
$\square$ MISPRINTS OCCUR
$\qquad$
$\square$
List Is Given and Counties Not
Included Should Report
COUNTIES that have not re-

BRACKENRIDCE HI
SELECTS DEBATERS
BEXAR LEAGUE HAS
SOUNTY MEETS

| $\begin{array}{c}\text { Numerous Trips } \\ \text { Give Both Girls' and Boys }{ }^{2}\end{array}$ |  |
| :---: | :---: |
| $\begin{array}{c}\text { Planned } \\ \text { Teams Practice }\end{array}$ | $\begin{array}{c}\text { Supt. Stewart Believes in Car } \\ \text { rying League to People in }\end{array}$ |
| Smaller Centers |  |


$\qquad$ ridge in interscholastic compe-
the Frio City Road, P. F. Stew-
tition with other schools is thus
tell. begun. $\begin{array}{ll}\text { art, county superintendent of } \\ \text { members of announced recently. }\end{array}$
$\qquad$
pose the girls' squad are Vir-
ginia Brewster, Lillian Burge,
Lucile Wendland, and Anna
Katz.
Each of the squads was chosen by
a series of

At the beginning of the year, Mr.
E. C. Barksdale, debate coach, divided
the entire class into teams of two.
The boys and girls then were each
counted as one entry.
Stewart asked teachers to encour-
age children to put forth their best
efforts in the sub-county meets so
eftey might reach the finals in which
a more uniform plan of grading and

previous events.
One of the most important changes.
in the rules was the raising of the
junior age to 15 years. Among the
junior age to 15 years. Among the
divisions of competition will be ath-
letics, declamation, arithmetic, spell-
ing, music memory, picture memory,
essay and several others.
Schools to meet at the Sayers
School are W. W. White, Covington,
Adkins, Campbell, Goebel, Boldtville,

ditand

Mr .



been made. The squads were taken
to Austin to hear a debate between
the University of Texas and Oxford
$\mathrm{T}_{\text {county mets of of the }}^{\mathrm{HE} \text { finter }}$

20 miles from San Antonio on
he Frio City Road, P. F. Stew-
The other two sub-county meets
will be held February 8 at the Sayers
School, 14 miles from San Antonio on
ey School, 10 miles from San Antonio
on the Bandera Road, February 15 .
The final meet will be March 8 at
the Edgewood School. All except the
four highest contestants in the meet
will be eliminated before the final
meet which means that 12 contestants
will be entered at the Edgewood ses-
sion

| in which each team met every other |  |
| :--- | :--- |
| so | team in its division. |
| The purpose of this work was, ac- |  |
| cording to the coach, to teach the |  |

竍 $\left\lvert\, \begin{aligned} & \text { contestants the rudiments of the art } \\ & \text { and to illustrate approved debating } \\ & \text { tactics. The results of these initial }\end{aligned}\right.$
competitions had nothing to do with
the final selections.
Former Members Judge
The first cut of the two squads wa
made two weeks ago. Held in the
form of regular debates, these events
were judged by Mr. Barksdale, aided
by Jesse Villarreal, Neal Craig, and
by Jesse Villarreal, Neal Craig, and
Anna Lewis Morris, all of whom were
members of the squad, at this stage
of the eliminations last year.
Six boys and seven girls survived
this period of the eliminations and
from this group the present squads
from this group the present squads
were chosen by judges taken from the
Brackenridge faculty. Those judges
for the boys' contest were Miss Rose
Davis, Mr. A. E. Lehmberg, Mr. Roy
Kay, Mr. Enos Gary, and Miss Cecile
Lawrence.
Squad to Tour Valley
With these squad members. M
Barksdale will probably make sev
to Austin to hear a debate between
the University of Texas and Oxford
University.-Brackenridge Times.

is equal to the folly; and he that for
a short gratification brings weakness
and disease upon himself, and for the
pleasure of a few years passed
pleasure of a few years passed in
the tumults of diversion and clamors
of merriment, condemns the maturer
If you were asked to define the
word "home," how would you go about


She said:
mestic sanctuary
desire-built into
kindred bonds unite
aring labors, leisure,
of human nature."-Samuel Johnson.
ROYAL TYPEWRITER AWARD


as a prize a Royal Portable Typewriter "to the Royal op-
writing Contest." This means that the Royal operator, that
is the contestant who, using a Royal typewriter, makes the
is the contestant who, using a Royal typewriter, makes the
best record in the League State Typewriting Tournament,
will be awarded this handsome prize. Note that it is not
necessary to win the Tournament in order to be awarded this
prize, but that it is necessary to make the best record of any-
prize, but that it is necessary to make the best record of any=-
one in the tournament using a Royal typewriter.

