



NOTHING puts more life into a student body than to talk Inter-scholastic League, writes Mrs. Hubert Parmley, principal of a two-teacher rural school in Nacogdoches County. She requests bulletins and suggestions for introducing and administering contests in her school.

THE DRAMATIC Club of the Marshall High School, writes Miss Mildred Hardy, Director of Dramatics, is very interested in the Inter-scholastic League One-Act Play Contest. Our club is very enthusiastic in its work and we feel that we will be able to present something of merit in the contest. The membership of the club ranges between forty and fifty.

WE HAVE a great deal of Junior Athletics (boys and girls 15 and under) in this county, writes P. E. Shotwell of Breckenridge. I notice in the note on page 20 of the bulletin that a year of participation is charged against a boy of this age if he is in the eighth grade or higher and represents his school in any athletic event. I have always been under the impression that junior athletics did not count toward the four years of participation. I knew that if a boy of junior age played on a senior team it counted against him, but thought that if he was on the junior team, it did not. If this rule is to be interpreted that junior athletics will count toward high-school participation, it will greatly handicap the junior athletics of this county. The boys of junior age will not want to participate in junior athletics and run the risk of losing their senior year in senior athletics. I feel sure that many schools will cease having junior athletics if this rule is to be interpreted in this way.

(Note. Of course, junior participation while in eighth or higher grade counts on four years allowed.—Editor.)

College Professor Urges Athletics As Crime Cure

THRILLS from athletic contests as substitute for thrills from crime were advocated recently in a speech by Prof. D. B. Nash, head of the department of physical education at New York University, before the annual Illinois high school conference held in Champaign, Ill.

Crime can no more be combated by punishing the offenders than air can be dipped out of a tumbler with a spoon, Nash said.

"Air can be gotten out of the tumbler by filling it with water—crime can be eradicated by giving men worthy challenge tasks to accomplish," he said.

"In the early stages the attractive element of crime is the thrill. All the playground games, especially athletics, are built up upon the same element—thrill. It is a playing with the fear mechanisms.

"In the 'tag and it' game during childhood there was exaltation in escape from the 'it,' and there was of course tremendous depression in being caught. Society of today, represented by the police, has, in many instances taken the place of 'it.'

"These thrills cannot be combated by ping pong games, jungle-gyms or even community singing. Many of our playgrounds are pale as compared to the thrills of the street," he said.

The aim and office of instruction, say many people, is to make a man a good citizen, or a good Christian, or a gentleman; or it is to fit him to get on in the world, or it is to enable him to do his duty in that state of life to which he is called. It is none of these, and the modern spirit more and more discerns it to be none of these. These are at best secondary and indirect aims of instruction; its prime direct aim is to enable a man to know himself and the world.—Matthew Arnold.

League Annual Meeting Hears Michigan Man on Debate Plan

Professor G. E. Densmore Explains to Large Gathering the Operation of the Michigan High School Debating League

PLACES were made for 175 persons at the Twelfth Annual Interscholastic League Breakfast and Section Meeting in Houston, Rice Hotel, Banquet Room No. 1, Friday, November 28. Not only was every seat taken, but it was necessary to turn away more than fifty who failed to secure advance reservations.

It seems that a still larger dining-room will be necessary in the future to hold this function. Starting twelve years ago, there has rarely been fewer than one hundred in attendance any year since. This year, however, sets an attendance record.

Address by Densmore

The principal address was made by G. E. Densmore, Assistant Professor of Public Speaking in the University of Michigan and Manager of the Michigan High School Debating League. Mr. Densmore devoted the greater portion of his address to an explanation of the way in which debating among high schools is conducted in the Michigan organization. At the close, he devoted some time to answering questions in open forum fashion and there proved to be a great many questions and much interest.

After the address, the meeting followed the usual custom of discussing League rules and regulations with Dean T. H. Shelby of the University Division of Extension, presiding.

The following minutes were kept by Supt. B. M. Dinsmore, of Electra, who was elected secretary of the meeting:

Mr. Shelby announced that the purpose of this section meeting was, first, to discuss rules and regulations of the Interscholastic League.

Miss Jeston Dickey, of San Antonio, suggested that we ask the universities and colleges of Texas to grant more than one-half unit of credit in public speaking.

Survey Recommended

Mr. Green made a motion that the University of Texas be requested to

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Eleven Actable One-Act Plays Are Here Listed

(By Morton Brown)

ATTENTION is directed to the following one-act plays published by Samuel French, 25 West 45th Street, New York; listed here because they are especially suited to amateur production and "actable," in addition to affording a wide range in choice.

The Feast of the Holy Innocents, by Samuel M. Isley. 50c. Comedy, 5w, 1 int, costumes modern. A story in which two elderly maiden ladies, in spite of their apparent wavering indecision, manage nicely to have things happen as they wish. Excellent characterization. Especially recommended to women's clubs.

The Scoring Off of Teddy Dawson, by Harold Brighouse. 30c. Comedy, 2m2w, 1 int, costumes modern. Pure comedy with plenty of essential human nature in it. Good action, excellent dialogue. Not difficult. Two good "character" parts.

Lonesome Like, by Harold Brighouse. 50c. Comedy, 2m2w, 1 int, costumes modern, 30 min. A young workman, unable to get a wife, and lonesome through the death of his mother, adopts a new mother in the person of a worthy old woman who is about to be sent to the poorhouse. A delightful combination of true pathos and humor. Fine character studies and good parts.

My Lady's Lace, by Edward Knoblock. 35c. Comedy, 2m2w, 1 ext, costumes Dutch, 30 min. A clever little Dutch girl saves herself from a distasteful marriage by showing her suitor in his true colors. Good "character" parts and an opportunity for a quaint Dutch garden setting and charming costumes.

The Sweetmeat Game, by Ruth Comford Mitchell. 50c. Drama, 3m1w, 1 int, costumes Chinese, 40 min. A unique and interesting Chinese drama requiring excellent acting and artistic production. Highly recommended.

Bumblepuppy, by John William Rogers. 30c. Comedy, 3m, 1 ext, costumes modern, 40 min. This "Comedy of Climate" is a delightful and ironically amusing tale of a lazy youth who is so engrossed in an enervating contest of attracting flies to lumps of sugar, that with-

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LEAGUE TRAINING PROVES VALUABLE

Former League Winner in Public Speaking Takes High Honors at University

EARLY in his public school career, Frank Stubbeman began taking part in Interscholastic League contests. He represented the Cuero schools in spelling, tennis, declamation, and debate contests during the time he was in grammar grades and in high school. In 1921, he placed first in senior declamation at the district meet, and second in the same event in 1922. In 1923 he was a member of the district champion debate team, representing the Cuero high school at the State Meet.

Stubbeman attended The University of Texas six long sessions and two summer sessions, receiving in 1929 the degrees of A.B. and LL.B. He made his way while a student in the University by working at anything which came his way. He "hashed," scrubbed floors, cleaned yards, kept tennis courts in condition, and, during one regular and one special session he was Assistant Enrolling and En-grossing Clerk of the State Senate.

Although severe demands were made upon his time by these activities and by his studies, Stubbeman kept up his interest in public speak-



Frank Stubbeman

ing. He was on the 'Varsity debate squad several years, being captain in 1929. Among other public speaking honors which he won while a student in the University, are the following: member Phi Delta Gamma, Alpha Phi Epsilon, and Delta Sigma Rho; winner Lutzer Stark \$100 debate prize 1929; won Tom Connally \$15 after dinner speech prize in 1926; president of the Athenaeum two terms; won third place (\$20) in Wroe Oratorical Contest.

During the 1928-29 school year Stubbeman was public speaking coach for the Austin high school, his pupils that year winning in the district meet two firsts in debate, one in extemporaneous speaking and one in declamation, as well as one second in declamation. In the state meet that year, Stubbeman's team of girl debaters won the state championship.

He is now a member of the law firm of Haag & Stubbeman, Midland, Texas.

"I think," said Stubbeman recently, "that the Interscholastic League work is a wonderful thing and I hope to help it in the schools here in every way that I can."

HOUSTON MEETING SUGGESTS QUERIES

Twenty Different Subjects Offered for League Debates During Next School Year

THE matter of selecting a debate question for next year is now uppermost in the minds of those interested primarily in the public speaking work of the League. By choosing a subject early in the year, the League will be able to issue a reference bulletin before the close of school next spring, and debaters will thus have the whole summer before them for research and preparation. Many debate teams want to work in the summer, and it seems to be quite a wholesome occupation. At any rate, we propose to issue the bulletin for 1931-32 school year on or about May 1, 1931.

At the League Breakfast and Section Meeting in Houston recently, members present were asked to jot down on cards provided for the same, subjects which in the opinion of the person signing, are good questions for League debates next year.

Of course, there were a few facetious replies. Supt. W. W. Lackey, of Midland, wants to debate "a new paved road through Waller County," and A. B. C. Dean, of the French Independent School District, Beaumont, suggests "the annexation of Eagle Pass by Mexico." But there were exceptional replies. The questions submitted fall into three general classifications: national, state, and League questions. In the class first mentioned, installment buying is most frequently mentioned. A few wish to discuss the advantages and disadvantages of chain stores, while world disarmament, power utility control, foreign intervention by the United States, valorization by the government of basic farm products, are other questions of a national or international character submitted by various individuals. State questions suggested include a unicameral legislature for Texas, reorganization of Texas laws, new constitution, abolition of capital punishment, modification of homestead law, appointment of State Superintendent of Public Instruction by the State Board of Education, convention instead of primary system, and county unit system.

Quite a few indicate a wish to debate the Interscholastic League rules. Among questions suggested are: Is high-school debating worth while; should interscholastic athletics be abolished; modification of football rules in interest of greater safety for players; eight-semester rule; determination of all eligibility cases by state committee (an impossible task, by the way); abolition of school day inter-school football games.

Further suggestions in this connection will be welcomed by the State Office.

Dr. Holt Criticizes Soft Jobs for Star Athletes

FOOTBALL players who earn their way through college by dishwashing, waiting on table or any such means and players who receive outright payments for their services are almost the same, says Dr. Hamilton Holt, president of Rollins College.

Addressing the faculty and students of the collegiate school recently, Dr. Holt said, "It is my opinion that if we pay our football players in material things or in jobs, we might just as well pay them in cash. 'Almost any college will welcome a player of repute, though few will offer him outright a salary. Most of them let him tend a furnace or mow lawns to win his way through. Whether he gets money outright or pretends to earn it in spare time, it is the same thing.

"I do not wish to give the opinion that I advocate professionalism in college athletics. I certainly do believe, however, that open professionalism is much to be preferred to a professed amateurism that looks askance at paying players, but rewards them on the sly."

