and numerous notes. All selections too long for use without cutting. Scott, Foresman & Co., Chicago. 1919. Price, 60 cents. (Order from Hugh Perry School Book Depository, Inc., Dallas, Texas.)
17. *Modern American Speeches*. Lester W. Boardman. Contains a speech with a short biography of each of the following orators: Schurz, Grady, Hay, Root, Wilson, Hughes, and Butler. All too long for use without cutting. 147 pages with ten more pages of notes. Longmans, Green & Co., 55 Fifth Avenue, New York. 1923. Price, 75 cents.
18. *Landmarks of Liberty*. (The Growth of American Political Ideals as Recorded in Speeches from Otis to Hughes. St. John and Noonan. Speeches mostly in wartime vein. All too long for use without cutting. Harcourt, Brace & Co., New York. 1922. Price, 80 cents. (Publishers announce 10 per cent discount to teachers on this book.)
19. *The School Poetry Book*. James H. Penniman. All poetry. 129 pages. Old but good. D. C. Heath & Co., Publishers, Chicago. 1894. Price, 52 cents. (Order from D. C. Heath & Co., Dallas, Texas.)
20. *Platform Pieces* (Book 1). Henry Gaines Hawn. Contains prose and verse. Mostly verse. 212 pages with the same treatise on "The Laws of Expression" noted above in No. 8 of this bibliography. D. C. Heath & Co., Chicago. 1917. Price, 96 cents. (Order from D. C. Heath & Co., Dallas, Texas.)
21. *Pieces for Every Occasion*. Caroline B. Le Row. Contains both prose and verse. All short, some too short for declamations. 410 pages. Noble & Noble, New York. 1927. Price, \$2. (Order from Lone Star School-Book Depository, Dallas, Texas.)
22. *Great Speeches*. Elizabeth W. Baker. A collection of the prose of great American orators. Most of the selections are of suitable length for League contests. Text of 191 pages, with sixty or seventy pages of notes, suggestions, and glossary. Allyn & Bacon, Chicago. 1927. Price, 80 cents. (Order from Allyn & Bacon, Dallas, Texas.)
23. *Yesterday and Today*. Louis Untermeyer. A comparative anthology of poetry. 312 pages of short selections from present-day poets and poets of the immediate past. Remaining are about one hundred pages devoted to critical notes and suggestions. Harcourt, Brace & Co., New York. 1926. Price, 94 cents.
24. *Modern American and British Poetry*. Louis Untermeyer. With suggestions for study by Olive Ely Hart. Thirty pages in the back are given to notes, and there is a preface of twenty-five or thirty pages. The remainder of 400 pages is given to short selections of unusually good modern poetry by British and American authors. Many of the pieces are suitable for declamation. 403 pages. Harcourt, Brace & Co., New York. 1922. Price, \$1.08.
25. *Public Speaking*. (A treatise on delivery, with selections for declaiming.) Edwin Dubois Shurter. As the subtitle indicates, only about half of the book is given to selections, which are from the standard orators and about the right length for League contests. The first 137 pages contain a general treatment of delivery, while pages 138-254 contain selections. Allyn & Bacon, Chicago. 1903. Price, \$1.20. (Order from Allyn & Bacon, Dallas, Texas.)
26. *The High School Prize Speaker*. William Leonard Snow. Although issued in Great War Period, this book is not cluttered up with conventional war oratory. Contains many classical pieces, both prose and verse, of suitable length for declamations. 237 pages. Houghton Mifflin Company, Chicago. 1916. Price, \$1.36. (Order from Hugh Perry School Book Depository, Inc., Dallas, Texas.)
27. *Standard Selections*. Fulton, Trueblood, and Trueblood. Both prose and verse. Many of prose selections too long for use in League contests without abridgment. Many old favorites included. 500 pages. Ginn & Co., Dallas. 1907. Price, \$1.40.
28. *The School Speaker and Reader*. William De Witt Hyde. Short selections of prose and verse. Many of them excellent but many too short for League requirements. 474 pages. Ginn & Co., Dallas. 1900. Price, \$1.05.
29. *The Best American Orations of Today*. Harriet Blackstone. Three hundred seventy-nine pages of short prose selections of good quality. Some of selections must be cut to meet League requirements. Noble & Noble, New York. 1903. Price, \$2. (Order from Lone Star School-Book Depository, Dallas, Texas.)
30. *This Singing World*. Louis Untermeyer. (Junior Edition.) A collection of modern poetry for young people. This collection is apparently not made to declaim, but to enjoy. However, there are many declaimable pieces in it. Nearly all are too short to serve in League contests. Poets of the present generation are well represented. 375 pages. Harcourt, Brace & Co., New York. 1923. Price, 94 cents.
31. *Story, Essay and Verse*. Charles Swain Thomas and Harry Gilbert Paul. The first 315 pages reproduce selections from the *Atlantic Monthly* of excellent prose, but too long for use as declamations without abridgment, and many of the selections cannot be abridged. Then follow fifty pages of fine short poetic selections. Little, Brown & Co., Boston. 1927. Price, \$1.60. (Order from Hugh Perry School Book Depository, Inc., or from Lone Star School-Book Depository, Dallas, Texas.)
32. *Atlantic Prose and Poetry*. Charles Swain Thomas and Harry Gilbert Paul. For junior high schools and upper grammar grades. This is more of a reader than a declamation book. However, quite a number of the selections (especially the poetry) will be found suitable for declamations. 388 pages. The Atlantic Monthly Press, Boston. 1919. Price, \$1.
33. *Fact, Fancy and Opinion*. (Examples of Present-Day Writing.) Robert M. Gay. A collection of short essays, editorials, criticisms, and inspirational pieces. Some good declamations in it, all of recent composition. 393 pages. The Atlantic Monthly Press, Boston. 1923. Price, \$1.25.