Published eight times a year, each month, from Sep-
tember to April, inclusive, by the Division of Extension,
of the University of Texas.
$\square$

at the postoffice at Austin, Texas, under Act of August
24,1912 .)

| Vol. XIII | February, 1930 No. |
| :--- | :--- | :--- |

HE ASSOCIATED PRESS dispatch dated
Nov. 29; and published in The San Angelo
Standard and doubtless in many other Texa
papers, stating that the League meeting in Da las recommended limitation of participation
four semesters is in error and has caused much
unnecessary uneasiness. The $m$
mended an eight semester rule.
 and in other contests not scheduled in the Constitution and Rules. The State Executive Commit-
$\qquad$ which undertakes such contests should provide definite rules for administering them, and sett
all disputes arising in connection therewith.

$\qquad$
$\square$
This represents the attitude of nine-tenths the coaches towards the material prepared by the
average commercial buerau. The conscientious coach feels that in buying offerings of this kind He does not know but what some of his opponents may memorize the very speeches offered for sale
and he wants to be able to challenge them if they do. To be prepared to do this for the protection of his team, he feels that he must buy the ma-
terial and familiarize himself with it. That is terial and familiarize himself with it. That is
the secet of the success of commercial bureaus The great majority of them offer material that i
entirely worthless, and worse than worthless be entirely worthless, and worse than worthless be-
cause it encourages students to depend upon tricks
instead of
instead of upon thorough preparation in the fiel
of the question to be discuissed.
"MEANT FOR MINT"
$\mathrm{O}^{\text {Un atitiorat on on pinameness in the count }}$ reactions. In one portion of the State, correspon dents say there is little similarity whatever be
tween the pronunciation of "cinder" and "sender," whereas correspondents from anothe only by using a phrase to define each. One inter esting letter comes from Edgar Wood Hendrick, Jr., of Anson, and reads as follows:
As it is said in the foreword of the spelling
$\square$
$\square$
$\qquad$
$\square$
$\qquad$ We suggest as an additional qualification for pronouncer at the county meet, a person who can
not only manipulate his vocal organs so as to dis tinguish "cinder" from "sender," but one whe sound emitted for "meant." When he says " meant it," we should be left in no doubt as to
whether he is affirming a seriousness in something formerly said, or implying that he is en-
gaged in the production of money.
$\mathbf{A}^{\mathrm{s} \text { USUSLIL, knock-out debate material is be }}$
 pages of abominably mimeographed briefs, speeches, jokes guaranteed to create the expense of the other side.
this, "extras" are advertised

THE INTERSCHOLASTIC LEAGUER

$\square$
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$\square$
$W^{\text {E }}$ $\square$
$\qquad$
$\square$
$\square$
courses in most of our subjects
to students who wish to keep
abreast of the time or become
acquainted with some special
line of work. These courses
would be open to any adult stu-
dent whether or not he had com-
pleted his four years of high
school work. In this way, our
non-credit courses would reach
a great group of people who are
not eligible to take courses re-
quiring definite prerequisites.
quiring definite prerequisites.
Not satisfied with our own ideas of
non-credit courses, we asked the opin-
is being made to meet the requirements" an
demands that its students cannot transfer to
In what scales shall this "effort" be weighed:
how are we to determine at just what point
"effort" becomes of sufficient weight to entitle


that news stories should have, a form
which tells the most important facts
to send package librearies on more
first. News coverage is very good.
than five of the subjects at one time.
The Hormet, Huntsville High. The
most imperative need of the paper is
There is enough material in each
package library to distribute among