Texas Has 1425 Teacherages Valued at 2 Million Dollars

By W. M. EILERS, State Department of Public Instruction

THE fact that Texas has more teachers' homes than any other State in the Union seems to indicate that the people here are more considerate of the comfort and living conditions of their teachers than they are elsewhere. Texas not only ranks first in the number and value of teachers' homes, but it had the first one built in the United States. The audit of the reports for 1929-1930 in the State Department of Education shows that the State now has 1,425 teachers' homes valued at \$1,983,949. Of these 1186 are in the common school districts valued at \$1,284,075, and 239 in the independent districts valued at \$699,874.

Oklahoma ranks second in the number of teachers' homes. It has 850. Next comes Mississippi with 456, Washington with 442, North Carolina with 219, and Alabama with 125. Texas and Oklahoma have over half of the teachers' homes in the United States.

The first teachers' home in this country was built in the Blum school district in Guadalupe County in 1860. It was occupied for two years by a Mr. Schwertner. In 1862, Mr. Schwertner joined the Confederate army and was killed in battle. The second teachers' home was built in the Schumannville school district in the same county in 1862. In 1884, it was replaced by a new building. In 1886 Prof. H. Dietel was elected teacher in the district and he taught the school and lived in the teacherage with his family until 1926. This record of 40 years of continuous service as a teacher in the same school and occupying the same teacherage is unparalleled in the United States. The Dietels reared six sons and a daughter in the teacherage, giving all of the children an opportunity of getting a college education. One of the sons was in the Federal air service and lost his life in an aerial wreck in New Mexico last year. The teachers' home known as the Faculty Club erected at Edinburg in 1927 at a cost of \$100,000, is possibly the most expensive one in the United States. It is beautifully furnished and is operated on a cooperative basis with a matron in charge.

More teachers' homes were built in West Texas in the last decade than any other section of the State. Lubbock County has 23 common and independent school districts and has a teachers' home in each.

More teachers' homes were built in the last eight years than the preceding sixty. From 1860 until 1921-22, the records in the State Department of Education showed that 635 had been built; the records for 1929-30 show 1426, as already stated, a gain of 790.

According to the Ayer's and Phillips' scales Texas ranks low in education, but it ranks head and shoulder above all the rest of the states in the number and value of teachers' homes.

Two Texas Teacherages



Schumannville Teacherage, built in 1884. First teacherage in the district was built in 1862.



Edinburg Faculty Club, cost \$100,000, erected in 1927, beautifully furnished and operated on a cooperative basis.

Debaters Manual Points Out Values in Debating

IN JUDGING the value of debating to the student and to the local community, the opinion of secondary school principals should be especially worthy of consideration. The Principals' Round Table of Allegheny County, Pa., which supervises the interscholastic contest held annually at the University of Pittsburgh, has issued a Debater's Manual for Secondary Schools, which gives thorough consideration to the value of debating. It summarizes the benefit to the student as follows:

- (a) The student gains in self-control, physical and mental.
- (b) He learns, in his learning period, to use the best English correctly and to the best advantage.
- (c) He learns how to acquire information on subjects in which he is interested.
- (d) He learns how to formulate sound judgments which rest upon his convictions.
- (e) He acquires the ability to grasp the central issues in any problem.
- (f) He learns how to present the truth as he sees it, to others in a convincing manner.
- (g) Finally, he learns how to distinguish between what is credible and what is not worthy of belief in all that he reads and hears.

This is the educational province of debating. Its importance should be emphasized by every principal and teacher in secondary schools. Such work ought not to be neglected by any young man or woman in the State.

What a deep faith in the rationality of the structure of the world and what a longing to understand even a small glimpse of the reason revealed in the world there must have been in Kepler and Newton to enable them to unravel the mechanism of the heavens in long years of lonely work!—Albert Einstein.

COMMITTEE URGES TIGHTENING RULE

"Changing School" Provision Too Lax, Say Officials of District No. 1

By M. H. DUNCAN, Superintendent of Schools, Lubbock

AT THE REGULAR annual meeting of the Executive Committee of District No. 1 held in Amarillo on Saturday, December 6, the Committee voted unanimously to submit to the State Committee at its meeting in April the following rule regarding football contestants:

"A pupil changing schools is not eligible to participate in conference football games under the direction of the League until he shall have been in attendance at the school to which he changes for a period of one year immediately preceding the contest; provided, such pupil is not barred under this rule who (1) changes from a school district having less than fifteen affiliated units to the nearest school in good standing with the League having as many as three more, or to the school having fifteen or more affiliated units located nearest his home or the nearest one in his county, (2) lives with his parents or guardian and elects to change from a school having less than fifteen affiliated units to one within fifteen miles having as many as three affiliated units more than the school from which he changes." (See Article VIII, Section 13 of the Interscholastic League Rules.)

It was the unanimous opinion of the Committee that the influencing of football players to change schools, by direct or indirect methods, is altogether too common and that some step should be taken to stop the practice. It was believed that the sport of football should be a contest in training rather than in recruiting from other schools, and that the game would lose its interest to school people and the supporting public if it continued on its present basis where some of the schools more fortunately situated move in players from schools that can not compete with them financially.

The writer submitted the rule above indicated to the Executive Committee of District No. 1 for their approval and was asked by that Committee to refer it to the State Committee in April. He would like to know the attitude of the school people of the state regarding such a rule and will appreciate their writing him their

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DEBATE QUERIES

Schools are urged to submit debate questions for next year. Here is one list of a dozen suggestions; let's have others. If you can't send in a dozen, send in a half a dozen; if not that many, send in one.

1. Resolved: That a change to the thirteen-month calendar should be approved.
2. Resolved: That a government fund for public works is the best safeguard against recurring periods of unemployment.
3. Resolved: That the Baumes habitual offender law be approved and its wider extension advocated.
4. Resolved: That the expansion of the chain store system is detrimental to the best interests of the American people.
5. Resolved: That capital punishment should be retained as the penalty for premeditated murder.
6. Resolved: That the nation should adopt a plan of complete disarmament, excepting such forces as are needed for police purposes.
7. Resolved: That the eighteenth amendment should be repealed.
8. Resolved: That a five-day week should be adopted in all American industries.
9. Resolved: That the volume and methods of the present system of installment buying are economically sound.
10. Resolved: That uniform marriage and divorce laws should be adopted.
11. Resolved: That compulsory automobile insurance legislation should be enacted.
12. Resolved: That the Philippine Islands should be granted their independence.



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ROY BEDIKHEK - - - - - Editor

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TEXAS leads the other states in the Union in number of teacherages, according to Wm. Eilers of the State Department of Education, who contributes an article to this issue of the Leaguer on the subject. The Leaguer will be glad to receive good photographs of other teacherages in Texas together with similar data concerning them.

DESCRIPTION of a pamphlet prepared by De Witt Reddick, of the University School of Journalism, entitled "Handbook for High-School Newspapers," will be found in another column of this issue. In accordance with a policy long ago adopted, the League not only attempts to stimulate interest in various extra-curricular activities by means of contests, but having stimulated that interest, it attempts to supply information and guidance. The journalism contests inaugurated a number of years ago have borne fruit in the establishment of an increasing number of high-school newspapers, and in better edited and printed papers. This pamphlet will be found to contain much sound, practical advice and many valuable suggestions for sponsors of high-school newspapers and for members of their staffs.

THE public who pays the piper is beginning to call the tune for college athletics and to a certain extent for high-school athletics as well. This may be observed in the large dish which governing boards of colleges are taking in the management of even minor details of intercollegiate competitions. It moves Frederick Rand Rogers, New York State Director of Physical Education, to remark: "This new game being played by their elders may be a fair game for alumni, but it is regrettable that schoolboys and college men must be their marionettes. It would be much better if the amateur tradition were abandoned, and each college hired its representative teams, leaving to schoolboys the great opportunities for the development of sportsmanship and other character qualities which the proper conduct of games and sports may give."

HIGH-school teachers of English should "begin at the pupil's present level of interest, let him choose his own books, restrain your criticism and censure, and lead him on through his own enthusiasms," according to Fred G. Walcott, of the University High School, Ann Arbor, Mich., who addressed a thousand high-school teachers of English assembled in Cleveland, Ohio, recently to attend the annual convention of the National Council of Teachers of English. Other speakers harped upon the same string. Teachers were told that there was need of individualism rather than of standardization in reading courses for high-school pupils. Cultivate a taste in the youngsters for reading, and then undertake to correct the taste if it seems to run to bad books. That seems to be the consensus of opinion among those addressing and advising this council.

THIS issue contains final notice of the closing date for payment of membership fee. We told the printer to put it in box-car letters. Each year the League tries to give notice to all schools that fee-payment must be made by January 15 in order to be admitted to participation in League contests and meets. Each year, however, some schools claim notice was not received and that, by special dispensation, exceptions to the rule should be made in their favor. Often more time and money is spent by the League in correspondence and hearing appeals, etc., from delinquent schools than is caused by a hundred times the number of schools which observe the rule, pay in time, and go on about their League business. We are charged with unfairness, carelessness in keeping books, failure to give proper notice, and even with personal malice, in this matter, but in order to protect the county meets from the confusion incident to late entries, we accept the abuse and try to be pleasant about it. One thing sure, the closing-date rule adopted five years ago (while it has left some sore spots) has done more to establish orderly procedure in conducting county meets than has any other one provision in the League rule-book.

PARTICULAR attention of those interested in football is directed to the article appearing in this issue by Superintendent M. H. Duncan, of Lubbock, urging a straight one-year transfer rule. In the opinion of the Leaguer this would be an excellent change, if applied only in football. It is in this sport chiefly that players are recruited. There are entirely too many cases of homes being broken up to secure the eligibility of a football player. How often do we find one parent or another moving off across the state, or maybe across two or three states, to live with the boy while he is attending high school! How often are charges made (but infrequently substantiated) of a school's making jobs for the fathers of star football performers! A straight one-year transfer rule will correct much of this and not work a hardship on anyone. Of course, we anticipate a great rukus arising in the "growing" communities over this suggestion. "In the old, staid communities," it will be said, "which do not receive a new citizen once in a blue moon, such a change will not work a hardship, but in our community into which people are pouring every day to take advantage of better living conditions, greater industrial opportunities, etc., at least half of our boys will be ineligible under this change all the time." There is, of course, something to this argument, but not as much as the local Chamber of Commerce will make out of it. Any change will affect a few schools unfavorably. We should, of course, consider the many and not the few in forming our opinion in a matter of this kind.