34. *Contemporary Verse*. A. Marion Merrill and Grace E. W. Sprague. A compilation of more than three hundred pages of late verse, much of which is suitable for declamation. Little, Brown & Co., Boston. 1926. Price, \$1.25. (Order from Hugh Perry School Book Depository, Inc., or from Lone Star School-Book Depository, Dallas, Texas.)
35. *Pieces for Prize Speaking*. (A collection of over one hundred new pieces which have taken prizes in prize speaking contests.) A. H. Craig and Binney Gunnison. The selections included are all true and tried for oral delivery. The majority of the prose selections are too long for use without cutting. Some verse is included. 418 pages. Noble & Noble, New York. 1927. Price, \$2. (Order from Lone Star School-Book Depository, Dallas, Texas.)
36. *Winning Declamations*. How to Speak Them. Edwin Dubois Shurter. A book of short declamatory pieces with suggestions as to delivery. This book has been used extensively in League work. 300 pages. Noble & Noble, New York. 1917. Price, \$2. (Order from Lone Star School-Book Depository, Dallas, Texas.)
37. *New Poems That Will Take Prizes in Speaking Contests*. Edwin DuBois Shurter and Dwight Everett Watkins. The editors have succeeded in selecting about one hundred and fifty poems which are for the most part suitable for oral delivery. Many recent poems are included. Noble & Noble, New York. 1926. Price, \$2. (Order from Lone Star School-Book Depository, Dallas, Texas.)
38. *The Humorous Speaker*. (A book of humorous selections for reading and speaking.) Paul M. Pearson. While purely funny pieces and all dialect pieces are barred from League contests, this book is included in this list for the reason that it contains a number of selections (both prose and verse) that are genuinely humorous and make good reading for children. It is doubtful, however, if there is any piece in it which will pass muster with the judges of a League declamation contest. The teacher will find many other occasions for the excellent humorous selections in this book. 352 pages. Noble & Noble, New York. 1909. Price, \$2. (Order from Lone Star School-Book Depository, Dallas, Texas.)
39. *Pieces for Every Day the School Celebrates*. Deming and Bemis. As the title of this book implies, the editors have endeavored to select prose and poetry suitable for commemorative days. From ten to twenty pieces for each of the following days are given: New Year's; the birth-days of Lincoln, Washington, and Roosevelt; Arbor Day and Bird Day, Armistice Day, Red Cross Day, Mother's Day, Memorial Day, Flag Day, Independence Day, Labor Day, Constitution Day, Columbus Day, Thanksgiving Day, Christmas Day. Many of the selections, both prose and verse, are suitable for League contests. 349 pages. Noble & Noble, New York. 1921. Price, \$2. (Order from Lone Star School-Book Depository, Dallas, Texas.)
40. *Modern Literature for Oral Interpretation*. Johnson. This is a practice book for courses in vocal expression, interpretative reading, etc. Practically all of it is devoted to material, that is, space is not given to text discussion of voice, gesture, etc. A large proportion of the selections are modern and for the most part by American authors. The book contains 413 pages. The contest bibliography which is included makes a valuable reference list. The Century Company, New York. 1927. Price, \$2.