W hea
n-
the
a
tors
dec
a better headline schedule. Large
heads should be used at the tops o
the front-page columns; probably, as
a principal one-column head the edi-
tors could use a two-deck head, to
age libraries on the debate subject.
This consists of loans of package li-
braries and books on how to debate.


| ETIENSION |
| :---: |
| TEACHING |

                            I
                \begin{tabular}{l|l|l} 
    italic head inserted in the place of \& Some of the teachers evidently mis \\
the middle one of these three heads \\
understood the statement that we \\
would make all of them more read-- \\
able. Editorial comment should be \& in the Interscholustic Leaguer \\
and reard to the help we offer for the
\end{tabular}


to be protected "that have reached such stand
ard of excellence that students may go directl
from them to college,"-there are colleges and
colleges, and there are students and students
Such a qualification is entirely too vague. The
able to find. It is definite. Units are granted
by an impartial and thoroughly qualified
by an impartial and thoroughly qualified
agency and it means something. We note that
the last census credits Scranton with a popula-
tion of 168 . Pioneer, with 165 , has $91 / 2$ affil-
iated units; Ropesville with 110 , has 15 units;
we can apply ourselves in stead-
ily improving our high school
papers.
Something is wrong with
each paper. No matter how
three lines step; and bottom deck an
inverted pyramid of three lines about
12-point type. Other heads should be
iated units; Ropesville with 110 , has 15 units;
Santa Maria, population 215, has 15 units; and
Santa Maria, population 215 , has 15 units; and
Shiloh with a population of 35 has $131 / 2$ units.
If Scranton wants "protection" it would not paper is, there are
places where it may be im-
proved. Why not pick out those
stories should be broken with sub
heads.
I am sorry we do not have room to
discuss all of the pion
If Scranton wants "protection" it would not
seem impossible to attain that "protection" by
the means already provided in the Leapue rules
proved. Why not pick out those
weak places and go to work on
them?
I am sorry we do not have room to
discuss all of the papers enrolled in
the I.L.P.C. Next time we will talk
of more of them.
Texas Flowers
IV. FIRST FLower
ARRIVALS
(By Dr. B. C. Tharp)
HiS will look like stale news

$\mathrm{T}^{\mathrm{MEF}}$ is draving near for the County
this year is tremendous-upwards of five
a number of students. Each repre
sents a triumph over a number of ob-
stacles. But because we belo
IHIS will look like stale news
Texas; buty fo some in the north-
ern part of the State, it will ap-
age libraries. One of the pictures
about which we have nothing in our
package libraries is "Grace Before
Meat," by Maes. There is a short
description of this picture in Hewett"s
"Masterpieces of Painting" which we
more organized for holding regular
meets. Whether or not the League will con-
tinue in popularity with the schools depends
almost entirely upon the county meets. Here
is where the great bulk of the participation
is where the great bulk of the participation
occurs, and here is where the bulk of the
good or ill is done. Comparatively few chil-
occurs, and is done. Comparatively few chil-
good or ill is dren go on to the district meets, and still
dren go on to the district meets, and still
fewer to the State Meet.
Here are a few items which we hope di-
Here are a few items which we hope di-
rectors will check up on:

1. See that no entries are allowed from
non
non-member schools. You will have a list to
check by.
2. Advise schools that an entry blank
will be mailed each member-school, and that
it should be used in making entries, no mat-
will be mailed each member-school, and making entries, no mat-
it should be used in
ter how few entries are made.
3. See that proper judges are provided in
advance of the meet; other directors may
provide judges for their particular events,
but you should assure yourself that this mat-
ter has been attended to.
4. If disputes arise, see that each side
has a fair hearing before your county com-
mittee. Have the secretary keep a record of
copy of the record may be forwarded to the
State Office.
5. Prizes and trophies of all kinds should
5 . Prizes and trophies of all kinds should
be thoroughly advertised in advance of the
meet.
meet. The rural contestants should be given
6. Then
ample consideration on the program. There
ample consideration on the program. There
is a tendency in some counties to place rela-
is a tendency in some counties to place rela-
tively greater importance on the perform-
ances of the high school students than on
tively greater importance on the perform-
ances of the high school students than on
those of the rural contestants. This is a
great mistake.
7. Stick to schedule of points in Article
XI, Constitution and Rules, in awarding all-