What Judges of Essays Expect

(By Dr. R. A. Law)

I HAVE been requested to state briefly what the judges in the Interscholastic League Essay Contest expect of contestants, and what qualities they stress most in their decisions. It has been my pleasure to serve as chairman of the final committee on essays for several years, and we have tried to retain practically the same committee year after year so as to continue the same general policy in judging. Last year members of this committee were unanimous, I believe, in recommending a change in the nature of the topics assigned for the essays. The purpose of having pupils write essays on current events of national or international interest was commendable, but the result was that many of the pupils merely rehashed in their essays what they had read the week before in The Literary Digest or some similar periodical without making the essays their own. Members of the committee thought that the pupils should be encouraged to express themselves in writing and not so much to express the thoughts of others.

At the outset, of course, English teachers must assume a certain degree of correctness and facility in writing English, for otherwise the thought will not be clear to the reader, and his attention will be distracted from the message that is to be conveyed to the inefficient messenger. But it is entirely possible for a theme to be letter-perfect and yet unworthy of reading. A good essay must possess interest. This interest may be inherent in the subject matter if the writer knows his subject particularly well. Most of us would stop and listen to a talk on hunting lions by an experienced lion-hunter or an account of President Hoover by one of his intimate friends. But the average schoolboy or girl knows nothing of lion-hunting or of President Hoover's personal habits except what he has read, and most of us prefer to do such reading first-hand. If, then, the pupil can draw on his own experience or his own acquired knowledge to present facts unlikely to be known by the readers of his paper, he may interest them. It all depends on his own personality.

But this personality is more likely to show itself in the way the pupil tells his story than in the story itself. "To hear him tell it," we often exclaim, "was a treat." Thereby we are paying tribute to some story-teller's ability, and expressing our own inability to imitate him. Years ago, I recall, some one spoke to me about the personal charm of Mr. Thomas Nelson Page as a lecturer, and just yesterday another person spoke of the similar charm of Mr. Edward H. Griggs. Both these lecturers knew how to reveal their personality in just the right way to please their hearers. Now few of us possess the striking character of either of these individuals, and still fewer of us know how to disclose precisely our best, as they must have learned. But each one of us has his own crotchets and his own way of expressing himself to those whom he really knows. And this way of revealing his personal interests would interest others.

One of the Interscholastic prize-winning themes written a few years back comes to my mind just now. It was an account of the homecoming of a sister who had been abroad, with delightful pen-sketches of various members of the family as they waited in the cold for an early morning train. The writer put herself into what she wrote.

OFF-SIDES

BY THE EDITOR

ANOTHER important use has been discovered for British royalty, viz., advertising cigarettes. Princess Louise is pictured in Time (liberally patronized with cigarette advertising) declaring that she wants a cigarette. Time assures us that Queen Mary also smokes.

A PRESS dispatch dated December 10 from Sandusky, Ohio, states that a high-school athlete's leg is to be X-rayed to determine his age. One side claims he is more than twenty, another that he is seventeen (supported by the family Bible). The X-ray man says he can tell from the density of the bones as displayed in the X-ray photo. Science and the Bible again in conflict. If bones just grew in annual rings, like trees, disputes of this sort could be settled by simply sawing off the leg and counting the rings in the bones. If X-ray photos show density, as the scientist claims, how would it do to apply this to the brains of athletes questioned under the scholarship rule?



MEMBER schools are referred to the third paragraph in the Introduction to Article VIII, Constitution and Rules, which reads as follows:

The Official Notice Column of The Leaguer is considered sufficient notice to all member schools concerning interpretations of rules.

For convenience in reference, all official notices issued so far during the current school year are published below. The name of the month in parenthesis after certain notices indicates the issue of the Leaguer in which they first appeared. Those notices not so marked appear in this issue for the first time.

Picture Memory Bulletin, p. 52 "Tibian Tribute Money," is furnished by University Prints and is number C269, and by Perry Pictures and is number 309. "Guido Reni—The Archangel Michael" is published by University Prints and is number C397. These corrections should be made in the list as printed in the Picture Memory bulletin.

One-Pupil Team A principal writes, "I have only one seventh-grade pupil. Can he enter arithmetic as a team?"

If there is only one pupil in a grade which is entitled to enter a team, that pupil may enter as a team himself. In contests, such as arithmetic, which prescribe a certain grade, no pupil outside that grade is eligible to compete.

City-County Units, Art. VI, Sec. 5 Cities with as many as 2150 white scholastics, according to the last published enumeration of the State Department of Education may avail themselves of permission given in last paragraph of this section, according to recent ruling of the State Executive Committee.

Senior Spelling, p. 47 Correspondents desire information on senior spelling contest. Rule 4 (c), p. 47 and 4 (d) provide fifteen minutes spelling at rate of ten words per minute from senior list, and ten minutes at same rate from junior list. Seniors should be familiar with both senior and junior lists.

Rule 1, p. 59, Arithmetic This statement seems to be misinterpreted by many: Representation in arithmetic is the same as representation in music memory. Following, as it does, the statement that only seventh graders are eligible in arithmetic, this statement means that representation is determined in the same manner as is prescribed in music memory, that is, a pupil may enter with a team, with additions in case eligible grade (i.e., seventh) has enrolled more than 100.

Spelling—Rule 4 (b), p. 46 Substitute for first paragraph of Rule 4 (b), p. 46, Constitution and Rules, the following: "The first part of the sub-junior contest shall consist in pronouncing to the contestants the words in bold-faced type at the head of the numbered columns in Sections I to XXVII, inclusive, beginning Page 46, Part I, State Adopted Speller, and ending on Page 74, for one-half an hour at the rate of six words per minute. The Section at which the pronouncer shall begin shall be determined by placing slips numbered 1 to 37 in a hat and drawing one of the slips,—this number so drawn being the section number at which the pronouncer shall begin pronouncing. If the end of the prescribed list is reached before the half hour is gone, the pronouncer shall turn back to Section I and continue until time is up."

Footnote, p. 79 The footnote on page 79 of the Constitution and Rules concerning "former school" should read: "Former school means the school where the student was last enrolled for a period as long as three weeks." (September.)

Debate Bulletin is No. 3028, p. 111 The number of the debate bulletin had to be changed after the Constitution and Rules was published. The new number assigned is 3028. Please order by this number and not by the one given at the bottom of page 111 of the Constitution and Rules. (September.)

Page 107, Fourth Paragraph In regard to the eligibility of a junior boy for participation in athletic events for junior boys, add the following to the fourth

paragraph on page 107: "If he is not entered in the high school meet." See Rule 3 (c), page 32. (September.)

Volley Ball, p. 109 On page 109 of the Constitution and Rules, under Volley Ball, eliminate the word "senior." This year volley ball is open to both junior and senior girls. See the rule at the top of page 92 which takes precedence. (September.)

Schedule of Fees, p. 10 Junior high schools are classed under "All Other Schools"; only high schools as described in Definition 3, p. 7, are included under "High Schools" in the fee schedule. Definition 4, p. 7, designates a junior high school as a particular kind of school, distinguishing it from a "high school," and hence it falls under the classification in the fee schedule of "All Other Schools." (September.)

Article VIII, Section 18 The State Executive Committee after hearing protests (Oct. 27) of several schools on the proposed rule appearing in current edition of Constitution, decided that change made, "All schools which have had their schools had not had sufficient notice. Committee ordered that wording of rule now and for present year be in force exactly as it was stated in last year's edition of the Constitution and Rules, which wording follows:

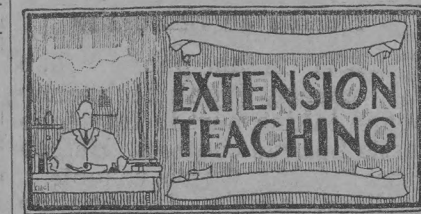
No pupil who has been in attendance upon high school for ten semesters or more shall be eligible for participation in any interscholastic contest. (October.)

Article VIII, Section 16 Half unit credits means credits which the school counts towards graduation, not necessarily in subjects in which the school has affiliation.

Note that paragraph 2 of this section refers to pupils still in ward or grammar grades. A pupil who has been promoted conditionally from the seventh grade to the high school may still be eligible under this rule if he passed the last semester in the seventh grade, three seventh grade subjects. (October.)

Picture Memory, p. 109 Statement should harmonize with Rule 2, p. 57, which provides that only those in the fifth grade are eligible in this contest. A fifth grader under ten is not barred from this contest by the age rule. (October.)

Arithmetic, p. 109 Note that under Rule 1, p. 59, only those in the seventh grade are eligible in this event. (October.)



By Julia M. Vance, Registrar, Extension Teaching Bureau.

THE Extension Teaching Bureau is reaching about 2,982 students a year through its correspondence courses. Now that many of you are wondering what to give your friends for Christmas, this year, why not consider something of lasting good as well as something that will be a pleasure to the recipient? What could be more lasting than the knowledge gained from a good course in language, history, or mathematics by correspondence? Further than that, a home study course gives a person something to do in his leisure moments, thereby bringing him pleasure and entertainment. Once acquainted with the delights obtained from cultural pursuits, many students become so enthusiastic about the benefits of education that they finally obtain degrees from colleges or universities. Would it not please you to know that you had been instrumental in furnishing this stimulus to some of your young friends?

However, correspondence courses are meant for adults as well as for the youthful students finishing high school. People of today are beginning to feel that education is a lifelong process in place of being confined to the school age of a student. The advancement of adult education is probably the most important movement in the educational world of today. Why not help forward this worthy movement by making it possible for some of your acquaintances to improve themselves through the coming year? If you study the interests and characters of your friends you will readily be able to find the subject or subjects in which they are really interested. A correspondence course bearing along this same line will undoubtedly be the most welcome gift that can come into your friend's home at Christmas time.

Preparing for Contests

LAVERNIA High School, looking forward to a stellar year in Interscholastic League competition, have selected the debating teams for the coming year. Christ Bauer and Walter Hines, Wilson County champions of the past year, have again been chosen and will wage a bitter fight to retain their laurels, while in the girl's division Misses Lorene Linne and Otelia Dudel will attempt to carry the school colors through to victory. Miss Jessamun Dawes is coaching the teams.

The basket-ball squad, coached by Supt. J. C. Driskill, have been at practice for three weeks and are hopeful of a successful season.

A girl's volley-ball team has been organized and will soon get down to hard practice in preparation for the coming season, while for the junior boys a playground baseball team has been organized. They have already played two games and won both.—Floresville Chronicle-Journal.



(By LeNoir Dimmitt, Chief, Loan Library Bureau)

THE report of the Extension Loan Library for the first three months of the present year shows that the schools of the State are taking advantage of the free service offered to them by this library. Of the 6,915 package libraries circulated during that period, 2,363 were sent directly to teachers and students. Besides, 635 were sent to school and public libraries, many of which were for the use of schools. There is a regulation requiring that individuals living where they have access to school or public libraries must send their requests for material through the local library.

