

### EXTEMPORANEOUS SPEECH

EXTEMPORANEOUS speech topics, first assignment for 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. Additional assignments will be made in each issue of the LEAGUER, and the present assignment retained. It is a good plan to keep a notebook containing references, newspaper clippings, and an outline of each topic.

1. Should Government Compete in Business with Private Enterprise? (Oct. R. of R., pp. 44-47 and pp. 28-31.)
2. Problems Before Congress. (Oct. R. of R., pp. 26-26.)
3. The Situation in England. (Oct. R. of R., pp. 56-57 and pp. 30-31; 28; Nov. R. of R., pp. 34-35, pp. 45-46 and pp. 39-40.)
4. The Career of Ramsay MacDonald. (Oct. R. of R., pp. 56-57.)
5. Utilization of By-products. (Oct. R. of R., pp. 88-90.)
6. The Security Wage. (Oct. Forum, pp. 247-51.)
7. Presidential Possibilities in the Democratic Party. (Oct. Forum, pp. 252-56.)
8. Premier Laval Visits U.S. (Nov. R. of R., pp. 47-48.)
9. Recent Developments in Germany. (Nov. R. of R., pp. 40, 49; 35.)
10. Troubles in the Oil Industry. (Nov. R. of R., pp. 58-59.)
11. The Rubber Industry. (Nov. Forum, pp. 276-281.)
12. Making a Family Budget. (Nov. Forum, pp. 282-288.)
13. Is a New Political Party Possible? (Nov. Forum, pp. 315-320.)

Teachers will please note that the state will be changed before the county meets occur, but the best way to give pupils the proper background for treating them is to insist upon thorough preparation from month to month. Problems before Congress can be grasped by the pupil only by leading him step by step up to them. So with other topics which change emphasis from month to month.

This topic is capable of infinite expansion, if the pupils will watch newspapers for other examples and paste the clippings in their notebooks. Pupils should be encouraged to make local applications. For illustration, Texas newspapers recently published an account of the Texas Highway Commission's experiment in the use of cotton in a composition for road surfacing; experiments are being made looking to utilization of cotton stalks; waste of natural gas is a big problem in Texas; and so on.

Familiarity with other proposals for unemployment insurance will be found useful to the student in discussing this topic.

Student's choice here is not limited to individual treated in assignment.

### Typewriting Practice Tests

A number of the typewriting companies have discontinued the practice test service, and teachers of typewriting have applied to the League for this service. However, the Woodstock Typewriter Company, A. N. Lingo, district manager, 109 Main Avenue, San Antonio, is furnishing tests and will be glad to supply the same to schools entering the League typewriting contests. The League office has a few tests to fill in with.

### County League News and Comment by the Editor

FROM R. K. Shafer, principal of the McQueeney High School, we receive the following posers on a postcard: (a) What is your experience in correlating League work with regular school work; (b) should school time be taken up in League work? (c) If so, how can we reconcile patrons to the practice? (d) How may you stimulate interest among pupils in League literary work?

We shall be glad to publish a column article in the Leaguer from any teacher in Texas who will make a conscientious stab at answering either "a" or "b" or "c" or "d." We tried our weak hand at it in a page and a half letter, leaving much to be desired.

### Lookout! Temple Is Coming

Twenty-six students desiring to participate in the Temple high school debate try-outs to be held Oct. 25 met Thursday with the coaches, Mrs. L. C. Procter and Grady St. Clair, according to a local news report.

The contestants will speak on the Interscholastic League question. Resolved: That lobbying as practiced in this country is detrimental to the best interests of the people.

In the try-outs the contestants will be judged by the deliveries and not by the contents of the speech, the coaches stated.

The following girls are planning to try-out: Martha Cole, Harriet Mae Daniel, Maurine Gott, Dorothy Jones, Frances Loggins, Marie Matgush, Nelta Mayberry, Patricia MacGregor, Bobby Taegel, Margaret Trimmer, Miriam Smith, Naomi Smith, Tena Scanio, LaNelle Strickland, Margaret Russell, Mildred Roddy, Marianne Reed, and Martha Zatlukal.

The boys who are entering the con-

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## Amarillo Meeting of T.S.T.A. To Consider League Athletics

### Revisions 10 - Semester and Transfer Rules Are Proposed

By FRANKLIN BRADFORD.

CLASSROOM teachers, as well as school executives and athletic coaches, will be given an opportunity to define the place and part that athletics should have in our public high schools at the annual convention of the Texas State Teachers Association to be held at Amarillo beginning on Thanksgiving Day, according to Bonner Frizzell, superintendent of schools here and a member of the executive committee of the State Association.

Resolutions dealing with high school athletics, presented by Superintendent Frizzell, were recently approved by the State Executive Committee of the Texas State Teachers Association at a meeting held in Fort Worth, and will be offered for adoption at the Amarillo convention.

The resolutions commend the work of the University Interscholastic League and approve athletic contests "as having wholesome educational values when properly conducted by school authorities." Certain practices are condemned "as being contrary to the purposes for which our public free schools are maintained, and others as violative of high ethical ideals and correct moral standards."

Among practices condemned are the dismissal of schools for athletic games, charging of excessive fees by football officials, proselytizing and subsidizing of high school players, and willful failure of school work by athletes in order to prolong athletic participation.

The resolutions recommend that local school boards limit the time to be devoted to athletics and where practicable that games be played on Saturdays and holidays. The Interscholastic League is urged to adopt the "eight semester rule," which would bar contestants from competition after four years of high school attendance, and the "one year transfer rule," which would bar athletes for one year after changing from one school to another.

In commenting on the resolutions, Superintendent Frizzell, a former college athlete and ardent supporter of athletics, said the executive committee of the Teachers Association was not opposed to athletics but was seeking to correct abuses that are hurtful to sports and to the schools. "I think the good now outweighs the evil," he said, "and a better case can

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## Arkansas League Shows Great Growth During 5-Year Period

(By L. L. Hilton, General Extension Service, University of Arkansas.)

SINCE its beginning five years ago, the University High School Meet, sponsored each spring by the General Extension Service of the University of Arkansas, has developed until it now reaches practically every high school in the state. The contests are for high school students only, and they cover a range of subjects which include practically every high school study and activity.

The attendance at the final meet at the University each year in April may be considered to be a true index of the interest taken by the schools of the State in the University Meet. The attendance and number of schools represented in the final meet for five years follows:

1927—59 schools and 475 contestants.

1928—76 schools and 614 contestants.

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RESOLUTIONS adopted by the State Executive Committee of the Texas State Teachers Association for submission to the Resolutions Committee at the Amarillo meeting have been published in many papers throughout the state. The one-year Transfer Rule and the 8-semester rule will likely be offered by the Resolutions Committee for action by the Association Saturday morning. The form of the 8-semester rule will be identical with that of the present 10-semester rule except that "eight semesters" will be substituted for "ten semesters." The Transfer or "Changing Schools" rule will be presented to the Resolutions Committee in the following form:

"That we recommend the adoption by the Interscholastic League of a one-year transfer rule, provided a majority of the participating member schools, voting through referendum approve, said rule to be stated, as follows:

"A pupil who has represented his school in either football or basketball is ineligible for one calendar year in a school to which he changes, except a pupil who changes from an unaccredited school to the nearest school to his home (or the nearest in his county) having as many as fifteen affiliated units; and except as between two or more junior or senior high schools in a given school system."

### Physical Education Issues Interesting Section Program

FOLLOWING is the program of the Physical Education Section, Texas State Education Association, November 27, 1931, at Amarillo:

8:30 to 9:30—Registration, payment of dues, banquet tickets.

9:30 to 10—Fitting the Health and Physical Education Program to the Student—Mr. Gilbert Hermance, the Rice Institute, Houston.

10 to 10:30—Physical Education as Viewed by the Educational Administration—State Superintendent of Public Instruction John Vaughan, Oklahoma City, Oklahoma.

10:30 to 11—A Statewide Program of Health and Physical Education—R. A. Sandlin, State Supervisor of Health and Physical Education, Austin.

11 to 11:30—Open Discussion—Leader, R. A. Sandlin.

11:30 to 12—Business Meeting and Election of Officers for 1932.

12:15—Luncheon banquet. Address: Physical and Health Education Needs in Texas—Dr. David K. Brace, The University of Texas, Austin.

2:30—Demonstration: Amarillo Public Schools and West Texas State Teachers College.

6:00—Group Dinners.

9:00—Dance (tentative).

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## STORY TELLING IN WILLIAMSON MEET

Georgetown Principal Formulates Rules for this Experimental Feature

THE following letter from Miss Annie Purl, grammar school principal in Georgetown, is self-explanatory, and the rules referred to are published after the letter:

Miss Mildred Smith called my attention to the Tiny Tot Story-Telling Contest which two counties have succeeded in making an interesting event at their county meets.

She suggested, after talking with you, that our school draw up plans with a view to making this contest an interesting event in Williamson County, or, probably, getting it to become one of the events of the Interscholastic League. I have talked with Mr. Brister of Taylor, and he encouraged me to make a start this year.

At a meeting of the grammar school faculty last Thursday we decided upon the plan which I am enclosing.

