

## League Orders Referendum on Four of Frizzell Proposals

### More Than One Hundred School Authorities Attend League Section Meeting at Which Important Action Was Taken Looking to New Rules.

DETAILED report of the deliberations of the group that assembled at the Thirteenth Annual League Breakfast and Section Meeting in Amarillo November 27 is so extensive and important that it cannot be published in this issue of the LEAGUER. The Secretary of the Meeting, Superintendent B. M. Dinsmore, promises to make this available for the January issue. Meantime, a sketch: The principal speaker, Dr. Harry A. Scott, presented in impressive and scholarly manner the "Guiding Principles in Interscholastic Athletics."

#### Frizzell Resolutions

Superintendent Bonner Frizzell presented his resolutions, outlined in column 2, page 1, of the last issue, the first three being unanimously adopted. Results of written ballot on the last four follow:

- Resolution No. 4: Yes 75; No 6.
- Resolution No. 5: Yes 73; No 7.
- Resolution No. 6: Yes 53; No 25.
- Resolution No. 7: Yes 53; No 22.
- Resolution No. 7 Amended: Yes 11; No 25.

The resolutions on which written ballot was taken follow:

4. That we recommend to school boards the adoption of regulations that will limit the time devoted to athletic contests;

5. That we recommend to the Interscholastic League the appointment of a committee of school authorities to study the problem of fees for officiating with a view to establishing standardized fees;

6. That we recommend the adoption by the Interscholastic League of the "Eight Semester Rule" (effective September, 1933), provided a majority of the member high schools voting through a referendum approve this rule; and

7. That we recommend the adoption by the Interscholastic League of a "One-year Transfer Rule" (effective September, 1932), provided a majority of participating member schools voting through a referendum approve, said rule to be stated as follows:

A pupil who has represented his school in either football or basketball is ineligible in these sports 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.

The discussion of these resolutions was lively, especially those dealing with the 8-semester and transfer rules. If these are adopted by the referendum which was ordered, Texas will take an advanced position in the field of educational control of interscholastic athletics.

#### Distinguished Visitors

The meeting was honored by the presence of a number of distinguished visitors, among whom were John H. Beveridge, Superintendent of Omaha (Nebraska) Public Schools; President H. Y. Benedict, of the University of Texas; and Dr. A. W. Evans, Professor of Education, Texas Technological College.

Dr. Benedict acquired a new distinction by making the shortest speech ever recorded in a League Meeting. Taking the Chairman literally when introduced "to say a

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## Coach Publishes Criticism Of Official in Newspaper

THE following letter (names elided) was published in a Texas newspaper of local circulation a few weeks ago:

"This letter is to help correct you and your paper on some mistakes that occurred in your issue of —. The article that I have reference to is found on the front page under the title of 'And — Walked.' In the first place the game was not a conference game as — is in a different district from —. In the second place — did not score first. — scored first, then — tied the score and then the referee practically gave — a touchdown.

"I do not think that General Sam Houston would have been so victorious if he had a referee to contend with as we had in the football game.

"There is another mistake and that is that I am not the type of person to lose their nerve. You have certainly been misinformed or else you are badly mistaken about this. Then another mistake is that the football boys were not willing to continue to be mistreated by the referee as they had been. They were all ready to fight but not in the way that they should. That is the principal reason that we left, to avoid the hard feeling that would have arisen (at least I thought so) if the game had continued.

"To show you how good the official was, take the example where he called a penalty upon —, then penalized —.

"We have no hard feelings against the town of — or the school, but we do feel like the referee was unfair in some of his decisions."

EDITOR'S NOTE. Mr. Coach, we think it is best sportsmanship to publish a criticism of an official for whom you and your school (by accepting him and starting the game) are fifty per cent responsible.