Debates

So far 153 package libraries on the subject of the Interscholastic League debate have been circulated. The debate coaches who have begun to use the material early are wise. There are four different sets of material on the Jury System, only one of which is sent to a school at a time. As each package library may be kept for only two weeks, it takes eight weeks to use all of the material. There will probably be a fifth set made up in January. It is to be remembered that the material in each of these sets is different and that none of it duplicates the articles in the Interscholastic League Bulletin. It is important that the same teacher should write for the debate material each time. Otherwise it is impossible for us to know which sets have already been used in any given school. Of course there is no danger of duplication when the school is large enough to have a library with a librarian in charge who sends for all of the material.

Picture Memory and Plays

We have been disappointed because so few teachers are using the splendid picture memory material which we have gathered together for them. In each of the six sets there are interesting descriptive studies of the pictures and in most cases colored prints are included in the package libraries.

One of the newer services offered by the Extension Loan Library which is proving very popular is the lending of plays for examination. During the three months which have just passed 230 groups of plays were sent out. These are loaned for one week, just long enough for the borrower to read them and decide if he wants to order any of them from the publisher for production.

School Entertainments and P.-T. A.

There have been 128 requests for material to use in helping to plan school entertainments. Armistice Day, Thanksgiving and Christmas have been the special days for which most of this material was wanted. Soon requests will begin coming in for Washington's Birthday material and for suitable celebration suggestions for Texas Independence Day (March 2) and for San Jacinto Day. Requests have come from 80 Parent-Teacher Associations for help in planning their programs or for material to aid in preparing papers to be given at their meetings.

Many teachers have found that they can find help in solving their teaching problems by borrowing material from this library on such subjects as School Discipline and Government, School Organization, School Hygiene, Student Activities, School Libraries and Methods of Instruction. From September through November of this year 376 package libraries on educational topics have been circulated.

Themes

The purpose for which package libraries are used most by schools is in the preparation of themes. About 1,400 package libraries on a great variety of subjects were used in this way. The library furnishes material on almost every important current subject, such as political, economic, and social conditions in the various countries of the world; contemporary writers and their work; contemporary musicians, artists, educators, and other important folk, etc.; late developments in science and useful arts; educational movements and so on. These subjects are used in connection with English courses, history, government, geography, etc.

The work of the Extension Loan Library continues to grow, as it has done during each year of its existence. The total circulation for the months of September, October, and November, 1930, shows a gain of 811 over that of the corresponding months of last year.

No sect or party has a vested right to the mind of childhood.—Arthur E. Morgan.

Books and Magazines

Poetry, Prose, and Drama for Oral Interpretation, William J. Farma, Harper & Brothers, Publishers, 527 pp., 1930. Price, \$2.50.

Although this book is listed in the League's Declaration Bibliography, we feel that its unusual excellence deserves this double mention. The compiler is Assistant Professor of Public Speaking in New York University. He has brought together both prose and poetic selections of such wide variety and still of such high literary merit that we think the book will be warmly welcomed by declamation coaches who can't find a selection "quite suited to" Mary, or John, or Henry. In the back of the volume are three plays which will interest teachers who have the responsibility of promoting dramatics. They are evidently chosen for the wide range in characterization which they afford, in addition to their literary and dramatic values. THE BOOR, by Anton Tchekoff, long a favorite among amateur groups, is an excellent comedy of Russian peasant life, with all the fire and temperament of the Russian, his child-like directness, and his naivety. PLAYGOERS, by Sir Arthur Wing Pinero is essentially English, for nowhere else are there servants like English servants. The play is a comedy or social satire with a penetrating insight into human nature. A MATTER OF CHOICE, by William J. Farma is distinctly American, for nowhere else is the family relationship like ours. This is an interesting, a significant little play filled with a truthful and sympathetic understanding of human relationship, and the psychology of a "family." These plays are also published separately by French at 35c for THE BOOR and 30c each for the others.

Gentlemen of the Jury, Francis L. Wellman, The Macmillan Company, New York, 298 pp., 1926.

This book is a sprightly one with many anecdotes of the courtroom well told, and many arguments in favor of retaining trial by jury. It is noticed here only because it bears directly upon the question being debated this year by the member-schools in the Interscholastic League. Debaters on the lookout for affirmative material will do well to examine this volume. Mr. Wellman is a great trial lawyer himself, and he writes of the jury system with an intimate touch and from the rich experience of a life time. He has been closely associated with some of the greatest trial lawyers of the American Bar whose experience is utilized in writing this entertaining book. The book is well printed, contains a number of appropriate illustrations and the large clear print makes easy reading.

Composition Subjects, E. S. Kirkland, Noble and Noble, 76 Fifth Avenue, New York, 1888. Price, 35c.

This pamphlet contains a classified list of composition subjects, and will serve a good purpose with the busy English teacher in search of theme topics. However, the list was compiled a long time ago, and hence contains no strictly modern subjects. All of the old standbys, however, seem to have been included. Each alternate page is left blank, presumably for convenience of the teacher in jotting down new subjects.

Intercollegiate Debates, Vol. X, edited by Egbert Ray Nichols, Noble and Noble, 76 Fifth Avenue, New York, 418 pp., 1930.

The compilation consists of the speeches made by debaters representing their respective colleges in intercollegiate debates, together with bibliographies. The present volume contains seven debates, and included in the number is a debate between Carleton College and Bates College on the abolition of the jury system. The debate is fairly recent, and therefore contains much of interest to Interscholastic League debaters during the current season. The record of this debate is contained in pages 65-120. Other debates given in this volume are Ownership and Control of Hydro-Electric Power, Abolition of the Insanity Plea in Criminal Cases, Modern Advertising, The League of Nations, Cabinet vs. Presidential Form of Government, Coeducation. The volume contains a general index to the other volumes of the series which those interested in debating will find valuable.

Favors 8-Semester Rule

Supt. J. J. Youngblood, Mart, writes under date, May 1, as follows:

I was not at the meeting in Dallas last year when the eight-semester rule was discussed, and I shall not be in Austin when the matter is discussed on next Saturday, but I think that this rule should be adopted. It is greatly to be desired. There is no good reason why boys should be encouraged to remain in high school merely to participate in athletics. Regardless of whatever reasons opponents of this rule may give against it, I am persuaded to believe that their real reason for opposing it is on account of the fact that they want their teams to continue to be strengthened by the presence of a few boys each year who ought to be in college rather than in high school.

In addition to this rule, we should also have a rule providing that a student who transfers from one high school to another be not permitted to participate in athletics in the new school until after he has been at the new school at least one full year, regardless of whether or not his parents move with him to the district.

High School Press

By DeWitt Reddick

WHAT is the place of the sponsor in the publication of a high-school paper? This question was of such interest to the teachers of journalism assembled as a part of the state teachers convention in Houston during the Thanksgiving holidays that a major portion of their discussion was on this subject.

A high-school sponsor of considerable experience and success, Miss Edith Fox, formerly sponsor of the Brackenridge Times, Brackenridge High School, San Antonio, and at present a graduate student in The University of Texas, has written an article for this column expressing her opinions in regard to the question. The article follows:

How Much Supervision?

What should the high-school sponsor do toward the publication of the newspaper over which she has supervision? "Nothing," is the best reply. But the word "nothing" needs a great deal of explanation.

I believe that every teacher and every staff member who stops to consider the matter carefully will agree that this suggestion has merit. Let me illustrate. A teacher and fifteen pupils are in the reporting laboratory. One of the pupils asks the instructor for assistance. The time for the class period is nearly over, and the teacher grabs the information and writes the story in less than half the time she would have required to explain the possible leads to the pupil. How easy that was: What pupil is so foolish as to rush with his story the next day when the teacher finished the last one so quickly? And what, please tell me, will the teacher do when the other fourteen members of the class catch on to the trick?

All or Nothing

She then goes to her editing laboratory. "Please help me with this head," comes the request, and before thinking of the results, she sits down and dashes off a perfectly counted headline. A few copy errors have slipped by, and after the student has gone to his other class, the teacher corrects them for the printer, but the one who has made the errors does not see the corrected copy. The next day she mentions these mistakes in class, but, since she corrected the work last time, why not let her do so again?

Now for the other extreme. The teacher refuses to make a single mark until the final check has been made by the pupil. If he wants help, she suggests two, three, or all the ways of beginning the lead, but makes the pupil take his choice. If he wants a headline, she suggests more than one way of tackling the job, helps him get a word to fit the count, but makes him write it down.

Use Tact

There is no half-way ground that is absolutely satisfactory. If the student knows that the teacher will not do one bit of work, he will feel his responsibility. A tactful teacher will make the student realize that she is willing to help, but that he is capable of doing the work, and that the paper really belongs to him and to his staff.

And this, of course, is splendid theory, but what about the last-minute rush before press time? Here is one suggestion. Have some pupil in the office each period during the day. The one in charge is absolutely responsible. Any mistake is his. He is checked by the editor or managing editor. If a few mistakes are left in the paper because of the refusal of the sponsor to make late corrections, the editor will soon recognize his responsibility, and instill the doctrine of accuracy into the minds of his assistants.

Sponsor's Position Difficult

In no other branch of teaching is there more need for tact. A math problem worked by a high-school pupil is either right or wrong. But the thousands of copy, proof, and make-up errors cannot be entirely eliminated by even the best of sponsors, for her time is consumed with hundreds of other issues. The actual amount of work which she does is left entirely to her judgment. At the beginning of each year she steps into a position that is doubtful. Her best material is gone. Even the ones whom she has trained are not the splendid and accurate editors on whom she had learned to depend at the end of the last school term. She may even be in an entirely different school, may be installing a department of journalism, may never have taught the work before, but no mat-

ter how serious the situation, it seems to be the most general belief by those who have had these experiences, that the more responsibility assumed by the staff, that more interest is usually shown by the students in the school paper.

What Is Purpose of Paper?

This leads to the question of what is the purpose of the high-school paper. A sponsor who does not conceive the true function of the publication of which she is in charge often meets with difficulties which could be avoided. Paul J. Thompson, professor of journalism in The University of Texas, stated the purpose simply when he said that in the majority of high schools the newspaper "plays the part of a booster." Some of the best educators in the country are very sincere in voicing their belief that the purpose of the high-school newspaper is to teach the pupil to become a good journalist—a vocational subject entirely. But every true journalism teacher should attempt to refute this idea through her paper.

The purposes of the high-school course of study (which includes the paper as part of the work), as I see it just now, may be briefly outlined as follows:

- To aid the individual
 - By teaching the pupil to appreciate the field of journalistic work.
 - By giving him an outlet for his writing talent.
- To aid the school through the publishing of a school paper.
 - By boosting the scholastic work.
 - By creating an interest in extra-curricular activities.