**Rules of Story Telling Contest**  
1. There shall be two sections of the Story Telling Contest, A and B.  
2. Pupils in grades two, three, four, five, and six may enter the contest regardless of age.  
3. There shall be two classes of section A, a second grade class, and a third grade class. There shall be three classes of section B, a fourth grade class, a fifth grade class, and a sixth grade class.

4. Stories will be selected from the school basal and supplementary readers on the list for the present year. The second grade class will select stories from the second grade basal and supplementary readers only; the third grade class will select stories from the third grade basal and supplementary readers only. A like procedure will be followed in the fourth grade, fifth grade, and sixth grade classes, respectively. The selections chosen must be in good English. The monologue style shall not be used.

5. The stories in section A shall not exceed three minutes in length. Those in section B shall not exceed five minutes in length.

6. When one contestant is telling his story before the judges all other

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## Yale's President Views Athletics

Eighteen Articles in Credo Call for Radical Reform in Present Program

YALE University's president James R. Angell, sets forth his "athletic creed" as follows:

1. I believe in the intelligent control of the life of the body, that it may be the obedient servant of the mind, and, in particular, I believe in physical exercise adequate in kind and amount to maintain health, develop physical and mental vigor, prolong life, and increase happiness. Therefore,

2. I believe in the development of wholesome games and sports, especially those conducted out of doors.

3. I believe that such sports should in and of themselves give real joy and recreation, and that they should depend as little as possible upon extrinsic motives, such as social prestige, newspaper notoriety and the like.

4. I believe that these sports should be of a kind to develop both moral and physical courage and self-control, teach generous subordination of the individual, and train for leadership and the sense of responsibility to the group. I believe that the motive of keen, honorable competition and rivalry properly controlled is one of the finest weapons in the moral arsenal.

5. I believe that every man in the college group, physically able to do so, should be a participant in one or more of the college sports. Not a few of these men will need special cor-

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### PROGRAM

of the  
**Thirteenth Annual Interscholastic League Breakfast and Section Meeting**

City Club Room, Amarillo Hotel  
Amarillo, Texas

November 27, 1931, 7:30 a.m.

T. H. SHELBY, *Dean, Division of Extension, The University of Texas, Presiding*  
B. M. DINSMORE, *Electra, Secretary*

League Section Motto: *Educational Use of Interscholastic Contests.*

Invocation.

*Introduction of Speaker*—Roy B. Henderson, Athletic Director, The University Interscholastic League.

*Guiding Principles in Interscholastic Athletics*—Dr. Harry A. Scott, Professor of Physical Education, Rice Institute, Houston.

*Resolutions of the State Executive Committee of the State Teachers' Association concerning Interscholastic Athletics*—Discussion led by Bonner Frizzell, Superintendent of Schools, Palestine.

### MENU

Orange Juice  
Virginia Ham  
American Fried Potatoes  
Buttered Toast, Jelly and Bran Muffins  
Coffee and Cream

Reservations, \$1 per plate. Make sure of a place by forwarding \$1 to Miss Willie Thompson, Secretary of the League, University Station, Austin, Texas, at once. Ticket will be forwarded on receipt of price.

### MUSIC by

West Texas State Teachers College Banquet Orchestra  
under the direction of  
Wallace R. Clark, Head of Music Department

### Speaker at League Section Meeting, Amarillo, Nov. 27



Dr. Harry A. Scott

Dr. Harry A. Scott, Professor of Physical Education, Rice Institute, Houston, and President of the State Physical Education Association, who will speak at the League Breakfast and Section Meeting in Amarillo, Amarillo Hotel, City Club Room, 7:30 a.m., November 27, on "Guiding Principles in Interscholastic Athletics." Program of this meeting appears in this issue of the Leaguer.

### Two School Officials Comment On Proposed 1-yr. Transfer Rule

NOT a great deal of interest is being shown, judging by the correspondence reaching the State Office, in any of the proposed changes of the League rules. We publish below comments from three of the smaller school systems, one favorable to and two against the proposed one-year transfer rule.—*Editor.*

We want to lend our support to the proposal of Superintendent Duncan, of Lubbock, to enact a one-year transfer rule. In spite of the fact that we have had some unusual athletes developed in our school, we have not suffered seriously from encroachments of more prosperous communities desiring to employ fathers who would move star athletes to a new and better job. At the same time, however, when we have been hurt we have been seriously hurt. This is only natural, since, of course, if an athlete is to be hired, he should be a good one.

As I see it, the injustice that follows such transactions as this rule

### Prohibition in the Navy

Some officers in the navy may demand the privilege of drinking, but this privilege does not extend to gunners. On this point Admiral Sims says:

"We've got prohibition in the navy. When navy vessels were put on a competitive basis in gunnery, about 1900, the officers and men themselves outlawed liquor in order to make the shots that hit, which Theodore Roosevelt, at that time President, said were the 'only shots that count.'"

"In the days when nearly five minutes were allowed to elapse between each shot from a naval gun, and hits were the exception, an unsteady hand or slow performance of duty were not serious drawbacks. But when from 8 to 15 shots a minute were fired, requiring the bringing up from below of 14-inch shells and 500-pound charges of powder at these rapid intervals, the slightest unsteadiness could not be risked. The unofficial bar and the cocktail were ostracized and finally banished."

Surely there must be something higher to aim at than that every individual shall ride around in a high-powered car over a perfect road at a speed of 60 miles per hour with no place to go and with nothing to do when he gets there.—Newton D. Baker.

### Two School Officials Comment On Proposed 1-yr. Transfer Rule

would largely prevent, fall not only on the small schools that have developed athletes and lost them, but also on the schools who must compete with the composite aggregations brought together in professional stunts.

Judging others by myself, I should say that the lack of wide response to Superintendent Duncan's published suggestion is not due to indifference nor to disapproval of the proposed measure. My own decision to support it was immediate and enthusiastic, but I waited while I did other things, and expected that you would have such an extensive expression that you would not need mine. I believe a post-card ballot would get expressions of value on this measure.—*Principal J. M. Rankin, Ralls.*

The one-year resident rule for participation in scholastic athletics may be necessary for those schools that are located in the cities of five hundred or more scholastics, but it would be unfair to the smaller schools and very unjust to those boys whose par-

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## BE AN EARLY BIRD DIRECTOR ADVISES

Head of Smith County League Urges Schools to Profit by Long Training-Period

DIRECTOR G. L. JONES of Smith County publishes in the *Lindale News* good advice for the schools of his county. It is hoped that directors in other counties will go and do likewise. His remarks follow:

I am not posing as one who is thoroughly familiar with all the purposes of the Interscholastic organization of this State, but I am sure that the founders of the organization had in mind possibly with others the following things, benefits, developments and accomplishments of the group instead of a few extra ability individuals, the training for good sportsmanship, for honesty, and for dependability.

I have been an observer and participant in the League ever since its organization, and there has been more or less friction due to irregularities in the county meets each year. I do not know but one way to reduce this to the minimum, and that is as follows: every person who has any part in the League work or the direction of or training for any part of the League work, acquaint himself with the rules of the organization and see that all rules are strictly enforced—especially those which apply to the particular phase of the work placed in his charge. In order to do this efficiently, it will be necessary to study the League Bulletin on rules and regulations and interpretations, changes, etc., in the different issues of the INTERSCHOLASTIC LEAGUER. All rules and regulations of the League will be strictly enforced. No one will be excused for any irregularity because of not knowing the rules. No one has any power to deviate or

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## 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:

- Anderson, Angelina.
- Bexar, Bowie, Burleson.
- Calhoun, Cameron, Camp, Cass, Chambers, Cherokee, Collingsworth, Colorado, Cooke, Coryell, Culberson, Delta.
- Fannin, Fayette, Fort Bend.
- Gillespie, Glasscock, Goliad, Gray, Guadalupe.
- Hale, Hansford, Harris, Harrison, Haskell, Hays, Hidalgo, Hill, Houston, Hunt.
- Jackson, Jasper, Jeff Davis, Johnson.
- Karns, Kaufman, Kleburg, Knox.
- Lamar, La Salle, Lavaca, Lee, Leon, Limestone, Lipscomb.
- Madison, Martin, Matagorda, Medina, Milam, Mills.
- Nacogdoches.
- Ochiltree, Orange.
- Panola, Parker, Polk, Presidio.
- Randall, Reagan, Red River, Real, Runnels.
- San Patricio, San Jacinto, San Saba, Schleicher, Swisher.
- Titus, Travis, Tyler.
- Van Zandt, Victoria.
- Walker, Waller, Washington, Wharton, Wichita, Wilbarger, Wilbrey, Wilson, Wise, Wood.





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ROY BEDICHEK, Editor

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THE eight-semester rule has been adopted by many high school athletic associations, especially among those that count for something. Nebraska goes a step further and makes eighth graders ineligible for football competition.

LAST year's winner in the State One-Act Play Tournament is the first to enter this year's contest, Austin High School having entered a fine comedy in this event on September 26. This school was the first to enter last year—and winner in the finals. And by the way, in looking over our records we find that those entering the finals have almost invariably been early in entering the event. This probably means that those directors select their plays and their casts well in advance, giving both directors and actors every opportunity to thoroughly saturate themselves with the play. There are many directors who already have their entire play program for the year mapped out—no haphazard last minute selections for them!