## The "Carry Over" in Education

The new emphasis on adult education is causing school administrators to consider more seriously the effect of subject matter and school procedures on the whole life of the student. This is most noticeable in colleges inasmuch as these institutions are giving more consideration to the effectiveness of the education of their graduates. Alumni groups are asking such questions as: (1) To what extent do the results of the lecture method of instruction carry over? (2) To what extent does the seeming interest in a subject which is based upon credits to be earned by its study carry over? (3) Why do so many college graduates show no desire for further study? It is well known that college sports, as a rule, are of such a nature that they are not practiced after graduation; for example, football is far too strenuous for adults. There is a growing interest in those sports that do have a carry-over nature, such as golf, tennis, hand ball, medicine ball, volley ball, and hikes.—From Bulletin, 1931, No. 20, U. S. Department of the Interior, Office of Education, entitled "Adult Education."

Here are some of the innovations as listed by the magazine, Nation's Business: Ankle-high radiators, aluminum for framing tall buildings, heat-supplying rugs, glass brick to make all-window buildings, real wood that can be cut with scissors, gyroscopes that will hold a 450-foot ship within a maximum roll of two degrees, electric towboats operated by remote control, one-man automatic garages, a new process for making copper harder than most common steels.

## Let Us Understand Each Other

(An Editorial)

IT IS necessary that there be, a thorough understanding between educational institutions and the general public as to the real purposes of athletics. There is not much doubt about the purposes of the non-paying sports—they are recreational and educational; but as gate-receipts of the more popular athletic exhibitions mount higher and higher, a great distrust is arising. Many school authorities loudly proclaim that it is only for the great educational values accruing to the participants and to the school communities that sports (paying as well as non-paying) are fostered.

But what is to be done when administration of sports comes to the parting of the ways: in one direction lies the educational value, in another lies the money, and the two ends cannot be reconciled. And administration does not proceed very far until the road forks.

Consider a schedule problem. The leading educational authorities agree that six is the maximum number of football games a team should play in a season. One outstanding authority declares that one inter-institutional game is enough to secure every educational end that can be claimed for intercollegiate football. But financial promoters see that the more games that are scheduled the more money can be collected. Here again, the commercial and educational interests conflict. What shall we do? Shall we be honest or dishonest? Shall we take the cash and let the credit go?

Or note how the two interests conflict in the simple matter of travel. We suppose any one will concede that somewhere between ten and ten thousand miles there is a point at which the time and money consumed in travel overbalances any educational good that can possibly be derived from the same. But here is a succulent financial guarantee which tempts the school to send its team over the hills and far away on a trip that definitely exceeds any reasonable limit. In such case, which consideration shall govern?

Again, a group of fine footballers is assembled because they can put on a magnificent exhibition but they have difficulty, let us say, in staying scholastically eligible. What is to be done? Shall these young men be told that they cannot profit by schooling, and be advised to depart, or shall easy courses be inserted into the curriculum for the sole purpose of providing a scholastic refuge for these star performers? Once more we are at the parting of the ways. Shall we be honest or dishonest? If we decide to have paying football at any cost, shall we tell the public so, and abandon the pretense of scholastic eligibility and of amateurism? If we do, we shall abandon the profits also, for the public will soon turn away in disgust. The public pays because of a Great Illusion, and this illusion must not be dissipated.

If that great booby, The Public, finds out that this is after all mere professional sport masquerading in scholastic garb, then the gate-receipts will mighty soon fall away. Hence, a deception becomes necessary. We must have skilled performance and at the same time we must make the public believe that it is a schoolboy affair, strictly amateur, played by bona fide school or college boys, and that each and every player is in the game spoiling to die for dear old Siwash. The public is slow to doubt assurances from responsible school and college authorities. The good name of schools and colleges has been built up by years of square dealing, by the consecrated lives of men and women who have administered our schools and colleges on a plane far above any suspicion of trickery or deceit. It is not too much to say that some schools and colleges are today cashing in on this good name, bartering it away, buncoing the public by purveying a spurious article, selling to the trusting populace an athletic gold brick.