Coöperation Needed

With these constantly in mind, with the entire student staff feeling its responsibility, and with the whole school realizing the good that can come from an excellently written, accurately edited paper, whose news coverage is complete and for which contributions are welcomed, there will gradually develop a spirit of good will, a feeling of pride, and the phrases "too much of a faculty medium," "no faculty help," and "child's play" will be replaced by the single word "coöperation."

In brief, the sponsor rules; the field of journalism has never, and let us hope never will be, confined to an absolutely specific set of rules; she has as her subjects the most interesting group of creative pupils in the entire school; and she can mold them as she desires. Her responsibility is weighty, but her life work is great.

Taylor M. Rushing, Principal of the Junior High School, Stanton, says: "We have used the League's spelling lists here for a number of years and find that they are admirably adapted to classroom use."

EXTEMPORANEOUS SPEECH

EXTEMPORANEOUS speech topics so far issued this year are published in the list which follows. A few new references are inserted from time to time. Topics upon which the Extension Loan Library has material in package form are starred. It is a good plan to keep a notebook containing references, newspaper clippings, and an outline of each topic.

- The Debenture Plan for Farm Relief. (Contentant may merely present the Plan; or advocate it; or dispute its efficacy.) (Daily papers; Sept. R. of R., pp. 21-22.)
- Contributing Factors to Agricultural Depression. (Daily papers; R. of R. Sept., pp. 21-27; ibid., p. 107; Oct. R. of R., p. 38; Nov. W. W., pp. 39-41.)
- What the Federal Farm Board is Doing for Farm Relief. (Sept. R. of R., pp. 41-43; Oct. R. of R., p. 40; daily papers.)
- The Rockefeller Radio City. (Sept. R. of R., pp. 63-67; Sept. W. W., p. 18.)
- The New Papal State. (Sept. W. W., pp. 44-48.)
- Is Prohibition a Failure? (Sept. W. W., p. 52; Nov. R. of R., pp. 35-37; Nov. W. W., pp. 24-27; contentant may argue either affirmatively or negatively. The citation is to an affirmative argument.)
- France Returns Colonel Lindbergh's Visit. (Daily papers; Oct. R. of R., pp. 34-36; Oct. 4 Scholastic, p. 14.)
- Government by Dictatorships. (Oct. 4 Scholastic, pp. 16-17, 32; Oct. R. of R., p. 37.)
- The Poet, Virgil. (Scholastic, Oct. 18, p. 9.)
- The Gross Sales Tax. (Contentant may simply present plan; may argue against it, or in favor of it; or give pro and con. Oct. R. of R., pp. 120-122.)
- Progress of Aviation. (Oct. R. of R., pp. 34-36 and pp. 72-73; cautious. Contentant should keep this topic up-to-date.)
- Freedom for the Philippines. (Oct. W. W., pp. 65-69; Interscholastic League furnishes Bulletin, No. 2429, dealing with this topic at 10 cents per copy.)
- Is High School Debating Worth While. (Scholastic, Nov. 1, pp. 16-17. Contentant may take either affirmative or negative stand, or present both sides of the argument.)
- Revolution in Brazil. (R. of R., Nov., pp. 43-44; R. of R., Oct., p. 39; daily papers. Keep topic up-to-date.)
- The Hitler Movement in Germany. (Nov. R. of R., pp. 41, 65-68, 128.)
- Changing the System of Agriculture in Russia. (R. of R., Nov., pp. 49-52.)
- The Five Amendments to the Texas Constitution carried Nov. 4, 1950.
- Method of Amending the Texas Constitution. (Nov. W. W., pp. 55-58.)
- Recent Developments in the Natural Gas Business. (Nov. W. W., pp. 55-58.)

Sovereignty is transferred from nation to nation because of inequities, and deeds of violence, and greed for money.—Ecclesiasticus.

The Teacher's Guide to Good Plays

Conducted by

MORTON BROWN, Director of Dramatics

(NOTE: Plays recommended in this department are not necessarily eligible for League one-act play contests. That is a matter which requires careful study of a given play in the light of the eligibility requirements laid down in the Constitution and Rules.)

The Best Plays of 1929-30, by Burns Mantle, Dodd, Mead and Company, New York, Illustrated, \$3. Burns Mantle's annual volume of "Best Plays" is eagerly awaited by drama lovers all over the country. Even to those fortunate ones who have seen or read all of the plays listed in the volume is no less interesting for in addition to the plays it contains a survey of the entire season, not alone on Broadway, but from coast to coast. This is Mr. Mantle's twelfth volume of "Best Plays." His judgment is sure; you may confidently accept his selections. For the 1929-1930 volume he has chosen the following:

The Green Pastures, The Criminal Code, Berkeley Square, Strictly Dishonorable, The Last Mile, The First Mrs. Fraser, June Moon, Michael and Mary, Death Takes a Holiday, Rebound.

One-Act Plays For Stage and Study. 1st, 2d, 3d, 4th, and 5th Series. Samuel French, New York. \$3 each volume.

This series, now numbering five volumes, was begun in 1925, a new volume appearing each year but one since that date. Each collection contains 21 to 25 plays—110 altogether in the series. Prefaces have been written for the several volumes by Augustus Thomas, Walter Prichard Eaton, Percival Wilde, Paul Green, and Elmer Rice; and the list of plays includes the work of many well known writers, both American and foreign. In general, the plays are all actable; indeed they are more for "stage" than for "study." While there appears to be a tendency on the part of some writers who have "arrived" to treat the one-act form as a trifle to be tossed off in odd moments, there are, nevertheless, enough decidedly interesting and worthwhile plays contained in these books to furnish a group of players with excellent material for a long time. Probably the best volumes are the 1st and 3d, though many schools and individuals are adding the entire series to their libraries, since they make, after all, no mean shelf of one-act plays.

The Lord's Will and Other Carolina Plays, by Paul Green. Samuel French, New York. \$2.00.

Illustrative of the wide divergence in plot, the richness in characterization, the lyric, singing quality of Paul Green's work are these short plays, notable among the author's earlier work. In addition to The Lord's Will, the following are included in the book: Blackbeard, a poetic melodrama of pirate days; the Carolina comedy, Old Wash Lucas; The Miser, a tragedy of farm life; The No 'Count Boy, a comedy of negro life; The Old Man of Edenton, a melodrama of witchcraft times; and The Last of the Lowries, a tragedy of Croatan outlaws.

Yale One-Act Plays. Edited with a foreword by George Pierce Baker. Samuel French, New York, 1930. \$2.00.

These six plays were selected from a large number written during the past four years in playwriting courses of the Department of Drama, Yale University, and were produced under conditions usual to most amateur groups. The Mistress by Maurice Gnesin tells a story of Russian immigrants. Immersion by Maude Humphrey throws an interesting sidelight on religious fanaticism. Yella by Harry McGuire is a melodrama with the scene laid in the forecastle of an American tramp steamer docked at Shanghai. In Minnie Field by Ellisworth P. Conkle, the life and character of the woman are laid bare through the conversation of the five men who are "settin' up" with her corpse. "L" by Leopold L. Atlas is an expressionistic play, highly stylized or formalized. Here tempo and technique must be perfect or the play is less than nothing. Hans Bulow's Last Puppet is a charming play for puppets or human actors. Probably the only one in the collection suited to high school actors, it is highly commended to their use.

Educational Dramatics. By Donald M. Tower, Row, Peterson & Company, Evanston, Illinois, 1930. \$1.88.

Offered as a textbook to teachers of drama courses in secondary schools and colleges, this little book makes an attempt to enclose a wide and thrilling subject in too brief a space. The result is a textbook as uninspiring as usual, with a lot of dry facts for the unfortunate teacher and still more unfortunate pupil to wrestle with.

Stunt Plays For Your Club Night. By Owen Kelley. Town and Country Publishers, Inc., New York, 1930. 85pp. 75c.

The book contains fifteen of the briefest of plays, requiring no scenery or special costuming, and especially planned for the use of clubs and societies desiring to give playlets without expending the time and energy required. In fact these are not really plays, but dramatized incidents that may be rehearsed and produced in one evening. They are dedicated to amateur players and may be produced without payment of royalty.

Icebound, by Owen Davis, Longmans, Green, New York. 75c.

Drama, 3 acts, 5m6wchld, 1 int. Pulitzer Prize Winner 1922-23. This comedy-drama depicts the lives of farmer folk in a village in Northern Maine, icebound by the bleak country-side and their loveless hearts. The play offers unusual opportunities for both the director and the amateur

actor. A director's manuscript is furnished by the publisher.

La Locandiera (The Mistress of the Inn). Translated and adapted from the Italian of Carlo Goldoni by Helen Lohmann. Longmans, Green, New York. 75c.

Comedy, 3 acts, 5m3w, 1 interior with variations, costumes eighteenth century. A fine example of 18th century comedy, delightful in its characterization, and situations. This translation is the work of a staff member of Miss Le Gallienne's Civic Repertory Theatre, the play being a favorite in the repertory of that organization.

The Youngest, by Philip Barry. Samuel French, New York. 75c.

Comedy, 3 acts, 4m5w, 1 int., costumes modern. This play of American family life concerns itself with every-day human problems. The Cinderella figure whom the plot is built in is in this case a long-suffering youth, youngest of a large family. The fairy godmother appears in the guise of a charming young woman visiting in the house. And in the end everything turns out as satisfactorily as in a fairy tale. Selected by Burns Mantle for inclusion in his Best Plays of 1924-1925. An excellent comedy for Little Theatre groups, and sometimes done with considerable success by high schools.

The Show-Off, by George Kelly. Samuel French, New York. 75c.

In The Way of the Drama Bruce Carpenter calls this play "a realistic, comic, unromantic play of middle class life. It is sharp, satirical, poignant and human; and it is above all American." Burns Mantle lists it among the Best Plays of 1923-1924; it is a run of over 500 performances on Broadway; and has been successfully produced by amateurs all over the country. Suited to mature and experienced groups.

Skidding, by Aurania Rouverol. Samuel French, New York. 75c.

Comedy, 3 acts, 5m5w, 1 int., costumes modern. The characters in this comedy of family life are of the familiar, homey type—people like them because they know them. Its humor and popular appeal kept it running for a year on Broadway, and it has been very successfully produced by amateurs in the short time that it has been released.

Mrs. Bumpstead-Leigh, by Harry James Smith. Samuel French, New York. 75c.

Comedy, 3 acts, 6m6w, 1 int. The story of a social climber who tries to land herself in the world peopled by hyphenated names. Easy to do and long popular with Little Theatre groups. Mrs. Fiske created the title role in 1911 and appeared in a revival of the piece last year. Since the play decidedly "dates," it would be interesting to do it in the costumes of the period.

Applesauce, by Barry Conners. Samuel French, New York. 75c.

Comedy, 3 acts, 4m3w, 2 interiors. A typical American comedy of small town folk, in which it is shown that "applesauce" (the ability to tell other people how nice they are) will surmount most obstacles. Suited to high school and Little Theatre groups.