THE Interscholastic League contests introduce an opportunity for the school to break away from deadening routine. They give the exceptional student something outside of regular classroom work in which he is averaged with and paced by pupils of less natural endowment. In this connection we quote President Chas. W. Eliot, whose words are always given respectful attention by anyone interested in any phase of public education:

"Uniformity in intellectual training is never to be regarded as an advantage, but as an evil from which we cannot completely escape. . . . All should admit that it would be an ineffable loss to mankind if the few great men were averaged with the millions of common people—if by the averaging process the world had lost such men as Faraday and Agassiz, Hamilton and Webster, Gladstone and Cavour. But do we equally well understand that when ten bright, promising children are averaged with ninety slow, inert, ordinary children, a very serious loss is inflicted, not only upon those ten, but upon the community in which the one hundred children are to grow up? There is a serious and probably an irreparable loss caused by the averaging of the ten with the ninety children. Therefore I say that uniformity in education all along the line is an evil which we should always be endeavoring to counteract, by picking out the brighter and better children, and helping them on by every means in our power."

BY implication the Attorney General's Department of the State of Texas declares in an official opinion that intercollegiate sports, as at present conducted, are not educational but commercial enterprises. In "Opinions of the Attorney General Relative to Deposits of Funds," issued by the State Auditor's Office, August 8, 1931, page 29, the distinction is clearly stated by Assistant Attorney General R. W. Yarborough. He says: "The semi-professional athletic teams which now tour the country use the names of the various schools, but it is my understanding that the financial success of the athletic activities or shows from which income is derived is not underwritten or guaranteed by the schools. The school does have physical training or physical education for the general body of the students, but it is not my understanding that fees are derived from the purely educational features of physical training. The gate receipts from intercollegiate football competition and other intercollegiate games are not derived from fees levied upon the student body. This applies to all athletic income save and except that derived from the blanket tax, which stands in a peculiar class. When the school throws open the gate to the general public and sells tickets to the general public, it is not raising money in a manner outlined by the Statutes, but is engaged in an extra legal undertaking and may dispose of the money obtained therefrom in such manner as it sees fit. The State itself in its governmental capacity is not engaged in these undertakings. Its governmental functions are limited to the educational field in so far as these schools are concerned. All that part of the athletic fees derived from general gate receipts or

general public sources are the college's individual funds, and are not required to be deposited in the State Treasury."

IT is the fashion among certain representatives of the older subjects in the University curriculum to speak in slighting terms of both the theoretical and practical study of education. They speak of the subject matter as "thin," and of the art of education as merely a bag of tricks which any half-way intelligent person can pick up as he goes along.

Such critics overlook the fact that public education as we have it in America is the largest and most important undertaking of the state. It employs more people, it spends more money, it touches directly more individual citizens than does any other activity of the government, local, state and national. From the standpoint of organization and administration alone, the problem seems anything but "thin"; it is at least as "thick" as learning to read a foreign language.

In view of the vast extensions of human knowledge necessitating a choice of matter to be presented in the schools, it would appear that the finding out of "what knowledge is of most worth," in short, curriculum study itself offers grist for a good-sized mental mill, one of at least the size now given over to gerund-grinding without protest from these same critics.

In view of the fact that the public school is the largest and most important institution which the United States has so far developed, it would appear that the study of it from the standpoint of institutional history offers a mental gruel no thinner, weaker, or more lacking in substance than does the history of any other of the institutions of modern society.

In short, the "too thin" argument against education is really too thin.

THE UNHOLY ALLIANCE which has gradually and unconsciously been formed between Commercialism and College and High School Athletics is becoming more and more distasteful to those school and college administrators who believe that athletics have a place in school and college as a genuine educational agency. The principal thorn which is irritating the flesh of the Alliance is the Sports Page of the daily newspapers. Written by good and bright young men with a commercial sports slant on everything that happens, and so thoroughly imbued with combat psychology that they can't write an obituary notice without getting a little "fight" into it, the Sports Page irks and disgusts those in college faculties who take a serious view of athletics, fully as much as these gentlemen and their views irk and disgust the sports writer. There is a disharmony here which is fundamental.

Across the front pages of sports editions of evening papers of October 29 appeared streamers something like this: "3 grid stars offered bribes—Gopher trio urged to 'throw' game." To the sports writers this is a good story, all in the game, taken as a matter of course. They are accustomed to big league baseball scandals, "fixed" fighting in pugilism and wrestling, and so on. But imagine the consternation of the philosophic Glenn Frank when he finds the coach of the University of Wisconsin football team dragged into the controversy and his statement that "the bribe offer is probably the work of University of Minnesota sympathizers" published in every important paper in the country!

Or turn to this interpretation of an intercollegiate football game published recently in one of our Texas state papers:

"Koy and Stafford limped off the field physically disabled. . . . Rice outroughed 'em. The boast that the bone-crushing Texas line would annihilate Rice was just so much piffle. . . . didn't we think the Longhorns would eat the Owls alive, feathers and all? Why, those pesky Owls even knocked the great Ernest Koy into a cocked hat before the game got fairly under way; Stafford came out holding his hand over his face, and Jimmie Burr came out as cold as the coldest deck of cards in the arms of his teammates. Herschel Moody, big tackle, received a broken nose, and we would imagine that the other members of the squad have bruises all over them," etc., etc.

This, again, is all in the day's work, so far as the sports writer is concerned; and football, as a commercial enterprise, battens upon this barbaric yawp, this "blood and bone-crushing" interpretation of the sport. No other one feature will increase gate-receipts as liberally as the good old-fashioned Roman device of whetting up the spectator's appetite for blood. "Grudge games" are good copy, and pull in the populace. But in other quarters it causes qualms.

If one cares to examine another interpretation of this higher educational activity, let him listen to the gentle discussions among the kindly and spiritually-minded college professors who gather around the table in the annual meetings of the National Collegiate Athletic Association. Like the "meanest of His creatures" in Browning's poem, commercialized athletics boasts two soul-sides: one to face the mob with and one to show school and college administrators when they become queasy.

### High School Press

By DeWitt Reddick, Adjunct Professor of Journalism, The University of Texas

HOW can we make our news seem live instead of dead?" a sponsor wrote to us the other day.

That is a big question to answer. One way to liven up your paper is to print in each issue two or three or more short feature articles such as are suggested in the I. L. P. C. pamphlet on "Feature Stories." If you do not have that pamphlet, we shall mail it to you on request.

In general the papers that come to our exchange hook have not been as filled with live news as they might be. Papers which are published only twice a month naturally have to contain much about events that are already a week or two old. But some things can be done to make the front pages of the paper more attractive to the students.

#### Feature Future Events

The assignment editor ought to emphasize future news, stories of things which are going to happen as well as of things which have happened. Students often know what has happened, while they seldom are in a position to look ahead to coming events in the manner possible for a reporter.

We would make the following suggestions:

Try to get the principal to let your paper print the first public announcement of the honor roll each term; so that students will first learn the names of those who were on the honor roll through reading the paper. This would arouse great interest in that particular issue of the paper. The newspaper is a worthy extracurricular enterprise that deserves the support of the principal to this extent.

#### Administration News

As the beginning of a new term approaches, find out from the principal if any changes have been made in requirements for new courses or in any other rules of administration. Interview heads of departments about their plans for the new term. Such stories will stress news of what is going to happen rather than what has already happened.

Already this season several papers have been enrolled in the I. L. P. C. that were not members last year. Maybe you would like to have them in your exchange list if they are not already there: The La Salle, Navarro Public Schools; The Messenger, West Columbia High School; The Tiger, Mercedes High School; Beaumont School News, Beaumont City Schools; and the Miranda Panther, Miranda High School. We are glad to have them in the I. L. P. C. with us. Has your paper been enrolled this year? If not, be sure to send us a notification at once if you want to get in with us on the fall program of the Conference.

#### Ed Cardenas, Artist

If you haven't noticed the work of Ed Cardenas, staff artist of the Brackenridge Times, Brackenridge High, San Antonio, you would enjoy looking over some copies of that paper. That boy can draw. He is doing about the best work we have seen in high school papers.

The staff of the I. L. P. C. hopes to issue two mimeographed pamphlets to the members of the Conference this fall. The problem we are facing is this: What phases of high school journalism should be treated in these two pamphlets? What problems confront you? What would you like discussed? We would welcome any suggestions.

As much as possible get the officers of clubs and organizations, especially honor societies, to let your paper print the names of newly elected members as the first public announcement of those members, the names remaining a secret until your paper is issued. Your paper boosts the Glee Club, the Dramatic Club, and the honor societies, as well as other organizations, by giving them desirable publicity. They should reciprocate, and give support to your paper by granting you this privilege of making the first public announcement of their new members.

#### Announce Programs

Find out who the assembly speakers will be for the program or programs which come after each issue of your paper. Get some information about the speaker, his work, his hobbies, where he got his education, why he is important. The principal should know this information in advance.

Announcement meetings of clubs that are going to be held during the week following publication. If the meeting

is of importance or if the program is to be unusual, build up the story accordingly.

In sports we find paper after paper filled with columns about games that have been played a week and sometimes two weeks before publication. The amount of space given to old games could be cut down and more space given to discussions of games which are to come. What about that game your team will play the week after your paper is printed? Have a story on that opposing team: What its record is, who are its stars and what has each done, what are the comparative weights of the players on the opposing teams, how is your team training to meet the plays of the other teams, etc. This makes good material and at the same time it arouses on the part of the reader an even greater interest in the game which is to come. Your coach probably has the information.