$\square$

$\square$
$\square$
astic League contest. The li-
brary did offer such a service at
one time, but it was discon-
The Purple Pup, Sidney Lanier
brary did offer such a service at
Junior High, Houston: A paper any
junior high could be proud of. Head- time, but it was discon-
linued several years ago. We
line fine and follow the princi-
ples of headline-writing. Stories carry
regret that we cannot help the
schools much in the matter of
well-written. Too much margin at
the top of the page for the margins
$\square$
$\square$
$\square$
$\square$
is being mads protection, which means that it
thus demands
demands that its students cannot transfer to
another higher class school and remain eligible.
In what scales shall this "effort" be weighed
how are we to determine at just what point
"effort" becomes of sufficient weight to entitle
$\square$
$\qquad$
$\square$

$\qquad$

| Texas Flowers |
| :---: |
| IV. FIRST FLOWER |
| ARRIVALS |
| (By Dr. B. C. Tharp) |


COUNTY DIRECTORS NoTICE
TIME is drawing near for the County
Meet. The enrollment in the League
this year is tremendous-upwards of five
thousand schools. More than two hundred
counties are organized for holding regular
meets. Whether or not the League will con-
tinue in popularity with the schools depends
almost entirely upon the county meets. Here
is where the great bulk of the participation
occurs, and here is where the bulk of the
good or ill is done. Comparatively few chil-
dren go on to the district meets, and still
fewer to the State Meet.
Here are a few items which we hope di-
rectors will check up on:

1. See that no entries are allowed from
non-member schools. You will have a list to
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will be mailed each member-school, and that
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ter how few entries are made.
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ter has been attended to.
4. If disputes arise, see that each side
has a fair hearing before your county com-
mittee. Have the secretary keep a record of
each dispute, so that in case it is appealed,
copy of the record may be forwarded to the
State Office.
5. Prizes and trophies of all kinds should
be thoroughly advertised in advance of the
met.
6. The rural contestants should be given
ample consideration on the program. There
is a tendency in some counties to place rela-
tively greater importance on the perform-
ances of the high school students than on
those of the rural contestants. This is a
great mistake.
7. Stick to schedule of points in Article
xI, Constitution and Rules, in awarding all-
round championships.

##  <br> 卦

The Teacher's Guide to Good Plays
$\qquad$


## Send Entries to Director General 0n Time

Blank for Making Entries Has Been Mailed to Each<br>Member-School

County Committee Has Authority to Set Date Limit for Entries and Debar Delinquent Schools

Don't Be Caught Napping

Changes in District Organizations

## WORD FROM GOVERNOR GREEN

Page 4

| Let Them Debate!* |
| :---: |
| CARL G. MILLER, |

TO OBTAIN educational values from high school debate, the in mind that debate is an educational project. Debaters should
become engrossed in the practical purpose of winning converts to
their side of the question, but incidentally they should be acquir-
their side of the question, but incidentally they should be acquir-
ing habits, skills, and attitudes which are of the greatest im-
portance in an education which prepares youth to live the life of portance in an education which prepares youth to live the life of
today. In a sense, the project of debate beguiles the student. It leads him to think that the paramount motive is to gain adherents
to his belief, while it encourages coaches who are real educators to sit back and congratulate themselves on setting something into
motion which has a by-product much more valuable than the main product. Thus directors of debate observe Pope's famous educa-
tional principle:
$\qquad$ The incidental values of debate, as well as those of many
types of argumentation, are important to keep in mind.
$\square$

| one example for each, is more sug- | ity; |
| :--- | :--- |
| gestive than exhaustive: | Example: The refutation which |
| 1. Development in accuracy of ex- | modern debate encourages whenever |


| Example: It in argumentation | it is most effective will limber up |
| :---: | :--- |
| minds in a most satisfactory manner. |  |
| that most high school students really | 13. Practice and skill in analysis |
| first learn the difference between facts | and solution of problems; |