## Puppet Plays Fascinate Both Children and Grown-ups Too

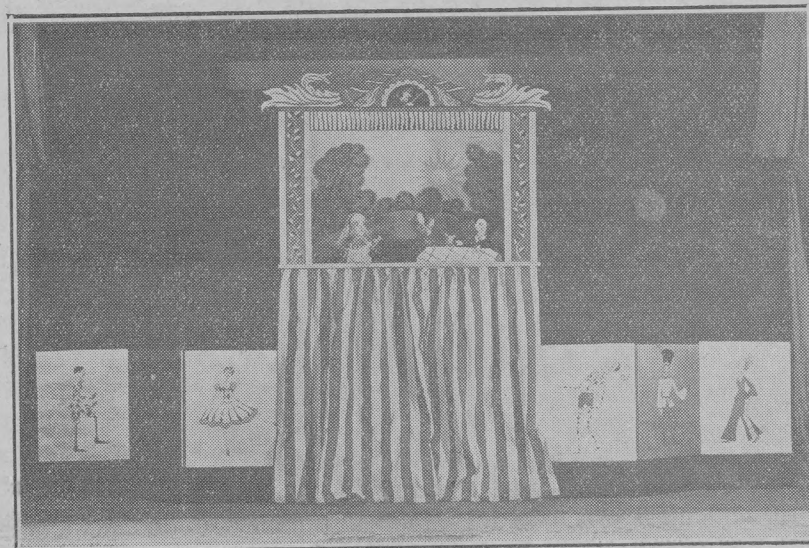
### Manager of Ft. Worth Puppet Theater Gives Interesting Account of How This Instructive and Interesting Work May Be Done in Schools

(By Ernestine M. Songer, Little Theatre, Fort Worth)

PUPPETS are almost as old as civilization itself. They have survived through the centuries for the simple and sufficient reason that they have amused and entertained the peoples of all countries. We sometimes look upon puppet or marionette shows as something new and experimental. They are new in this country, but other countries have been enjoying the antics and buffoonery of puppet shows for generations.

A whole new world of delight is opened up to the persons newly initiated into the mysteries of even the simplest Punch and Judy show.

There is no better way for high school students to learn appreciation of the three dimensional stage than by building and working with a puppet stage. All the problems of the stage are presented on a miniature scale. There is not always time and



The Mad Tea Party from "Alice in Wonderland," showing Alice, the March Hare, Dormouse and Mad Hatter.—Ft. Worth Puppet Theater.

facilities for the high school student to design and paint a dozen sets of scenery, costume as many actors, work out an elaborate lighting scheme and produce unusual or original plays.

But on a puppet stage all this is possible at practically no expense—if you have the loan of some one's scrap bag and carpenter shop. And the time needed for such productions is the smallest fraction of what would be necessary for a production on a large size stage.

#### Large Space Unnecessary

For example, the proscenium opening of the puppet theatre of the Fort Worth Little Theatre is 36 by 26 inches. Scenery for this stage consists primarily of a back drop 42 by 32 inches. The depth of the stage is about 18 inches. This may seem like a small area for effects, but the audiences have been not only pleased but amazed at what can be done on such a small field. There were three sets for "Peter Rabbit" and three for "Alice in Wonderland." In every case the sets gave us color, atmosphere, depth and fantasy. In one set there was a fence that hung in front of the back drop with the puppets passing on either side of it.

Students interested in costume design can design and dress dozens of gorgeous puppets from materials secured from a scrap bag\* while those interested in modeling are making the papier-mache heads and hands necessary for each puppet.

#### Simple Lighting Sufficient

There are also problems of lighting which may be as elaborate or simple as the producer desires. Then the actors. The one who manipulates the puppet reads his lines in the play. First he must learn the simple art of operation, and then he proceeds to

\*We suggest cooperation of Home Economics Department here.—Editor.

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## OUTLINES CHOIR TRAINING SYSTEM

### Originator of Method Now Used in League Gives Valuable Suggestions

ANSWERING a letter from the Editor concerning certain details of chorus singing training, Professor C. A. Fullerton, Iowa State Teachers College, replies as follows:

#### County Chorus

We stick to the stanzas recorded on the record. Let me give you a few suggestions from our experience. You understand that each individual rural school has its own choir which occasionally furnishes some special numbers on their school programs. These choir members are automatically members of the county chorus which generally sings in Iowa at the graduating exercises of the eighth grade. They are also automatically members of the state chorus when one is assembled. We have had two state choruses in Iowa. In the summer of 1930 at the state fair we had a chorus of 3,000 children. They met as strangers in the middle of the forenoon, had one rehearsal, and they sang like a highly trained chorus to the big audience in the afternoon. Last spring when the National Music Supervisors Conference met in Des Moines they asked us to give them a demonstration of our rural choir work with a chorus of 500 children. We put no limitation upon the numbers, but sent out the invitation, and

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## COUNTY DIRECTOR LISTS COMING IN

### Those Not Yet Reported Must Send in Names to State Office at Once

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, Archer, Austin.