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.

#### Extemporaneous Speech, Page 41

Price of \$1.75 for Forum should be \$1.68, according to advice received from George F. Havell, Business Manager.

#### Choral Singing, Rule 1, Page 55

Note that "each rural or ward (or grammar grade) school in the League may enter a choir in this contest in its appropriate division." This means that only "a choir" or only one choir may be entered by a school in its appropriate division. It has choice of "class" (see rule 2) in which it may enter, but it is not allowed under the rules as stated to enter two choirs, one in each class of its division.

#### Article VIII, Section 18

An enrollment period as long as three weeks shall be counted as one semester. A school year begins when the salaries of the teachers begin and closes with the last day of school. A boy whose eligibility ceases under this rule during a semester is eligible to compete the current sport season.

#### Article VIII, Section 2

The note following this section on page 18 of the Constitution and Rules refers to unaccredited schools, especially to a student whose record of graduating from an unaccredited school.

#### Page 5, "Circular of Information"

In the third line from the bottom of page 5 of the "Circular of Information," an error occurs. The line should read: "that are devoted to teaching above the seventh grade" instead of reading eighth grade. The correct statement of the whole paragraph is made in the first footnote on page 7 of the Constitution and Rules.

#### Suspended Schools

Spur High School: Suspended in football 1931 season. Whitehouse High School: Suspended in basketball, debate and track and field for the 1931-32 school year. For penalty for contesting with a suspended school in the event in which the suspension occurs, see Article VIII, Section 12, Constitution and Rules.

### Books and Magazines

Whitman and Burroughs, *Comrades*, by Clara Barrus, Houghton Mifflin Company, Boston and New York, 1931. \$5.

Fresh, clean, compact, somewhat hefty and having that air about it of the distinguished press whose imprint it bears, this book lay around on our desk not unnoticed but unopened for several days. We had no stomach for it. The sub-title, "Comrades, was inviting, but there is always the terrible doubt of appearances. We had seen somewhere Barrus' name with a "Dr." attached, and perhaps this was just another of those theses which even the most cautious publishers are sometimes beguiled into printing. Our latest experience with a Whitman volume had been unpleasant. It may have been the left-over taste of this, it may have been "Dr." sticking up there in our mind's eye like an indicative thumb, it may have been October's unseasonable heat, or it may have been just plain cussedness—anyway, the book was treated like an unwelcome intruder, pushed here and there to make room for other things.

But to his task without flinching the reviewer must finally come. We noted that the first line of the introduction and the first line of the book proper each carries the magic word "comradeship," those eleven letters which spell out the master-key to Whitman's prose and poetry. The indicative "thumb" began pointing not to the libraries but to the open road. The reader soon begins calling her "Clara" and she responds with his "highest name." Like in a good tale, the mystery clears in the last chapter, where we find that the "Dr." is an M.D. If she has a count-practice her patients likely call her "Doc" or, in some other homely way of their own, sign her adoption into the freemasonry of the heart-wise. Even the learned are sometimes eligible for this distinction, and in the present case our guess is based

### NEWS FROM LEAGUES IN OTHER STATES

THE WORK of the Extension Division of the University of Georgia in promoting contests among the public schools is under the direction of Joseph S. Stewart, who is, by the way, a cousin of the late Dr. Robert Stewart Hyer, founder of Southern Methodist University at Dallas. Professor Stewart came to the University of Georgia in 1903 to organize the accredited high school system. The High School Association, which conducts athletic contests, was organized under his supervision in 1906 as a part of that development, and he has been in charge of it ever since.



J. S. Stewart

Among the recommendations made by Mr. Stewart for adoption by the organization is the abandonment of the State Tournament in Basketball for Girls. He also recommends that the state organization be financed in part by gate receipts in the Basketball Tournament. He believes that there should be a regulation limiting the number of games of football and basketball in a season and the number of games after Thanksgiving and state tournaments. In recommending new contests, Dr. Stewart says: "I would like for the Association to give the state committee authority to hold in connection with the State Meet in May additional literary and athletic contests. In time these will be so far developed that they can be held in districts, as well as the state. Among the events I mention tennis, golf, swimming in athletics, and one-act play, violin, quartet, and school newspaper contests."

Dr. Stewart calls attention to the fact that at the beginning of the next school year, that is, the 1931-32 school year, the Association in Georgia will complete its first quarter of a century service to the state.

#### California

In California there are no statewide organizations for conducting any except athletic contests among the public schools. Mr. R. B. Leland, principal of San Jose High School, says: "The only statewide interscholastic organization which we have is our Interscholastic Federation for the Supervision and Control of Athletics. There are small leagues scattered throughout the state for the purpose of debate, declamation, music, etc., but they usually comprise high schools which are in close proximity to each other and without statewide organization."

#### Minnesota

The only contest in Minnesota among public schools which is sponsored directly by the Extension Division of the University of Minnesota is the state high school music contest. The Extension Division has organized a radio broadcasting program for the music memory contest in the high schools. This radio course is going out over two stations, and Mr. Irving W. Jones, who is in charge of this work for the University of Minnesota, states that, so far as he can judge by appearances, quite a number of the schools are using the radio service.

#### Alabama

In the state of Alabama, the excellent work of the State Department of Education in its Division of Physical and Health Education, is cooperated in by the State Athletic Association, which has no connection with either the State Department of Education or with any higher educational institution. Jesse R. Garrison, Director of Physical and Health Education in the State Department, says: "The very finest type of cooperation exists between the State Department and the Athletic Association. In fact, the Athletic Association helps sponsor every program promoted by this department, both the boys' and the girls' work."

#### Arizona

The alumni secretary of the University of Arizona promotes what is called University Week Activities at the university. During this week representatives from high schools from all parts of the state meet on the university campus for various activities. This work is cooperated in by the University Extension Division, and at that time there are held a high school speech contest, a high school one-act play contest, and the Arizona State Drama Convention. It seems that there are no preliminary contests for qualification in participating in this competition.

#### Holds One Big Meet

Louisiana State University holds annually a "High School Rally" which consists of competitions in track and field sports, girls' basketball, volleyball, tennis, debate, declamation, and a number of academic or scholarship contests, singing, music memory, and so on. No qualifying meets are held, but each high school is allowed to enter such contestants as meet the eligibility requirements. The affair is financed by charging each contestant an "entry and badge" fee of \$1.50. This "rally" is one of the oldest institutions of its kind in the country, having been organized on its present basis in 1909.

treatment. We find in it an astounding amount of information, clearing up many dark corners of the literary period from 1860 to 1890; also friendliness and sympathy and a certain buoyant enthusiasm finely tempered by sound but unobtrusive scholarship. It satisfies. —R. B.



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.)

Pumpkin Pie, by Dorothy V. Wein. Longmans, Green & Co. New York. Price 50c.

1 act, 6 boys 2 girls and extras, 1 ext, costumes fantastic. To the Pumpkin House where lives Jack comes the Princess, with her head full of romance and moonlight. But practical Jack knows the potency of pie, and wins for himself both a title and the Princess. The children will adore this delightful bit of nonsense. Especially appropriate for the Fall season but usable at any time.

The following one-act plays by Dorothy E. Nichols, fresh from the press of Longmans, Green & Co., New York, will be of considerable interest to those who are looking for new and unusual material for Christmas programs. The price is 50c each. Royalty \$10.00 if admission is charged, \$5.00 if not. Full production notes are included.

Sounding Brass, using a medieval, instead of a Biblical setting, is not only extremely effective as a stage picture, but beginning on a tense and ominous note steadily develops towards a most effective and dramatic climax. Its theme is that of Christian charity—those gifts and great deeds are as sounding brass unless there be charity in the heart. Seventeen characters and extras are required. Setting and costumes not difficult.

A Child Is Born, a modern Nativity play especially written to be played in a church chancel, is not only beautiful pictorially and lyric in poetic conception, but also arresting as drama. A real play, not just a procession of costumed figures.

Lost Children. An entirely different Christmas play for children, using 7 children and 3 women. Madge lives in a little house in an enchanted wood, together with three children whom she has brought up as her own. On Christmas Eve they leave her, for they are no longer children. Madge is desolate until three more small children come to her door. A lovely play for children and grown-ups.

Another good Christmas play from Longmans, Green is Dolls, by Louise Van Voorhis Armstrong. This writer of delightful fantasy has here used a Christmas theme and given us a Christmas nonsense play in 1 act and 2 scenes, for 11 characters. A little girl's dolls come to life on Christmas Eve, the plot centering in the conflicting temperaments of the dolls, especially the Fashionable Doll and the Old Doll, who loves the little girl with all her saddest heart. Price 60c per copy. Royalty \$10.00 if admission is charged, \$5.00 if not.

Christmas Week in the Intermediate Grades, by Mayme Christensen. Price 40c.

The Christmas Book, by Gladys Lloyd. Price 50c. Dramatic Publishing Company, Chicago.

Either of these two new Christmas handbooks, both of them practical and useful, will give the busy teacher in the intermediate grades all the material she needs and to spare in the preparation of a Christmas program, since they contain recitations, drills, dialogues and plays, together with the most helpful hints on decorating the room, costuming, etc.

Two non-royalty Christmas plays from the Dramatic Publishing Company, Chicago, price 35c per copy:

A Sign Unto You, by Jean Lee Latham is a modern miracle play, touching and effective.