### Outlines Agricultural Course For a Small Rural School

(Continued from Page One)

lowing this, they crossed some garden flowers by cross pollination. This work was done in class and proved very interesting. Each pupil was assigned individual work in budding and grafting. They did this work at home, using small limbs of common fruit and nut trees. A specimen of the work was brought to school, where it was graded and placed in the room. During our study of the soil, the pupils brought small bottles containing different varieties of soil found in the locality. The different soils were classified and the bottles labeled. The class was familiar with most of the plows and farm implements shown in the textbook, but were much

## NEW EXPERIMENTAL WISCONSIN COLLEGE

### President Frank Hopes to Find Way of Escape From "Suicidal Specialization"

NEW methods in education will be tried in an "experimental college" at the University of Wisconsin this year.

With the approval of President Glenn Frank, the 120 freshmen will undergo instruction in a separate school and in ways that are radical departures from present teaching methods. Dr. Alexander Meikeljohn, former president of Amherst College, heads the faculty of the experimental college. Final consideration of its plans before their inception were given by this group of instructors, September 6.

Instead of being concerned with specific subjects, such as philosophy, history, economics, the experimental college will present to its students a period of civilization and their knowledge of these matters will be developed through consideration of the contributing factors to the period under discussion, exponents of the experiment announced.

Escape from "suicidal specialization" is one of the principal objects of the new college, according to explanations by President Frank—United Press Dispatch, September 3.

interested in the pictures of improved machinery found in mail order catalogues and farm magazines, which they brought from their homes.

Since cotton raising is the principal industry of this county, we made a very careful study of the cotton plant. Entire plants, including the roots, were brought to class and studied. Each part of the plant tagged according to its name and function. The plant was then fastened to the walls of the schoolroom where it was used for further study.

Different varieties of corn were also brought to the class and studied. Seed selection of both corn and cotton were emphasized.

#### Learn Plant Enemies

Before we reached the chapter on plant enemies in the book, the pupils of the lower grades were asked to help collect insects. When we got ready to study plant enemies, we had quite a collection of these in glass bottles. We studied their lives and habits. Also how to destroy plant enemies. We made a special study of the boll weevil.

Early in the session, each pupil was asked to write to the A. and M. College for bulletins on every phase of agriculture. For instance, one pupil was asked to get bulletins on soils, another on hogs, still another on poultry, etc. This gave use a nice collection of bulletins. These proved to be very valuable in our work.

We made a careful study of livestock, using our text and the college bulletins.

I found that my entire class was interested in poultry. The class was encouraged to read farm magazines. Many parents sent copies to us. These were kept in the room and I found that my pupils spent much time reading them.

In addition to the work reported, my pupils kept a loose leaf book which was carefully graded. We performed nearly all experiments in the text and made one field trip. No equipment was bought for us.

#### Correlation Work

I have been able to correlate this agriculture work with reading, geography, spelling, arithmetic, writing and drawing. Much work was done in drawing. Plans for chicken houses, plants, parts of flowers and many other things were drawn.

I have had the cooperation of all of the parents in this work. Their opinions were sought and considered and were always treated with the utmost respect.

I got my first idea of this work by reading the note to teachers, given in the first part of the text on agriculture. I was inspired further by the course of study. In addition to this, I have used the A. and M. College bulletins.

I have had no training for this work, but find it the most fascinating work that I have ever done. I feel that I have made a success of it considering what I aimed at in the outset. My aim was to connect the home with the school. It is my opinion that if you can keep pupils interested in practical things, you will also get them interested in the uninteresting things of the school work.

## CLUBS COMPETE IN TRYING LAW CASES

### Writer Describes Interesting Contest Among Harvard Law Students

(EDITOR'S NOTE.—Jas. P. Hart, member of the State championship debate team of the University Interscholastic League in 1919 as a representative of the Austin High School, finished his degree work in the University of Texas with distinction, and is now in his senior year at the Harvard Law School.)

In the following article Mr. Hart describes competitions among the Harvard Law Clubs.

It serves as another illustration of the power of the competitive motive. It is all the more remarkable when one considers that practically every student in the Law School participated in this competition.)

FIRST-YEAR students in Harvard Law School are introduced to the system of law clubs within two or three weeks after the school year opens. All first-year students have an opportunity to join a law club, and practically all of them accept this opportunity either by joining established clubs, or by organizing clubs of their own. Since the first-year class is usually about as big as the other two classes together, it is necessary each year to organize a number of new clubs. The name given to the clubs are those of eminent American and English judges, law teachers and writers, and advocates. The clubs are about sixty or seventy in number.

A complete law club is composed of eight men from each of the three classes, making twenty-four in all. The men from each class are called, respectively, the first, second and third year courts, and each court elects its own secretary. Over the whole club, a supervisor or president is elected who has general control of the business of the club and of the organization of the club arguments. Each club also has a faculty or third-year adviser who helps the members of the clubs in intra-club arguments, but who is forbidden to give any assistance in arguments between clubs. Competition between all three classes in the different law clubs is, of course, going on at the same time during one year, but for the sake of clarity it may be better to begin with the first-year contests and trace them to their culmination in the third year. The system of contests which is followed was devised and started by the late Dean James B. Ames, and is called the Ames Competition in his honor.