Kenny, by J. C. Nugent and Elliott Nugent. Samuel French, New York. 75c.

Comedy, 3 acts, 4m4w, 1 int. In a fit of pique, Kate, successively would-be authoress, singer, and actress, marries a young plumber. It is a relief to both to discover, immediately after the ceremony that the marriage is illegal. Kate is already in love with an old admirer, and Kenny is rapidly falling in love with Kate's younger sister. Entertaining and full of surprises, which the authors somehow manage to make plausible. May be done by high school and Little Theatre groups.

Mary The Third, Rachel Crothers. Walter H. Baker Co., Boston, 1924. 75c.

Comedy, prologue and three acts, 5m5w, 2 int. This play is a study of marriage and the changing viewpoint of successive generations. Mary The Third decides that marriage is all wrong, but later revises her opinion, placing the blame on the married, not on the institution itself. Having discovered some of the pitfalls in her way, she resolves to avoid them by establishing her own economic independence, for, says she, of her parents' marriage: "If they hadn't been tied to each other, or if Mother could have walked out and taken care of herself at any minute, they would have had to please each other in order to hold each other." But, after all, she yields to sentiment in the good old way of her forebears. This play is well written and is filled with dramatic suspense. It is recommended to Little Theatres that can bring a mature viewpoint and a certain finish to its presentation.

League Debater Wins Honors

THEODORE WEISS, who was a member of the Brackenridge High School debating team representing District No. 22 in the State Meet of the League in 1923, received his LL.B. degree from The University of Texas last June. During his University career he won Phi Beta Kappa, was a Chancellor, and served as president of the Newman Club during 1929. He went to Boston, Mass., last July as representative of The University of Texas Newman Club and all Catholic clubs of the South at the national convention of Catholic clubs.

REPORT OF COUNTY OFFICERS NOW DUE

Counties Which Have Elected and Not Reported Should Wake Up

COUNTIES that have not reported officers should do so at once, if election has already taken place. In many counties institutes have not yet been held, and in some other counties institutes will not be held until shortly before the Christmas holidays. It will improve the prospects for a good county meet if those interested in each county will see to it that officers are elected at the earliest practicable time. We publish below an alphabetical list of those counties which have reported directors to the State Office and counties not included in this list have not yet reported:

Counties Reported

- Anderson, Andrews, Angelina, Archer, Austin.
- Bandera, Bastrop, Baylor, Bee, Bexar, Bosque, Bowie, Burleson, Burnet, Brazoria.
- Caldwell, Camp, Cass, Castro, Chambers, Cherokee, Childress, Coleman, Collin, Collingsworth, Colorado, Comanche, Concho, Coryell, Cottle, Crosby, Culberson.
- Dallas, Dawson, Delta, Denton, Donley.
- Eastland, Ellis, El Paso, Erath.
- Falls, Fayette, Fort Bend, Franklin, Freestone, Frio.
- Gillespie, Gaines, Galveston, Glasscock, Goliad, Gonzales, Grayson, Grimes, Guadalupe.
- Hale, Hamilton, Hansford, Harrison, Haskell, Henderson, Hidalgo, Hill, Hockley, Hopkins, Houston, Hudspeth, Hutchinson.
- Jack, Jackson, Jasper, Jeff Davis, Johnson, Jones.
- Karnes, Kent, King, Kleberg.
- Lamar, Lamb, Lampasas, La Salle, Lavaca, Live, Leon, Limestone, Lipscomb, Live Oak, Llano, Lubbock, Lynn.
- Martin, Matagorda, McCulloch, McLennan, Medina, Milam, Mitchell, Montague, Montgomery, Morris, Motley.
- Nacogdoches, Newton, Nueces.
- Ochiltree, Oldham.
- Panola, Parker, Polk, Potter.
- Rains, Randall, Reagan, Real, Red River, Reeves, Refugio, Roberts, Robertson, Rusk.
- Sabine, San Augustine, San Patricio, San Saba, Scurry, Shelby, Smith, Somervell, Stephens, Sterling, Swisher.
- Tarrant, Taylor, Titus, Tom Green, Travis, Trinity, Tyler.
- Uvalde.
- Van Zandt, Victoria.
- Walker, Ward, Washington, Wharton, Wheeler, Wichita, Wilbarger, Willacy, Wilson, Wise, Wood.
- Young.
- Zavala.

Bertrand Russell Criticizes Us

Hon. Bertrand Arthur William Russell was described by the New York Telegram as "catsup-faced, white-haired," when he arrived in Manhattan for a U. S. Lecture tour.* His points:

- "The churches are more powerful in America than anywhere in the world except in the wilds of Tibet, and such power obstructs intellectual progress."
- "The American educational system is not designed to make people know the truth. It is tainted with propaganda and with the money of Big Business. . . . The obvious purpose . . . is to turn out job lots of men and women with brains as standardized as so many gum-vending machines."
- "The Catholic church will increase in power in America. . . . It keeps a stronger hold on its children. They breed faster."
- "I dislike the prudery of the Boy Scout."—Time.

*Called Honorable because he was the second son of Viscount Amberly, Philosopher Russell is famed as mathematician, radical, pacifist. One of "twelve men" who understood Einstein's Relativity Theory, he wrote The ABC of Relativity (1925). Last week he said he did not understand the "last five pages" of the Einstein "Coherent Field Theory," latest Einstein hypothesis, printed on six pages.

In many men there is latent capacity for sensitivity to the wonder, beauty, and infinite design of nature, which stirred to vigorous growth, will add dignity, depth, and beauty to human life.—Henry E. Morgan.

"For the Dental association, we suggest the slogan: 'Be true to your teeth or they will be false to you'."—Salt Lake Telegram.

TWO SPORTSMANSHIP CODES

The High School Athletic Association of Illinois, under the caption "The Athletic Creed," publishes the following:

- I BELIEVE:
 - That the public school offers priceless opportunities for those who are wise enough to recognize them.
 - That it is a privilege to play on a high school team.
 - That adherence to training rules is a duty of every member of the squad.
 - That it is possible to be a real "he man" without gaining the habit of running around with a cigarette slopping from one corner of the mouth.
 - That there are plenty of types of enjoyment without resorting to questionable practices.
 - That the use of profanity indicates lack of ability in clean expression, and hinders development in the proper use of the English language.
 - That self-control is a player's greatest asset.
 - That only a weakling will allow himself to be talked into questionable acts.
 - That the student who abides by the rules of the school deserves the homage of his fellows.
 - That the greatest satisfaction comes from giving one's best through the season of preparation and during a game.
 - That the highest type of enjoyment comes from working in a worthy cause.
 - That development in personality and in mind and muscle coordination are the most valuable results of participation in athletics.
 - That contests should engender good will between schools, and that it is the duty of each player to promote this feeling.
 - That the advantages offered by a school are so great that no athlete has a right to expect gold trinkets or special privileges as a reward for his athletic efforts.
 - That the proper question for the athlete is "What can I do for the school?" instead of "What will the school give me if I win?"
 - That the success of an athletic department, school, or nation depends on the adherence of its members to the laws of the organization.
 - And that the making and retaining of friends on faculty, in the student body, among fans and on opposing teams are among the most valuable assets of life.

Indiana

The following is proposed by Garrett Eppley, Chairman Athletic Awards Committee, Evansville, Indiana:

- I will consider my athletic opponents and the officials as my guests and will treat them as such.
- I will cheer both teams as they come on the field of play.
- I will applaud good plays made by either team.
- I will not applaud errors.
- I will not "razz" the players of either team or anyone officially connected with either team.
- I will accept the officials as the proper authorities to make decisions and I will accept their decisions.
- I will not yell or "razz" during the infliction of a penalty.

Play Days for Girls

One of the most popular features of the girls' athletic program is that pertaining to play days. Although not specifically mentioned in the Manual, this feature is one which will be emphasized and plans will soon be started for the organization of spring play days for the member schools. A committee will work on plans during the winter and any questions or suggestions will be welcome.—Announcement of Kansas High School Athletic Association.

Final Membership Notice

No Fee Accepted After JANUARY 15 For This Year's Participation

Do It NOW and Avoid Risk of Forgetting

No Exceptions Are Ever Made to Closing-date Rule

"For the Dental association, we suggest the slogan: 'Be true to your teeth or they will be false to you'."—Salt Lake Telegram.

GIVES CREED FOR DEBATE TRAINING

University Professor Discusses Theory Underlying Public Discussion

AT THE first conference of university extension representatives in this country, held March 10-12, 1915, in Madison, Wisconsin, Rollo L. Lyman, Professor of English in the University of Chicago, spoke on "The Relation of Extension Departments to Debating and Discussion Clubs." After describing the connection then existing between extension departments and discussion clubs, Professor Lyman turned his attention to the educational theory underlying training in debate and public discussion, as follows:

Useful and Practical

May I now turn for a few moments to the educational theory of debating and public discussion. You will note that the articles of the creed I am about to state have little place for the artistic, the appreciative, the purely cultural side of education. We make no pretensions to a place in that useful field. There are other extension agencies than our own which serve directly this important side of instruction. The Forum must find its place in the useful, the practical, the tool aspects of the educational process. Parenthetically, I may say that we may well enlarge the scope of our work to include the promulgation of suitable readings, songs, programs, amateur entertainments of all sorts, including theatricals, all of which may serve the artistic side of the educational process. However, disregarding this suggestion for the present, I shall enumerate our creed in seven subdivisions.

Solving Problem Situations

(1) The essence of any practical educational process is the solving of problem situations; the formation of sound judgment on accurate data; the cultivation of the power of successful behavior in emergencies in which the judgment is the chief feature.

(2) Such judgments are never based upon guess-work, upon meagre or false information. The facts, the data, the definite knowledge of human experience in the field under consideration and in allied fields—these are indispensable to the formation of reliable judgments.

(3) This information can be accumulated, even in well equipped centers, only by trained investigators, who have at their disposal both library facilities and library methods. In modern magazine literature, at least, kernels of truth are often buried in cumbersome husks of worthless material. The grain must be separated for people who have neither the ability nor the facilities for doing it themselves.

Forming Sound Judgments

(4) But it is not so much sound judgment upon any one definite issue, like equal suffrage, that is important. It is the habit of forming sound judgments, which we desire to foster. Now this habit is to be acquired, not only by seeking and securing the facts of correlating experiences, but also by

self activity. This is to be best secured by reflecting upon the data, organizing it pro and con, by marshalling fact against fact, affirmative inferences from a set of facts against negative inferences from the same facts. In other words, judgment-forming becomes a habit, an asset, only as it becomes an orderly and systematic procedure in approaching any new problem.