The Silver Swan, by F. F. Kerry tells the story of the reunion of two sisters through the pluck and loyalty of the daughter of one of them.

The Christmas Book. Published by Playground and Recreation Association of America, New York. Price 35c.

Contains many suggestions for the celebration of Christmas, including games, pageants, plays, entertainments and stories of the Christmas carols.

Alice in Wonderland, by Alice Gerstenberg. Longmans, Green & Co., New York. 75c.

His fifteen years now since Alice Gerstenberg's famous dramatization of Lewis Carroll's "Alice in Wonderland" and "Through the Looking Glass" was first produced, and though twenty-eight versions had already appeared there have been few attempts since; so altogether adequate and admirable is Miss Gerstenberg's arrangement in dramatized form of this well loved classic. There are difficulties to be sure in producing "Alice"—costuming, staging, lighting—but what a satisfaction to director, actors and audience to do this play beautifully! The play is in three acts and requires about twenty characters. To add to the charm of the play "The Liza Lehmann Music Suite of Alice in Wonderland" may be used. Our idea of a beautiful gesture would be for some college, little theatre or high school group to give all children in the town, aged from six to sixty, an opportunity to see this play. It has been performed professionally in Chicago and New York, where it had a long Broadway run. Junior Leagues and schools all over the country have produced it over and over with the greatest success.

The following three act plays from the Dramatic Publishing Company, Chicago, are especially adapted to school use where a full length non-royalty play is desired. These plays

call for only one set, run from 1 1/2 to 2 hours, are clean and wholesome in tone, with plenty of life and action, and—somewhat unusual in non-royalty plays—they neither creak with age nor deal with utterly inane characters and outmoded situations. Full stage directions are included and the price is 35c each:

Kid Colby, by Emerson Matthews. "Kid Colby" is the fighting name of the son of a wealthy manufacturer who opposes his son's activities in the ring. The high spot in the play is reached in the scene where the Kid's last fight is reported over the radio. The Kid wins the fight, the girl, and his old place in his father's affections.

Lookin' Lovely, by Janice Gard. A run down farm is turned into a health and beauty institute with great success—but mainly the play concerns itself with three full fledged romances.

The Path Of True Love, by Rose Noel. Two young men are unable to fall in love with their fathers' plans for their future, and prove that they know best how to choose their own wives.

It's A Ming, by Helen A. Monsell. A farce-comedy for all girls that is a riot of fun with good characterizations and good plot.

I Will I Won't, by Julian Lee. An excellent comedy for 4m6w with the scene laid in the living room of a girl's college dormitory.

Sound Your Horn, by Howard Reed. An excellent farce comedy for 4m6w, just off the press and royalty free for amateurs for the present provided ten copies of the play are purchased. Christine leases a choice location for her wayside refreshment stand, but when the owner of the property finds "hot dog stand" on her property she is highly indignant. The plot centers around the fight between Mrs. Van Dyke who intends at any cost to have the stand removed, and Christine. Mrs. Van Dyke's nephew falls in love with Christine and goes to work for her as a soda dispenser, the "contact" man for the bottling works is in love with Etta, assistant at the stand. Mrs. Van Dyke's lawyer and agent are called in to help her, while two sweet young things soft drink their way through the entire play.

Listen to Leon, by Janice Gard. Farce 4m4w. Leon is an inveterate and colossal liar, but so plausible and engaging withal that for a time he gets by with it. However, after lying himself into and out of the most absurd and impossible situations he finds that, after all, the truth, and nothing else can extricate him. Swindling and riotous with fun—an excellent farce.

New three act plays received from the Dramatic Publishing Company, 542 South Dearborn St., Chicago. Price of the books 50c each. Full stage directions included.

Once In A Palace, by Marguerite Kregar Philipps. Comedy, 3 acts, 12m6w, 1 int, costumes fantastic or period. Refreshing is the nonsense and sense in this fantastic comedy which tells the story of a prince in disguise who woos and wins the haughty, but lovely princess. Its humor, both in line and situation is irresistible. May be done in modern dress, but deserves the loveliest of fairy tale costumes that your ingenuity can devise. A charming play for both H. S. & L. T. Royalty \$10.00.

A Sweeping Victory, by Katharine Kavanagh. Comedy, 3 acts, 6m6w, 1 int, costumes modern. Angus Ferguson, of an old and prominent family, wishing his staid and businesslike nephew to become mayor; makes a deal with the socially ambitious political boss, Durkin, whereby he pledges that if a Ferguson is elected he will immediately propose to Durkin's daughter Portia. By accident the name of Johnny K. Ferguson, football hero and of the highest goes on the ticket, and he is enthusiastically elected by his adoring townsmen. Since he is already engaged and John has fallen in love with Portia, matters are in a muddle, but a way is found to clear things up and make everybody happy. Good comedy. Recommended. Royalty \$10.

A Lady To See You, by Jean Lee Latham. Farce, 3 acts, 5m5w, 1 int, costumes modern. Gerald Donovan, a struggling young lawyer making money by secretly writing love stories for "confession" magazines while waiting for law cases, finds that he can get an unlimited amount of material for his stories through correspondence with women whose names he has secured from a matrimonial exchange. He assumes the name of a handsome young soldier whom he believes was killed in the war, rents a mountain cabin for an office, and puts a secretary in charge. His mother-in-law discovers his retreat and suspects the worst, the soldier returns with a jealous Italian wife, two of his correspondents arrive; and he is threatened with divorce, breach of promise suits, arrest, and death. But when everything is explained and a number of checks for stories arrive, his accusers look upon him with considerable respect and all is forgiven. Recommended. Royalty \$15.00 until Sept. 1, 1932, \$25.00 thereafter.

Meet The Family, by Priscilla Wayne & Wayne Sprague. Comedy, 3 acts, 4m6w, 1 int, costumes modern. The "in-laws" enter like serpents into the domestic bliss of a young couple, almost wrecking their Eden. Royalty for the present \$15.00.

Do not only contend with evil thoughts or inclinations of the will, but get thyself earnestly engaged with a good thought or purpose, until those evil thoughts vanish.—Anselm.

AMARILLO MEETING OF T.S.T.A. TO CONSIDER LEAGUE ATHLETICS

(Continued from Page One)

be made for athletics than against them.

"With a crowded curriculum and classroom teachers under stress to do good school work in a five-day week we are confronted during the football season with school week of four and a half days with schools in a frenzy and work demoralized on Fridays.

"The adoption of the semester and transfer rules will correct many of the abuses that are now hurtful to school sports. It is well known that many athletes willfully fail courses or void graduation requirements in order to continue another year in football. This practice does the boys an injustice, imposes burdens on their parents, keeps bona fide students from playing on the teams, and wantonly wastes public funds.

"The transfer rule, with reasonable modifications, will stop proleptizing and subsidizing of high school athletics, a practice that has become notorious throughout the State. Few fans will put up money to hire an athlete to transfer from one school to another if a year must pass before he can play. More home boys will have a chance to represent their schools on a purely amateur basis. "Moreover, the adoption of these two rules will eliminate many of the bitter controversies over the eligibility of players that have distracted schools and disrupted friendly relations between towns and cities."

Coach A. A. Stagg's all-time all-star eleven; Perseverance and Confidence, ends; Honesty and Courage, tackles; Participation and Cooperation, guards; Work, center; Self-Control and Self-Reliance, half-backs; Obedience, fullback; Dependability, quarterback.

I had three chairs in my house, one for solitude, two for friendship, three for society.—Thoreau.

PIANO CONTESTS

II. Rules and Regulations By Miriam Landrum, Director, Texas School of Fine Arts

TO be successful contests must be conducted fairly and efficiently. The contest committee must have definite rules and regulations with every detail planned in advance. Each contestant should have a copy of these rules and regulations together with directions concerning the time and place of the contest.

One of the most important factors in any contest is the judges. The competence of the judges cannot be stressed too much as the benefit they derive from the contests to a very great extent depends on this one item. The value of the award is lessened if it is not intelligently bestowed.

Competent Judging The judges should be people who know the piano and its music. Experience has proven that three judges assure as fair a decision as is humanly possible. An ideal selection consists of one piano teacher, one performer, and one music lover who in no way pretends to be a professional musician. This last is a good judge of musical interpretation as his mind is not cluttered up with technical details.

In the effort to choose one winner the judges often lose sight of the purpose of the contest. To avoid this mistake it is wise to give an award to every contestant who attains a certain prescribed proficiency.

Grading Points To make it more exact we might grade the pianists on the following points, giving ten for each one:

- 1. Poise
2. Rhythm
3. Dynamics
4. Phrasing
5. Tone
6. Pedaling
7. Musical understanding
8. Sight-reading
9. Memory
10. Relaxation

Naturally some of these points over-lap but each one has its individual importance. Any student who could score 95 on the above ten points would be an exceptional pianist.

The contest committee should select three pieces which all of the contestants play. These three pieces should be sent to the judges a week before the contest so that they may become familiar with them and be able to judge the students' playing intelligently. Very few available musicians would have a comprehensive knowledge of all the composi-

tions that might be played. When all the contestants play the same pieces the decision is much more fair than when they play different numbers.