Bastrop, Bell, Bexar, Blanco, Bosque, Bowie, Brazos, Burleson.

Calhoun, Cameron, Camp, Cass, Chambers, Cherokee, Collingsworth, Colorado, Comanche, Concho, Cooke, Coryell, Cottle, Culberson.

Dallas, Delta, Denton, Donley, Eastland.

Falls, Fannin, Fayette, Fort Bend, Gillespie, Glasscock, Goliad, Gray, Grayson, Guadalupe.

Hale, Hall, Hansford, Harris, Harrison, Haskell, Hays, Hidalgo, Hill, Hood, Houston, Hunt.

Jack, Jackson, Jasper, Jeff Davis, Johnson, Jones.

Karnes, Kaufman, Kleberg, Knox, Lamar, La Salle, Lavaca, Lee, Leon, Limestone, Lipscomb, Live Oak.

Madison, Martin, Mason, Matagorda, McCulloch, McLennan, Medina, Milam, Mills, Mitchell, Montague, Montgomery.

Nacogdoches, Ochiltree, Orange.

Panola, Parker, Polk, Presidio, Randall, Reagan, Red River, Real, Robertson, Runnels.

San Antonio, San Jacinto, San Saba, Schleicher, Shackelford, Smith, Stephens, Swisher.

Throckmorton, Titus, Tom Green, Travis, Trinity, Tyler.

Van Zandt, Victoria.

Walker, Waller, Ward, Washington, Wharton, Wichita, Wilbarger, Willacy, Williamson, Wilson, Wise, Wood.

Young.

## 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. 26-29; Dec. R. of R., p. 27, 30.)
3. The Situation in England. (Oct. R. of R., pp. 56-57 and pp. 36-37, 28; Nov. R. of R., pp. 34-35, pp. 45-46 and pp. 39-40; Dec. R. of R., pp. 60-62.)
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; Dec. R. of R., p. 72.)
7. Presidential Possibilities in the Democratic Party. (Oct. Forum, pp. 252-56; Dec. Forum, pp. 334-339.)
8. Premier Laval Visits Us. (Nov. R. of R., pp. 34, 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. 58-63.)
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.)
14. The Government and the Power Industry. (Dec. R. of R., pp. 64-69, p. 33.)
15. The Conference for Better Homes. (Dec. R. of R., pp. 41-43; Dec. Forum, p. 321.)
16. Are War Debts Dead? (Dec. R. of R., pp. 62-63, 67-68.)
17. Will 3% Deer Solve Our Economic Troubles? (Dec. Forum, pp. 365-366.)
18. France Wants "Security." (Dec. Forum, pp. 374-377.)

\*Teachers will please note that the statement of some of the current problem topics will be changed before the county meet 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.

#### Ten Marks of an Educated Man

HE keeps his mind open on every question until the evidence is all in.

He listens to the man who knows.

He never laughs at new ideas.

He cross-examines his day-dreams.

He knows his strong point and plays it.

He knows the value of good habits and how to form them.

He knows when not to think and when to call in the expert to think for him.

You can't sell him magic.

He lives the forward-looking outward-looking life.

He cultivates a love of the beautiful.—The American Magazine.

Though all the winds of doctrine were let loose to play upon the earth, so truth be in the field, we do injuriously by licensing and prohibiting to misdoubt her strength. Let her and falsehood grapple; who ever knew truth put to the worse, in a free and open encounter?—John Milton.

Commerce, education and rapid transit of thought and matter by telegraph and steam will change everything. I believe that our Great Maker is preparing the world, in His own time, to become one nation, when armies and navies will no longer be required.—President U. S. Grant, March 4, 1873.