| first learn the difference between facts | and solution of problems; |
| :--- | :--- |
| and opinion, assertion and proof. | Example: The methods of finding |
| 2. A knowleldge of what is reliable | issues and making them the objectives |
| and what is unreliable in evidence and | of the argument teaches problem solv- |
| ardument; |  |


| Example: After a good course in | 14. Development of skill at organi |
| :--- | :--- |
| argumentation and debate the high | zation of data; |
| school student no longer regards ev- | Example: Brief making is a most |
| erything printed as true. | exacting exercise in organization. |
| 3. Development in breadth of | Human Interest Necessary |


| mind; |
| :--- | :--- |
| Example: The successful arguer |
| must study both sides of a question in | \(\begin{aligned} \& The ese educational by-products of <br>

\& the project are generally fa- <br>
\& miliar to coaches and administrators\end{aligned}\)

| order to gain adherents for his side. | miliar to coaches and administrators. |
| :--- | :--- | :--- |
| Thus he learns to consider the other | Textbooks take great pains to enu- |
| merate them. Something which has not |  |
| fellow's point of view. | mere |
| 4. Sincerity as a value in moral | $\begin{array}{l}\text { been so frequently emphasized, on the } \\ \text { other hand, is an element in the whole }\end{array}$ |

character;
Example: The modern teacher of
argumentation regards sincerity as a
fundamental principle of good argu-
project which, unless it is present and
active, makes the educational by-
products of limited effect. That ele-

| fundamental principle of good argu- | ment is the vitamine of human inter- |
| :--- | :--- |
| mentation. He always teaches the stu- |  |
| dent to argue for that side of a ques- | est. Unless the subject for debate or |
| tion in which he honestly believes. | the technique of debate is interesting |
| enough to the debaters themselves to |  |


| 5. Interest in public questions; | encense them to make earnest applica- |
| :--- | :--- | :--- |
| Example: Intensive study of both | cause |
| sides of a question for debate awakk their project, the educational |  |
| tion to the |  |
| salues wither and fall away like fruit |  |


| ens an interest in related questions. | experiencing a drought. The debaters |
| :--- | :--- |
| Thus the student begins to evince | exus have a generous measure of en- |
| some interest in the economic and the | must has |
| thusiasm for their task. The enthusi- |  |
| political. |  |
| 6. Improvement in personality | asm must be natural and fitting; it |
| (ast not be something inflated by un- |  |


| traits; | Example: When the conceited stu- |
| :--- | :--- |
| wise teachers trying to force the |  |
| dent takes up debate, he soon loses |  |
| process. |  |
| some conceit under the management | To achieve human interest in argu- |


| $\begin{array}{l}\text { some conceit under the management } \\ \text { of a good teacher. He learns that an } \\ \text { over-abundance of conceit is repug- } \\ \text { nant to audiences. }\end{array}$ | $\begin{array}{l}\text { mentation and debate, let the direc } \\ \text { tors make sure that the question itsel } \\ \text { is interesting to the debaters. Th } \\ \text { independence of the Philippines is }\end{array}$ |
| :--- | :--- |

nat. Training in public speaking;
Example: Improvement in enuncia
a student may learn about the a
public speaking while engaged

Fhich many students would see con-
*Reprinted from The Service Bulletin for Teachers of Speech, Vol. I, No. 1, Nov., 1929.

WILD FLOWER CONTEST
Now is the time for your school to begin getting its ma-
terial ready for next year's Wild Flower Contest. The beautiful and dainty flowers that first appear are of the later ones are large and require much more care than flowers, and are rather appalled at the great numbers. to be found everywhere once spring has really gotten
under way. But at first, when there are only a few they may be easily learned. A dozen learned this year will
release the time to learn another dozen next year, and
before one knows it he has made a long list of new and charming acquaintances and friends who will thenceforth
be a constant source of pleasure. Get into the game now. Your school may easily finish
ts quota of fifty plants for next year before the close of the present session and have them all identified, filed away,
and ready to go. Read the directions in your Constitution and Rules very
carefully; then follow them explicitly. Get busy! NOW! B. C. Tharp, in charge of
The Interscholastic League Wild Flower Contest.

THE INTERSCHOLASTIC LEAGUER