Proper Selections

The pieces should be chosen in this order:

- 1. A piece from the Classical school.
2. A piece from the Romantic or Modern school.
3. A piece to be read at sight. This one should be a new composition which is just released from the publisher so that there would be no chance that any contestant had read it before. This sight-reading will eliminate those children who learn a few pieces parrot fashion and never know any more about music. Musically they are on the level with the child who memorizes two or three readers and never learns to read.

Great care should be taken that the contests do not last too long. The judges are human beings and when they have concentrated on three pieces played over and over they will be worn out at the end of an hour. After they are over tired they will be more critical and exacting which will be unfair to the contestants playing last. A fair contest can last little over an hour. If there are more entries than can be presented in this time there should be elimination contests with the winners presented in the final contest.

Arrangements for Contest

The time and place for the contest should be stated one week before it is to take place and the entrants should be notified so that they may be prepared. The committee should see that the hall is ready, the piano in tune, the judges there on time, and that the contestants are not kept waiting until they are keyed up nervously.

The final date for entering the contest should be two weeks before it is held so that the committee will have the necessary time for making preparations. Last minute entrants might necessitate extra preliminary contests or otherwise upset the whole plan of the contest.

Divisions on Age Basis

There should be age limits for each contest. The advisability of this provision is quite apparent. It is impossible to judge fairly between a ten year old child and an over-grown youth of sixteen or seventeen. For ordinary public school contests it is well to classify the students as: Elementary (students ten years old and under); Intermediate (children ten years old up to and including fourteen); Junior (children from fourteen up to and including seventeen); Senior (those from seventeen up to and including twenty-two).

Minimum Essentials

After this discussion of the rules and regulations, we see that the contest committee should remember:

- 1. Competent judges should be secured.
2. There should be a definite system of grading and each contestant making the required average should be given an award.
3. Three pieces should be selected by the committee (one for sight reading) which all the contestants play.
4. Copies of these pieces should be furnished the judges a week before the contest.
5. No contest should be over an hour in length.
6. There should be a definite time and place for the contests and this information should be sent the contestants a week in advance.
7. The piano used should be the best available.
8. There should be age limits for each contest.
9. The final date for entering the contest should be two weeks before it is held.

EDITORS NOTE.—The foregoing is the second of a series of three articles contributed to the LEAGUER by Miss Landrum. The third article, which deals with the preparation of pupils for piano contests, will appear in the next issue.

Three School Officials Comment on Proposed 1-Year Transfer Rule

(Continued from Page One)

ents live in the smaller districts. The parent who finds himself as a salary man, and finds it necessary for him to move into another town or district for the betterment of his family, should not be penalized because some coaches or some citizen in the larger cities seeks to gather strong members for their football teams. You cannot make those in authority right by law. It must be by punishment of the breaker. Why not punish the school or the team that is guilty, instead of punishing the boy that is not at fault? I wish to enter my protest against the one-year rule required in the small schools. First, it would hinder the interest of many a boy because he could not take part, but of no fault of his own. Second, it would hamper the small school, because they have not a large body of students to select from.—E. E. Bagwell, Yorktown.

Moving the Campus to the Home

COLLEGE students still may laugh about the athlete who "won his letter" from a correspondence school, but the extension courses offered by their own institutions now are diverse enough to include opportunities for considerable teamwork. Formerly, when a college student went home for a holiday or vacation, his friends asked, "When will you get through school?" or, "Do you finish college this year?" Now the idea that one's formal instruction is something to be "finished" is passing. This changed viewpoint may be attributed partly to the increased enrollment in extension courses—about half a million such students in the United States each year.

The rapidly with which extension work has spread is indicated by a recent report from the Federal Office of Education. There are 443 colleges and universities offering such courses now, compared with seventy-five ten years ago. Instead merely of teaching by correspondence, these institutions have tried in divers ways to move their services from the campus to the home. They teach by radio; conduct institutes, conferences and short courses; encourage parent-teacher organizations; promote debates and the production of community drama; offer library services, and try to develop a livelier interest in educational affairs generally.

Parents used to think of college as a place, somewhat apart from themselves, where a child could spend four or more years and come back educated. Through extension courses the college has begun to make its influence more directly evident in each community. This newer type of service reaches many persons who have not attended an institution of higher education. While it offers utilitarian instruction, it tends also to uplift the community culturally. More and more attention to cultural training and leadership probably will be given as the scope of extension work is enlarged.—Christian Science Monitor.

Jim Wells County Meet

It will be a colorful event that takes place Friday and Saturday when school children from every town and village and community in the county assemble at the Senior High School to compete in the contests sponsored by the County Interscholastic League.

It will be an inspiring spectacle to behold some four hundred school children, the cream of the county's younger citizens, go through the paces of the numerous contests; to listen to aspiring young orators; to hear the youthful voices of school chorists; to see lithe-limbed athletes sprint down the fairway; to watch endurance runners wearily yet hopefully break the tapes.

It will truly be a wonderful spectacle—a spectacle made more wonderful by the knowledge that every effort put forth by the contestants is not so much for personal triumph as for the honor and prestige to be gained for their respective schools. The stage is set for a great meet. Under the supervision of John Stumper, director-general of the Jim Wells County Interscholastic League, assisted by a corps of helpers, every detail has been worked out and the meet should go off in fine fashion.

From 9 o'clock Friday morning, when the meet officially opens, until 8 o'clock Saturday evening, when winners are announced and trophies awarded, Alice will be hostess to a great group of the county's school children, all hopeful and eager to triumph for their schools.

The meet will close Saturday evening, at which time the finals in the literary events will be held. In addition to the finals of the meet, a program of music and a one-act play will be presented at the high school auditorium.—Alice Echo.

Ellen Terry, after returning to England from an American tour: I like being here. The people are so nice and dull, not so shine-y and brittle as the American folk. The voices here go up and down, not that one dum-dum on one spot inside your head until you fly to scream in another room, or burst! but they are kind over there and quick and eager.

STORY TELLING IN WILLIAMSON MEET

(Continued from Page One)

contestants must be out of the room and out of hearing of him.

7. No cheering or coaching will be permitted during the delivery of a story.

8. Each school shall be allowed one contestant in each class.

9. The selection of the judges shall be according to the rules prescribed

for the selection of judges in declamation.

10. Instruction to judges: This is a contest in delivery only, and from selections from basal and supplementary readers for the present year. The basis of judging each contestant shall be general effectiveness as a story teller, qualities of naturalness, force, and expression.

At the close of the contest each judge shall rank the contestants by the numbers 1, 2, 3, 4, etc. A contestant ranked first by the judges in majority shall be awarded first place. Similarly, second and third places are found.

11. To find A section's rank, add together the place of the second grade class contestant and the place of the third grade class contestant and divide by two, as, second grade contestant placed first, third grade contestant placed third, therefore A section's rank is two.

Use the same procedure for B section, except divide by three.

I do not know just where information as to how to conduct the contest the day of the meet comes in, but this is it:

Contestants are assembled in the room. A good story-teller is secured to tell a story. From slips with the names of suitable stories for retelling written on them she draws one and tells the story indicated by the slip. Then all the contestants withdraw from the room. They draw places and, one at a time, return to the room and tell the story.

YALE'S PRESIDENT VIEWS ATHLETICS

(Continued from Page One)

rective exercises for specific physical defects.

6. I believe that the chief aim of college athletics should be the physical and moral improvement of the entire group, and especially of the less robust, rather than the production of a few highly trained semi-professionals.

7. I believe that the habits of exercise and recreation cultivated in college should be explicitly taught and continued in life. To this end, a measure of intelligent familiarity should be specially encouraged with such sports and games as can be pursued through middle age and beyond.

8. I believe that there is such a thing as excessive exercise and muscular development which, for men subsequently compelled to live a highly sedentary life, may be of wholly doubtful value. Robustness, resistance, viability, rather than great muscular power, should be the general aim.

9. I believe amateurism to be absolutely essential to wholesome college games, and that it means high-minded love of gentlemanly sport for its own sake. 10. I believe that professionalism consists of a spirit, a point of view; that it is decidedly frequent among nominal amateurs; and that it is by no means to be defined solely in terms of money value set on athletic services, although this is probably its commonest sign. Men who play for motives other than the love of the game, men to whom victory, however won, is the controlling end, are men already on the road to professionalism.

11. I believe that any system which by its very nature encourages proleptizing among boy athletes in the secondary schools is pernicious. I believe that it is substantially impossible to prevent such practices as long as mischievous ideals control in college sports.

12. As part of a system, however excellent certain representatives of the caste—and I count among them many of my best and most respected friends—I believe the high priced temporary coach, despite occasional exceptions, is inimical to the development of a permanently sound tone in the athletic affairs of a college. The reasons for this are by no means solely such as the coach himself can control. He is put in a false position by his public by the very nature of his job. To survive in his position, his team must win, and to make them win he is often driven to methods which are obnoxious to his own judgment and injurious to the good repute of the institution which he serves.

13. Although the money secured from football and a few other financially profitable sports has, in general, been wisely used in the development of intramural sports and in the maintenance of desirable games which do not pay their own way, I believe the general effect of large amounts of easy money has been unfortunate in promoting various forms of extravagant expenditure, including needless amounts of expensive coaching, and has served appreciably to distort the whole scale of athletic values.