(5) This process of seeking information, examining inferences, and reaching accurate conclusions is best fostered by the desire to make some one else see the truth. It is fostered by standing before a group of people less informed than the truth-speaker himself, and endeavoring to mould their judgments to conform with his own. The best check that is known against the natural inclination to rely upon partisan arguments, is the presence of a live opponent who is to speak on the other side. Add to this feature the greater satisfaction in preliminary study, when one knows that others will hear him, and have their judgment perhaps moulded by his; add the pleasure of combat (for every audience casts a ballot in some form), sum up these considerations and you have the chief inducements to earnest preparation which the Forum offers.

A Pleasurable Activity

(6) I ought to speak, too, of the hearty belief we have in the happy influence of speaking itself, especially for youth. Self-control, self-confidence, aggressiveness, fitness for leadership, all lie in the train of public discussion. To be able to express to others effectively in oral presentation, the results of one's own thinking, remains today, as 2000 years ago in the schools of the Sophists, at once a spur to educational progress and a test of it as well.

(7) Last in this chain of theory, I place the social advantage that comes to the non-participants in a public discussion. The desire to emulate others is an active influence, which drags many a person to his feet, to stumble and falter through his first attempt. Frank A. Hutchins was fond of telling of the young Scotch boy, who said to him in reply to an inquiry: "Well, they licked me that time, but by Jove they shan't do it again."

Creed Summary

In these seven points the chain of educational theory of our departments seems to lie: (1) the primary emphasis on problem-situations requiring judgment; (2) judgment resting on reliable facts and data; (3) the selection of reliable information from the midst of worthless persiflage; (4) the organization of ideas in logical relations; (5) the necessity of making others see the truth; (6) the cultivation of self-mastery through the presentation of one's thinking; (7) the spur to best endeavors, both for speaker and hearers, that lies in public discussion.

Here I should conclude a paper which has the misfortune to be limited by strict orders to the discussion of educational theory. However, I cannot refrain from adding one other consideration in the way of summary and conclusion. Doubtless the most prominent American psychologist, as that science is applied to educational problems, is Professor John Dewey. I do not know that he has ever expressed himself upon the immediate topic

of the Forum as an Educative Agency. However, he has stated better than I have seen it elsewhere the philosophy of education upon which our Forum leaders are at work. He likens the activities of the mind, as in its habit-forming stages it sets about the solution of a thought-situation, to the deliberations of a primitive debating society. He imagines, in this primitive discussion club, each warrior standing for a single idea. One man has the idea, revenge; another, slaughter; another, numbers; a fourth, ambush; and so on. The limited mental capacity of any one man makes predominant in him one idea. He is one idea. At first, of course, the idea of the chief prevails, for he is one who cows all others by superior physical prowess. Gradually, however, as deliberation begins to dominate over brute strength, the situation changes. One after another these various men, each of one idea, utter their thought. I shall not carry it on. Out of the weighing, comparing, eliminating processes, one common idea is ultimately reached, a social cooperative judgment is attained.

Judgment-Forming Activity

So in a single mind, there are a number of conflicting and overlapping ideas, each struggling for the mastery. One after another, takes the floor of consciousness, unless choked off by some passion, or prejudice, or other manifestation of ignorance, until all have a hearing. Then the real self, something that sees ideas in perspective, by a process of comparison, elimination, and combination, reaches a judgment. Reason is at work. This is my unskilled elaboration of Mr. Dewey's statement of the origin of judgment-forming activities of an individual mind.

Am I totally unjustified in finding the psychological process thus described, the very essence of the educational theory suitable for departments of debating and public discussion? We would supply data to remove ignorance; we would promote the weighing processes, we would give to each idea the check of the opposing idea, we would surround it all by the stimulus of the contact of mind with mind, of audiences and speakers. Your crossroads debating society, which our departments attempt to assist, roughly, imperfectly, can teach and does teach men and women to think seriously, enthusiastically, happily, and, to a certain extent, effectively. This is, I submit, the supreme desideratum of any and all truly educative processes.

Billboards and the Landscape

FOUR separate articles in the New Mexico Highway Journal . . . deal with the necessity and means of curbing the billboard evil.

The first step was taken when both public opinion and legislation were freed from the hindrance of an ancient English legal maxim. It was Chief Justice Wray of the Elizabethan era who laid down the dictum that a view was a matter "only of delight." So long as this outworn legalistic opinion prevailed it permitted shameless exploitation of natural beauty.

But this principle is now safely on the rubbish heap. In 1900 a United States federal judge, upholding the ordinance of a California municipality restricting billboards, pointed out that "the views in and about a city, if beautiful and unobstructed, constitute one of its chief attractions and in that way add to the comfort and well-being of its people."

Several years later the English courts recognized the principle and began taking cognizance of the "amenities of the landscape." And in America there has been a succession of decisions in many states, upholding restriction, regulation, and taxation, even to the extent of discouraging billboards rather than as a means of revenue.

As a result of this trend, public opinion has been encouraged to defend scenery against defacement, not merely on esthetic grounds but also of the tangible value of that scenery to the prosperity of the community. It is coming to the point where any state that does not engage actively in such protection will be at a disadvantage in competition for tourist trade with those that do enforce restrictions.

Kansas Coaches Rule

ANNOUNCEMENT in the official publication of the Kansas High School Athletic Association says: Every coach shall be a certified teacher, employed and paid entirely by the Board of Education, and shall teach or supervise not less than fifteen regular periods of class or gymnasium instruction per week. Rule V. This rule applies to all assistant coaches. It is not permissible to have somebody outside the regular teaching force appear on the field to assist with the coaching in any way.

PRESS CONFERENCE ISSUES HANDBOOK

League Will Shortly Publish Manual for Use of High-School Newspapers

NEW YEARS will be celebrated by the Interscholastic League Press Conference by the publication of the first printed bulletin of the Conference, "A Handbook for High-School Newspapers."

In its five chapters the bulletin will deal with practical problems covering the editing of a high-school paper, including news gathering, copyreading, headline writing, proofreading, and editorial writing. DeWitt Reddick, director of the Conference, aided by Paul J. Thompson, chairman of the Department of Journalism at The University of Texas, and Miss Edith Fox, graduate student in the University and formerly sponsor of *The Brackenridge Times*, San Antonio, compiled the bulletin.

Not a Text

No attempt has been made to prepare the bulletin as a textbook in high-school journalism. Discussions and directions in the bulletin in general discard theory for a consideration of the specific methods of newspaper work adaptable to high-school newspaper workers.

Chapter I, "Covering the News," is divided into five parts. The first part deals with general news sources for the school paper: Administrative offices, School Board, futures book, assignment sheets, bulletin board, the morgue. The second part gives a detailed analysis of the news field of the high-school paper, listing specific news sources with a number of suggested assignments for each source. The other parts of the chapter discuss general instructions to the reporter, the conduct of the reporter, and the writing of the news story.

"Copyreading," Chapter II, deals with the purposes of copyreading, errors against which the copyreader must guard, and copyreading marks and methods.

Plenty on Headlines

The most voluminous chapter in the bulletin, the one on headlines, is divided into three parts. Part I takes up a detailed discussion of the rules of headline writing. Part II is devoted to the headline schedule; and a model headline schedule is outlined for high-school papers of sizes varying from three-column to eight-column papers. Part III consists of a discussion of front-page make-up, and contains seventeen layouts as suggestions for types of front-page make-ups.

Standard marks for proof errors are included in the chapter on proofreading. Suggestions for editorial subjects and for editorial services to the school are listed in the chapter on editorial writing along with a discussion of some of the principles of editorial writing.

Weaknesses Pointed Out

"Three of the weakest points in the average Texas high-school paper," Mr. Reddick said, "are its failure to use a varied and yet consistently appropriate front-page make-up, its lack of editorials that really meet a need of the school, and its failure to have a sufficiently wide and intensive news coverage. It was one of our objects in compiling this pamphlet to incorporate suggestions that would be an aid to newspapers in overcoming these weaknesses."

After January 15 the bulletins will be sold by the Interscholastic League Bureau at the cost price of 15 cents a copy, or, for orders of ten copies or more, at 10 cents a copy. The staff members or sponsors of any high-school paper may purchase copies at this cost price. All orders should be sent to The Interscholastic League Bureau, Austin, Texas.

Eleven Actable One-Act Plays Are Here Listed

(Continued from Page One)

out realizing it, he misses a great opportunity. *Judge Lynch*, by John William Rogers. 50c. Drama, 2m2w, 1 ext, costumes modern, 30 min. A tensely dramatic play with a lynching as a background. The play with which Dallas won the Balaszo Cup in the 1924 National Little Theatre Tournament. Requires mature and experienced actors. *The Far-Away Princess*, by Hermann Sudermann. 75c. Comedy, 2m7w, 1 int, costumes modern, 1 hr. Princess von Geldern is compelled to lead a much sheltered life apart from common folk. On a short visit to a secluded resort she meets a young tutor who has loved her from afar, and written verses to her. Her identity is unknown to him. A charming romantic comedy, not very difficult. No royalty—permission from French. *Fernseed in the Shoe*, by Ethel Van Der Veer. 35c. Comedy, 1m2w and extras, 1 ext, costumes romantic,

30 min. A quaint romantic little comedy suitable for high school or children.

Freezing a Mother-in-Law, by T. Edgar Pemberton. 25c. Farce, 3m2w, 1 int, costumes period, 45 min. A good example of the old-fashioned farce, first presented about fifty years ago. Should be done in costume and manner of the period from which it dates. No royalty. Permission from French.

The Old Peabody Pew, by Kate Douglas Wiggin. 35c. Romance in 2 acts, 1m8w, 1 int, costumes old-fashioned, 1 1/4 hrs. Quaint and delightful, not difficult and especially suited to performance in church or school. Any Texas teacher or play director may borrow any one of these plays from the Drama Loan Service of the Extension Loan Library, University Station, Austin, Texas.

Committee Urges Tightening Rule

(Continued from Page One)

opinion. He would especially like to know the attitude of superintendents and high-school principals. He wants to tabulate the opinions of those interested in the matter and submit them to the State Committee.

We believe the rule should be passed for the following reasons:

1. It would prevent, or render less prevalent, the hiring of players or the undue influencing them to change schools. The school interested in recruiting wants players who are already outstanding. Usually these are upper classmen and it would not pay to bring them in if they could not play during their first year in the new school.

2. It would put emphasis on home talent and rightly honor the home boys. It would tend to put all schools on the same basis in that all would have to depend upon home talent.

3. It would cause schools to put forth greater effort to train players and not so much to get them away from other schools. It would properly put training above recruiting.

4. It would prevent the larger schools from taking players away from schools less fortunately situated and stimulate football in the smaller schools.