#### Begin Inside Club

Contests begin in the first year with single arguments within the club. These arguments are usually supervised by a second or third-year man, who gives out the facts forming the moot case, and who presides over and judges the argument. The facts present one or more issues on different points of law, and the participants are assigned places as representatives of the plaintiff or the defendant. Each side must prepare a typewritten brief within two weeks from the time the facts are given out, and another week is allowed for the examination of the opponent's brief and preparation of the argument.

The case is argued in the presence of the whole club. Usually each advocate is allowed fifteen minutes, but questions frequently are asked by the judge, for which time must be taken out, and usually each contestant is on his feet much longer than the time allotted for argument. After the case is heard, the judge gives his decision for plaintiff or defendant, and usually explains how he awarded points and why. Twelve points are divided between the opposing counsel. Of these, three are based on the form of the brief, three on the value of authorities cited, three on the oral argument, and three on ability in answering questions. This method of scoring is followed in all of the subsequent arguments.

#### Singles and Doubles Argument

Each member of the first-year court takes part in the singles arguments. After these are finished, doubles arguments are held within the club. These contests are conducted in the same way as the singles arguments, except that longer briefs are allowed.

When the arguments within the club are completed, doubles argument are held with four other clubs. In these contests third-year men from neutral clubs or faculty mem-

bers act as judges. Otherwise these doubles arguments are conducted in the same way as cases between members of the same club.

The success or failure of the first-year court in its contests with the other clubs is not considered in the second year contests, and each club starts with a clear record. In the first round of the second-year competition, each club meets four other clubs in doubles arguments. These cases are conducted in the same way as the first-year arguments except that there are three judges—usually a faculty member and two third-year men, or a practicing lawyer and two third-year men. The results of each of the cases is posted on a bulletin board in Austin Hall, and at the end the percentage of each club is compiled. The eight clubs having the highest percentage are chosen for the second round of the second-year competition.

In the second round, the facts are given out by members of the faculty and are in the form of the record of a case brought up on appeal. Each club remaining in the competition chooses a team of two to represent it in the argument, though all members of the club help in the preparation of the brief. Three weeks are allowed for the preparation of the brief, which may be twenty pages in length. The case is argued a week before the completion of the briefs before a court of one faculty member and two practicing attorneys, each counsel being allowed thirty minutes for argument. At the end of the second round, only four clubs remain for the third-year competition.

#### Semi-Finals and Finals

The semi-finals of the Ames Competition are held about two months after school opens. The four clubs that survived the second-year competition take part in the two semi-finals arguments. The judges, in these cases are judges from the courts in and near Boston. The briefs are allowed to be much longer than the briefs in the previous contests, and are printed instead of typewritten. The length of the arguments is thirty minutes for each speaker, and the awarding of the points is done in the same way as in the previous rounds.

The two survivors of the semi-finals enter the finals, which are the culmination of the three years competition. The rules for the finals are the same as for the semi-finals. The judges are members of the courts of last resort of states not too far from Boston. Last year the court was composed of the Chief Justice of the Supreme Court of Ohio, an Associate Justice from the Court of Appeals of New York, and one from the Court of Appeals of Maryland. The final argument is always heard by all of the members of the Law School who can crowd into Langdell Center, and is attended with considerable ceremony. Both the winning and losing clubs are awarded money prizes of several hundred dollars. So ends officially the Ames Competition.

## WOULD MAKE NEW RURAL DIVISIONS

### Writer Urges Changes in Essay and Extemporaneous Speech Contests

(By Walter A. Schulz, Principal of Rogers Ranch School, Caldwell Co.)

AS PRINCIPAL of a rural school and one who has had connection with Interscholastic League work for seven years, I wish to make the following suggestions, which I think would aid in bringing more rural schools into active membership of the League. Too many rural schools merely pay their fee and fail to compete because they feel the contests to be unfair.

From my viewpoint the following suggestions would eliminate many objections now held by such schools.

1. Divide Rural Essay Writing into junior and senior divisions. Many rural schools could compete in Junior Essay Writing who fail to do so now.
2. Set a certain date for Essay Writing all over the State and have only one uniform set of topics for contestants from every county.
3. For Ward School Essay Writing and the proposed Junior Rural Essay Writing adopt a more elementary form of essay writing instead of forcing them to write on topics that require mature thought, as is now the case.
4. Divide Extemporaneous Speech into classes so that rural schools could compete with a fair showing.
5. A separate contest in arithmetic for rural schools.