14. I believe that the practices in collegiate athletics must be constantly, courageously, and honestly tested

by their effects upon the general life of the college and the promotion of its fundamental purposes and ideals. Whatever seriously detracts from the realization of these ideals, obscures their significance, or distorts their value, must be abandoned.

15. Negatively, I do not believe that there is any obligation on the part of the college to furnish the general public, nor even the alumni, with substitutes for the circus, the prize fight, and the gladiatorial combat.

16. I do not believe that there is any convincing evidence to prove the supposed advertising value of successful athletic teams. Not a few colleges have flourished without intercollegiate athletics, and many which have been athletically unsuccessful have grown markedly in the face of such athletic depression.

17. I do not believe in segregating men at a training table, or in training quarters. Experience abundantly shows that this procedure is not necessary in order to produce winning teams, it offers undesirable opportunity for athletic subsidizing, and it contributes to an appreciable distortion of the conception of physical fitness, to say nothing of the distortion of the status of the athlete in the college community.

18. I do not believe that collegiate relationships are, or can be, bettered by intercollegiate athletics, unless these are conducted with complete mutual respect and confidence on the part of participating institutions. The distrust which now too often obtains is altogether poisonous and intolerable, and, if generally justified, would be a fatal indictment of such athletics as now conducted.

BE AN EARLY BIRD DIRECTOR ADVISES

(Continued from Page One)

change rules of the League except the State Executive Committee.

I have known schools to wait until the eleventh hour to join the League, select a few students of extra ability, intensely train them for several days before the meet at a very great disadvantage to the other part of the student body, enter the meet, and win—a victory no one can be justly proud of on account of its enormous cost to the other students of the school. I have also known the teachers of a school to spend the full year training a few extra-ability students for the various events of the League work, and as far as the other school work is concerned, let it go to the bow-woods. This kind of thing should not be tolerated. I am also opposed to picking a representative from the side line at the ninety-ninth minute and allow him to represent his school in any event. This is why the teachers' institute voted for the officials to receive names of representatives not later than ten days before the time for the meet. The best plan that I can suggest for any school is to pay their fee early and join the League so the teachers may have a long period for training the whole student body in the work of the League. Just a little training each day will accomplish wonders. It will not take but a little time each day according to the plan. If teachers would follow the plan I think the representatives for the different events would show more good results of good training than has heretofore been shown in the League work.

ARKANSAS LEAGUE SHOWS GREAT GROWTH DURING 5-YEAR PERIOD

(Continued from Page One)

the five years, vocational agriculture 350 per cent, and journalism, which was started three years ago, enrolled almost three hundred contestants in April this year.

Last spring more than 13,000 high school students of Arkansas took part in the preliminary contests which were held to select representatives for the final meet. In certain of the contests, the representatives are selected from each school by the school itself. In other contests, the representatives are selected by means of district preliminaries, the state having been divided into a number of districts in order to facilitate the holding of the contests.

The University of Arkansas, in cooperation with 23 other universities and state debating leagues, prepares each year a handbook of information for those taking part in the debating contests. Two of these bulletins are furnished free to member schools, and extra copies are supplied at a nominal price. The winning debate teams from each district are entered in the final meet at the University.

The final events held at the University continue over a period of two days. Members of the University faculty and staff have charge of the contests, working under the supervision of the General Extension Service. All of the contestants are housed on the campus under proper chaperonage.



# FOR EVERY CHILD A GIFT OF SONG

## Outlines Method in League's New Choral Singing Contest

Uniform Text Correlated With Phonograph Provides Means by Which School, County and State Choruses Are Developed for Rural Schools.

SPIC AND SPAN in freshly starched dresses and new overalls, the children in a little one-room school of Muscatine County, Iowa, were trying their best to sing America for the new teacher. Their eagerness made their discords the more pathetic.

"My heart with rapture thrills like that above" they sang. "Well, maybe it does," the teacher thought to herself, "but I doubt it."

By the end of her first week she was convinced that the school was musically hopeless, and that seven of the children who sang everything on just one dismal note were "absolutely impossible." She knew when she took the school that it was notoriously unmusical, but she hardly expected to find it this bad. And being unable to sing herself, she wondered how she ever would be able to teach such a group.

But that year something happened in her school world that has since caused her to believe in miracles. When County Superintendent E. D. Bradley took me to visit this school, not long ago, we heard the children sing with buoyant rhythm, good tone quality, and evident appreciation of the music; they had a choir of eight or nine members, and as for the seven "impossible" ones, all sing well now, several are members of the choir, and two who were found to have more than usual ability are taking music lessons!

What happened in that school has been happening to some extent in 6,800 rural schools and classrooms of Iowa, where more than a hundred thousand farm boys and girls are now taking music lessons from nationally known artists.

### Two-fold Inheritance

These children are coming into a two-fold inheritance which is rightfully theirs: the ability to sing well, and the ownership of some of the finest music that the race has accumulated. They are getting a real taste of the joys, inspirations and satisfactions that good music can bring. Consequently they will be richer throughout life, their homes will be happier and their rural communities more satisfying.

The thing that is making all of this possible is a simple plan for teaching children to sing by phonograph, in accordance with a method which Professor Charles A. Fullerton, head of the music department at Iowa State Teachers' College, has been perfecting for seventeen years.

Five years ago the plan was ready to try on a large scale, and two counties, Muscatine and Emmet, ventured it. The next year it was adopted in twelve, last year in twenty-six, this year in seventy-four, and it is believed only a matter of time until it reaches the other twenty-five counties of the state. This extraordinary development has been largely due to the extension service of the College, which has employed Mr. Irving Wolfe to demonstrate the method to teachers, parents and children, and to lead the county choruses to which reference will be made later.

### Plan Is Easy

The plan is so easy that it can be used by any rural school and it is so successful that it is now attracting nationwide attention. As this is written Mr. Fullerton is in North Dakota demonstrating the method at the teachers' colleges of that state, and this fall he will demonstrate it to 1,500 teachers in Maine.

The idea came to him one day as he sat in a little one-room school of Blackhawk County, Iowa, where, as so often happens, the teacher was unable to teach music successfully. Mr. Fullerton's trained ear detected that the children had good voices, but their singing together was a mere jumble of sound.

"The plight of that school is much more common than is generally realized," he told me. "You wouldn't believe, would you, that half of the children above the third grade in the rural schools of Iowa can't sing the tune of America correctly?" I admitted that I certainly wouldn't. But he showed me the results of a survey which the College recently made among 1,109 teachers who have charge of more than 9,000 children. These teachers say that only three out of five children above the fifth grade can sing any melody correctly.

### 95 Per Cent Can Sing

Mr. Fullerton's thirty-five years' experience in teaching music to thousands of farm boys and girls bears this out. But on the other hand he has discovered that ninety-five per cent of all children can sing if properly taught.

Challenged by this situation he set out to find a way to teach them. The first thing to do was to get something to teach, which led to his compiling a song book especially adapted to rural school use. He spent several years and considerable of his own money in a search for the best available songs, getting them from all over the world. They include folk music of many lands, Kentucky mountain songs, sea chantey's, Negro spirituals, American Indian songs, music from many of the great composers, and folk songs, whose composers have long been forgotten.



This farm boy is qualifying for his rural school choir by singing ten songs correctly with the phonograph

Many of the songs are old favorites that your grandmother, and her grandmother, knew, and all have lasting beauty and worth.

Now teachers were needed. And there was the old problem that has always balked music instruction for country children, for the average rural teacher has had but little training in music, and besides, she has some unusual problems to meet.

### Correlates Book and Records

Mr. Fullerton solved the teaching problem by getting musicians of national fame for the job! He arranged with a phonograph company to have many of the songs in his new book put on records which would sell cheaply (75 cents each). These "teachers" are not only unusually expert, but they are available whenever and as often as you want them, nor do they charge for their music lessons by the hour.

Only one or two verses of each song were recorded in most instances, which means that each record con-



A one-room school learning a song from a phonograph



The children in this Muscatine County, Iowa, school choir have won the right to sing in the County and State Fair choruses

music, like we learn words, by imitating what we hear. Just as children speak the kind of English they hear, they generally sing about as well, or as poorly, as the model they have to follow. The phonograph puts an excellent 'model' in a rural school where otherwise there is often a poor one, if any."

### The School Choir

And now enters one of the most interesting features of the whole plan—the rural school choir. Each child above the third grade takes an individual test with the phonograph, and when he sings the ten selected songs correctly he becomes a member of the choir. In this test he competes against no other children, but only against himself. And the fine thing about it is that if he keeps at it the chances are all in his favor to win out.

"The songs are easy enough to allow the great majority of children to learn them," Mr. Fullerton says, "for we agree with the sentiment of the old Negro song about 'putting de cookies on de lower shelf where de chillun all can reach'."

One of the big rewards of belonging to the choir is the right to sing in the county chorus, which consists of a hundred to five hundred children and which sings at the county graduation exercises, sometimes at the county fair and on other occasions. Most of the counties now have such choruses.

This year there will be the added honor of singing in a huge chorus of 2,500 to 3,000 rural school choir members at the State Fair. Meeting as strangers, the children will be able to sing a dozen or fifteen songs in front of the big grandstand with only one brief practice, because they have all learned the same songs from the same records. With these incentives it is no wonder that children sometimes stay in at recess or after school for extra practice with the phonograph.