5. It would weaken the influence of home town gamblers who appear now to have charge of the situation in some places.

6. It would emphasize to the boys the fact that school authorities put honor, fair play, and clean athletics above winning. To bring in players from other schools tells the boys in the loudest possible terms that winning is the important thing and this leads them to want to win by fair means or foul.

7. The colleges have tried the rule and found that it works well. The young man who changes colleges takes it as a matter of course that he will have to remain in the new college a full year before becoming eligible to participate in football on the varsity team.

8. The rule would be an injustice to no player who adjusts himself to the situation and puts his regular school work above football. In fact, it would be a means of emphasizing to the boy who changes schools that football is not the thing of chief importance in his school life.

9. It would, no doubt, be the best thing for a boy to be barred from football during his first year in school so as to give him opportunity to get in touch with his regular work. The boy who plunges into football as soon as he comes into the new school is likely to lose much in his work. It is not right to exploit such a boy and rob him of his education for the benefit of a group of gamblers, and the school people of the state should see that it is not done.

10. We are going to have to provide some means of putting football in its proper place in our educational program. To have a situation where the hiring of players is possible naturally puts football first and gives it an undue emphasis. Even if we grant that the one-year residence rule works an injustice in some instances, we had better do an injustice to the few than to lose sight of the proper objectives for the majority.

11. If the present practice of recruiting players from other schools continues, those now interested in football in the smaller schools will soon lose their interest. This will be true of school authorities, students, and the supporting public. In fact, it is already extremely difficult to support football in many of the schools in the state.

League Annual Meeting Hears Michigan Man on Debate Plan

(Continued on Page Four)

make a survey of the speech arts departments of the Texas high schools, and that the colleges and universities of Texas be asked to give at least one unit of affiliation. This motion,

after being duly seconded, was carried unanimously.

Mr. Butler Westerfield, of Burk Burnett, suggested that contests in both instrumental and vocal music be favored by the League.

Mr. Hayes, of Mission, reported that Hidalgo County schools were doing splendid work in holding these musical contests.

Music Contests

Mr. Roy Bedichek, chief of the University Interscholastic League, reported that the League State Executive Committee has considered adding these contests to the contests sponsored by the League both in the district and State meets. He stated that some research had been carried on to find out what had been done along these lines in other states. He further stated that many counties held county contests in both the instrumental and vocal music.

Mr. Blair, of Trinity, suggested that the music memory contests be carried on by radio rather than by phonograph records. In speaking on this subject, he remarked that the records were too expensive and that many schools could not purchase them.

Contests by Radio

Mr. Bedichek, in discussing this matter, stated that, according to newspaper reports, a radio company had given each high school in South Dakota a radio receiving set. Those present were asked to indicate by raising their hands if they were using radio receiving sets. From the oral reports made on this subject, the schools are making splendid use of these sets. In some of these schools the Walter Damrosch programs and the school programs broadcasted by the American School of the Air are used.

Saturday Football

Mr. Wallace, of Mt. Pleasant, moved that we recommend to the State Executive Committee that a rule requiring football games to be played on Saturday or at night rather than on Friday, be placed on the Interscholastic League Rules and Regulations.

After considerable discussion, pro and con, Superintendent R. D. Green, of Abilene, made a motion that Mr. Wallace's motion be tabled. This motion was seconded and carried by a large majority.

Mr. Wallace, of Mt. Pleasant, moved that this body criticize the football officials of the State for their exorbitant prices demanded for officiating football games. He defended the motion by showing that football is being commercialized.

Mr. Bonner Frizzell, in speaking to this motion, said that he was not in favor of criticizing football officials, but some appeal should be made to the officials for their cooperation in reducing the expenses of officiating these games.

High Cost of Officiating

He remarked that out of one hundred replies to a questionnaire sent to superintendents of the cities of Texas asking about the cost of officiating football games, only two superintendents replied that they were satisfied with the existing conditions. The replies indicated that, in many instances, the cost of officials for the games exceeded the gate receipts.

Mr. Rogers, of San Antonio, spoke in favor of a sliding schedule of prices for football officials, the gate receipts being the determining factor in the matter.

J. Hanson, of Robstown, Mr. Waltrip, of Houston, and Mr. Donaho, of District No. 2, discussed this motion also.

Superintendent Hughes, of Denison, gave expression to the effect that great pressure was brought to bear upon coaches in order to secure competent football officials. He said the importance of the game should determine the amount to be paid to the officials. He further remarked that the principals and superintendents are, in a measure, responsible for the existing conditions, in that they raise the prices by bidding for certain officials.

Officials Organized

Superintendent Lee Clark, of Plainview, brought out the fact that the football officials were organized, and that we could not secure them for less money than their organization would permit.

Principal Enos Gary, of San Antonio, spoke in favor of a sliding schedule or scale of prices for football officials. Superintendent Bonner Frizzell then offered a substitute motion that we go on record as asking the football officials of Texas to cooperate with the public school officials in reducing the cost of officiating football games. This motion was seconded and almost unanimously carried.

Ten-Semester Rule

Mr. Franklin, of Hereford, made a motion that this body go on record as favoring the ten-semester rule in force at the present time and ask the State Executive Committee to retain this rule on the Rules and Regula-

tions. This motion was seconded and question called for. The motion carried unanimously.

Among Those Present

The following individuals registered their names on cards which were distributed for this purpose:

Abilene: R. D. Green; O. L. Howell, North Park School; W. C. McKenzie. Alpine: Annie Kate Ferguson, Sul Ross State Teachers College; D. Y. Major, H. Oliver. Alvin: Andrew Hanson, C. P. Strickland. Austin: Morton Brown, John Olsen, T. H. Shelby, Mrs. Hattie Mae Stromquist. Beaumont: A. B. C. Dean and Mrs. A. B. C. Dean, French Independent School; Mildred Lea, French School; E. C. McDonald, Beaumont High School.

Blossom: Burton Mason. Breckenridge: N. S. Holland. Brownwood: Mrs. Douglas E. Pyper, Junior High School. Burkburnett: Butler Westerfield. Canadian: F. N. Sawyer. Center: F. L. Moffett. College Station: W. M. McKenzie. Colorado: Octavine Cooper, Commercial Arts. Coleman: C. H. Hufferd. Comanche: V. B. Barrett. Conroe: Marvin H. Mimms, Conroe High School.

Corsicana: T. E. England, Mildred School; Mrs. T. E. England, Mildred School.

Cotulla: W. T. Donaho. Crawford: V. B. Watson. Dallas: E. B. Comstock, N. R. Crozier.

Denison: F. B. Hughes. Denton: W. T. Doggett, Wm. G. Woods, Junior High School.

Electra: B. M. Dinsmore. El Paso: W. A. Stigler. Fairfield: P. D. Browne. Farmersville: J. F. Kilpatrick. Freeport: W. E. Curry, O. A. Fleming, Herbert E. Hopper.

Galveston: William Alonzo James, Ball High School; C. W. Smith, Ball High School.

Georgetown: Annie Purl. Graham: I. T. Gilmer. Groesbeck: J. A. Miller. Hampshire: Mary Sandell McCall. Haskell: C. B. Breedlove. Hearne: Edward Robbins. Hempstead: J. T. Rash.

Hillsboro: L. W. Hartsfield. Holliday: M. R. Turner. Honey Grove: J. D. Howell.

Houston: Miss Marguerite Brennan; E. C. Gates, San Jacinto High School; B. Lyndon, Sam Houston High School; W. J. Mayes, Sam Houston High School; Mrs. Minnie M. Mitchell, San Jacinto High School; S. P. Waltrip, John Reagan High School.

Hubbard: L. L. Wilkes. Jourdan: R. C. Donaho, R. W. Springfield.

Karnes City: P. S. Garner. La Feria: Chas. A. Dupre. La Grange: G. L. Clyburn. Lamesa: V. Z. Rogers.

Lockhart: W. Z. Bates, Miss Mollie Bierschwald, Harold Dement, Mrs. Harold Dement.

Lubbock: Miss Mae Murfee. Lyford: Geo. H. Mitchell. McLean: G. C. Boswell. Mart: J. J. Youngblood. Margaree: E. W. Cullers.

Mercedes: Nelson W. Gay, Ernest H. Poteet.

Merkel: Roger A. Burgess. Midland: W. W. Lackey. Mission: Arthur Gayes. Nacogdoches: Rufus E. Price. Nederland: L. R. Pritzsch. New Gulf: Clara Mae Cash.

Odessa: Murry H. Fly. Olney: B. C. Shulkey.

Palestine: Floyd G. Betts; Mrs. Floyd G. Betts, Bonnie Frizzell, R. J. Horn, W. C. Wylie.

Petrolia: C. C. Bock. Port Arthur: R. A. Collins, J. M. Davis, Jr., Francis B. Dunn, T. Q. Strygle.

Port Neches: I. B. Griffith. Ranger: H. S. Roeder. Robstown: John Hansard. San Antonio: Jeston Dickey, Brackenridge High School; Enos Gary, Brackenridge High School.

San Benito: Glee Ingram, C. R. Robertson.

San Juan: J. Lee Stambaugh. San Marcos: L. J. Berry. San Saba: H. H. Sampson. Saratoga: Edward Gimon, W. J. Harlan, Ralph E. Shelton.

Schulenburg: E. H. Patton. Shallowater: R. L. Hooten. Sinton: S. W. Seale. Stephenville: J. E. Burnett. Sugar Land: S. M. Brown. Taylor: R. H. Brister.

Terrell: Floyd L. Edwards. Trinity: Alma Beall, E. L. Blair. Tyler: J. M. Hodges, F. M. Mathis, J. T. Moore.

Uvalde: Guy D. Dean. Waco: B. B. Cobb, E. T. Genheimer. West Columbia: Asa W. Griggs, Naomi Hunt.

Wichita Falls: Juanita Kinsey. Winnboro: John S. Pink, A. W. Lindley, J. M. McGee, O. E. Moore.

Yoakum: Nannie Ray Baker, L. B. McGuffin.

Emergency Ballot

Acting under authority given in Article XV, Constitution and Rules, the State Executive Committee submits the following for vote of the membership of the League on the reading of Section 18, Article VIII, to be effective September 1, 1931, and thereafter until duly changed:

CROSS OUT THE READING YOU WISH TO VOTE AGAINST

Sec. 18. TEN-SEMESTER RULE.—No pupil who has been in attendance upon high school for ten semesters or more shall be eligible for participation in any Interscholastic League contest.

Sec. 18. TEN-SEMESTER RULE.—No one shall take part in any contest in this League after the close of the tenth semester following his first enrollment in the eighth grade. (In a school system of twelve grades this rule refers to first enrollment in the ninth grade.)

Vote must be cast for school by either the superintendent or principal. Each member school is entitled to one vote.

Ballot to be counted must be returned to State Office not later than February 15, 1931.

Name _____
School _____
Title _____
P.O. Address _____