These things seemed of so much interest, that I visited some typical rural schools in Muscatine County to see how the plan actually works out, and how other communities might use it. County Superintendent Bradley told me, as we drove from one school to another, how parents had helped the plan succeed there. When Mr. Fullerton first came to the county to explain the use of the phonograph, back in 1925, they attended the meetings along with the teachers, despite some of the worst roads and blizzards of recent years.

### No "do, re mi" Needed

They saw Mr. Fullerton teach their children to sing without going through the tiresome drill of do, re mi. The music was the thing, not the

mechanics. Those who had been teachers noted that the method accomplished much in little time—an important item in a rural school where music is allotted only ten or fifteen minutes a day.

Parents who had supposed themselves unmusical were surprised to find that they were learning the songs, too. They saw the value of the idea and straightway went home to see that their own schools had the equipment to use it.

School boards bought most of the phonographs, although others were purchased with money from box socials, chicken dinners, home talent plays and other community entertainments. Now practically every rural school in the county has a phonograph and the necessary records.

The first result has been the ability of the children to sing. In every school we visited the teacher told me of children who had been considered unmusical but who had become at least reasonably good singers once they had a fair chance. Equally important, however, is what they are singing.

### Learn Good Songs in Youth

"We believe that every child has the right to inherit some of the fine music of the ages," Mr. Fullerton explains. "Give him good songs in his youth and they will be a joy to him through life. Perhaps I can best illustrate from my own experience. When I was one of a family of eight boys living on a frontier farm in Canada, and later on a farm in Iowa, our mother conducted an informal family singing school every Sunday evening. No memories of home are more vivid now than those evening sings."

"Many years later our parents celebrated their golden wedding anniversary and the eight boys met again. We sang an impromptu concert for the guests (it happens that our voices are divided just right to make a double quartet), but later the eight of us and mother had a private concert of our own. Without practice we sang the old songs we had learned as boys in Canada, starting out, I remember, with that old hymn, 'I think when I read that sweet story of old.' For an hour or more we kept at it, singing songs that we had not sung together for more than a quarter of a century. Well, the point is; we had carried those songs with us since we were boys. They had become a heritage from our mother. Likewise, the music we are teaching school children now will be a lasting and valuable possession.

"It is also worth noting that in acquiring these fine songs, our boys and girls are improving their musical

taste, and that's an accomplishment in a jazz age such as this. From experience with thousands of children I'm thoroughly convinced that when the average youngster has a fair chance to choose between good music and the trashy kind he will 'hold fast that which is good' almost every time. I don't mean that he won't be attracted by jazz nor enjoy it, but I do mean that he will give good music a more important place. Why, I wouldn't be afraid to challenge Paul Whiteman to send his jazz records into a rural school along with ours and see which ones the ally choose." A modern Elijah challenging some new sort of Baal, I thought!

### Improves School Spirit

But although teaching the children to sing and appreciate fine songs is the most important result of the Iowa phonograph plan it is not the only one by any means. Another is better school work of other kinds. According to County Superintendent Bradley the joy, enthusiasm and pep that good music brings into a school improves the Reading, 'Riting and 'Rithmetic by more than enough to pay for the time and expense that the music involves.

Nor are the results limited to schools. In some homes nowadays mothers are using the easiest records to teach pre-school children to sing. They are establishing good singing habits before the children drift into bad ones. In other homes the school songbook is in use, even if the phonograph isn't. I visited one such home, which has three children in the school choir, where family singing of evenings has actually put the radio out of business. It isn't even hooked to the aerial any more. No doubt, this was an extreme case but the same thing has been happening to a degree in many homes.

Nor is this all. Noting the success of the phonograph as a music teacher, county choruses of teachers, groups of farm women and an increasing number of 4-H clubs are now using some of the advanced school records to lead their own singing.

### County Supervisors

The phonograph is not the only means of teaching music in rural schools, of course. In some states, notably Ohio, some counties are employing county music supervisors who co-operate with the local teachers in giving music instruction. In other counties there are "circuit riding" music teachers who have direct charge of the music instruction in a number of schools, visiting each one regularly. In one Wisconsin county the cost of a year's teaching of this sort was about \$80 a year per school. Sometimes, also, class instruction in instrumental music is offered, these various activities often leading to county choruses, bands, and orchestras.

The phonograph method, however, is one with which almost any individual school, no matter how isolated, can start. It can add some of these other plans later if it wishes, and if other schools will cooperate.

But how start? Suppose, for example, that a parent-teacher association in Pennsylvania, or an individual mother in Kansas, should want phonographs used in their schools, how could they go about it? I asked Mr. Fullerton these questions.

"If they will write me a letter stating the circumstances," he replied, "I will give them some practical suggestions, and the service will be free. Generally, however, it will be best for them to work through their county superintendents. If they will interest the superintendents I will be glad to tell them about the actual teaching methods that we have found best.

"If there's any place where folks think that their rural school children can't learn to sing we'd like to be led to it, for we believe that the phonograph plan, if given a fair trial, will succeed in the most musically benighted neighborhood in America. If it is given that trial about the only thing that can keep the average child from learning to sing is poor hearing."—From *The Farmer's Wife*.

**S**INGING lessons by radio are now being broadcast by the National Broadcasting Company with Texas Stations (WOAI, KPRC, and WFAA) in on the hook-up each Tuesday, as a part of the National Farm and Home Hour, 11:30 a. m. to 12:30 p. m. This instruction in teaching choral singing is under expert direction, and those teachers and pupils who have access to a radio will profit by it. Many of the numbers on the League Choral Singing list will be used.

Football is a brutal game—

We like it. Commercialized into a show Just to get the public's dough—

We like it. Glorifies the brawny guys, Stresses traits we all despise, Scorned by Butler, brave and wise, We like it.

## County League News and Comment by the Editor

(Continued from Page One)

test are: Clyde Brindley, Cyril Costello, John B. Daniel, Vincent McCelvey, Chestley Sullivan, and Rabun T. Wilson.

### Wants More Competition

From the neatly printed letterhead of the "Tattler," publication of the students of the Mullin High School, we find that it operates with the following staff: Donald Clendenen, business manager; Blanche Burkett, advertising manager; Corinne Henry, sports editor; R. D. Scrivner, humor editor; Odessa Buchanan, exchange editor; Maurine Weston, society editor; Glenn Sanders, circulation manager; Myra Fisher and Norma Elizabeth Scott, co-editors; Mrs. John M. Scott, sponsor. The letter asks us for the address of the Quill and Scroll Press Association. "We are so ambitious for the Tattler that we want it to make several other press associations," the writer concludes. Seeking more worlds to conquer, eh? Well, the address of the Quill and Scroll Press Association is Iowa City, Ia., and good luck!

L. D. Moore, Principal, Mason Grade School, asked to be relieved this year of the position of Director General of Mason county, in which he served efficiently last year. He will get back into the League work, he says, as soon as he has gotten his master's thesis out of the way. In addition to the regular League officers, Mason county this year elected M. H. Evans of Katelym, "Director of Extra Events"—not a bad idea.

### No Free Debate Bulletins

It goes against the grain to turn down an old friend, but sometimes it has to be done. "This district," writes one, "depends upon my public speaking students to judge debating contests during the year. I, therefore, believe that those bulletins (47) should be furnished us free of charge." We just simply can't. All League bulletins, except the Constitution and Rules, have to pay their own way, and the unreasonable printer demands his money. We price the bulletins down to absolute cost, and hence can't furnish free copies. We're generous, but we have to be business-like.

### He Has the Habit

Edward Dozier, of Fulshear school, 13 years of age, already wears the following scalps on his youthful belt:

In county meets: Sub-junior spelling, first, with 100 per cent award from State Office; junior spelling, first; junior boys' declamation, first (three times); arithmetic, first; Three-R Contest, first once and second once; Essay Writing, first once and second once; Senior Boys' Declamation, second.

In the district meet, the following honors: Junior Boys' Declamation, first; Senior Boys' Declamation, first; Three-R Contest, first once, and second once.

In the state meet he won first place in the Three-R Contest in 1931, and was qualified to compete in declamation but could not do so on account of conflict with the Three-R Contest.

We have written for this boy's photograph and if it is forthcoming, shall publish it in the Leaguer. We should like to have some more records and photographs like this to print.

### "Prior to Opening Date"

"Enclosed," writes County Superintendent R. E. White, "find applications for Runnels county and Norton Independent District, with remittances of \$63 and \$7, respectively. We will appreciate receiving receipted cards for each school, together with bulletins and literature each school should receive, and we will place them in each school's budget of supplies prior to the opening date." That's the way to get started—prior to the opening date. We predict a big year for the Runnels County League.

We sent out a circular letter early in the fall advising county superintendents of the fact that the economic depression had hit the League's travelling expenses and that we consequently could not send representatives to county institutes. John F. Ellis, county superintendent of Kleberg county, that lovely area snuggling up to the warm side of Laguna Madre, sliced across the corner by Agua Dulce Creek and almost bisected by Grullo Bayou—from this region of rich coastal soils and soft Spanish names, Superintendent Ellis writes: "Just got your gloom letter and hope it is not as bad as all that. Our county is small but I am expecting it to go about as usual in the League work. . . . Anything that I can do for the League, just say the word and I shall do my best." We didn't intend to be gloomy, just cautious.

\*The University Interscholastic League has available a quantity of these books at 60 cents per copy in orders of ten or more.