## Notice of Closing Date

ALL schools are put on notice that January 15 is dead-line date for paying membership and basketball fees. December 15 is closing date for basketball without penalty. If you are in doubt, look up your receipts. If they are not on file, advise the League Bureau, and if records show payment, duplicate receipts will be issued. This is last warning, last call. Do it now.





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ROY BEDICHEK Editor

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THE special instruction in debate (see Page 35, Rule 11e, Constitution and Rules) is not meant to prohibit or to penalize a team for using special instances to establish its contention. Its purpose, and this is an official interpretation, is to emphasize the importance of attacking or defending the present system of lobbying. If we are comparing the merits of two forms of government, we do not merely list in favor of the one advantages that accrue and disadvantages of the other, but we seek to show how one form produces benefits and how the other produces, necessarily, abuses.

THE District Executive committee of District II Conference A, the El Paso district, has, its first year in League football, made an enviable record in taking a firm stand regarding the enforcement of eligibility rules. The following report to the State Office speaks for itself:

It was voted: (1) To assess a loss of two games against El Paso High on account of O'Connor (Ten Semester Rule). Motion by Lynn B. Davis, Principal of the El Paso High School. (2) To assess a loss against Bowie on account Garcia (not regular bona fide student). (3) Not to certify any team to State Executive Committee which had played an ineligible man in any game (game won, tied or lost). (4) To certify to the League Bureau for inter-district game Austin High of El Paso, no matter what may be score in Thanksgiving Day game El Paso High vs. Austin High.

THE East Texas School Men's Club met at Wiltona November 20. The officers of the club are: C. O. Pollard, Henderson, President; R. E. Price, Nacogdoches, First Vice-President; H. L. Foster, Longview, Second Vice-President; and Larue Cox, Jacksonville, Secretary-Treasurer. Upon invitation, the editor of the LEAGUER addressed this meeting on the value of a well-planned Interscholastic League program in the schools. Prior to the banquet (and "banquet" is the only word accurately descriptive) the group was shown over the new \$40,000 school building which crowns a beautiful hill among the pines. Supt. Vernon T. Evans has done a notable work in building up the community pride to the point of providing such excellent school facilities.

Superintendent Bonner Frizzell presented to the Club the resolutions he proposed to introduce before the Resolutions Committee of the T.S.T.A. The Club recommended their adoption with only one dissenting vote.

SOME of our intercollegiate sports seem to be losing ground as far as popularity is concerned, and it is a serious problem whether they should be retained in our schedules. If a sport is not popular, there is little or no income. If there is no income, why have the sport? It is easy to see that such a position is inconsistent with the purposes of intercollegiate athletics if our claim for the value of intercollegiate athletics can be justified. If we are willing to discard a sport because it does not bring in any income, and keep another one because it does produce income, do we not acknowledge that the financial consideration is given too much weight, and do we not give ground to stand on to those who are crying out against the commercialization of athletics? Such a position of undue emphasis on finance leads logically to subsidy and recruiting, because we must have athletics if we are to have a winning team, and we must have a winning team if we are to have crowds, and we must have crowds if we are to have money. It is indeed a vicious circle. —Dr. D. A. Penick.

Speaking of the adulthood of adult education, George A. Smithson, Chairman of the Department of Correspondence Instruction, University of California, records the following: "Once I wrote on a student's first paper 'This is promising, but I feel that your attitude will change as you grow older and have wider experiences.' The student wrote in reply that she was 73 years old, and added an account of experiences almost too wide to be sent through the mails."

OUR criticism (last issue) of the blood-and-bone-crushing interpretation of football in sports pages did not identify the particular sports-writer from whom we quoted a smashing, crashing, slugging, blood-spurting, bone-cracking paragraph. Neither did we identify the paper, preferring to deal with it impersonally, as typical, to point a moral and adorn a tale. Nevertheless, Mr. Mark Hopkins of the *Austin American* fathers the baby, declaring in a published statement that it is his own. In connection therewith, he republishes the LEAGUER editorial complete without the alteration of a dot or dash. In so doing, he proves to us that he is not only a sports writer but a good sport. He concludes by asking the LEAGUER the following "point-blank" question:

"Is football a barbaric, blood and bone-crushing sport, or is it a game which develops physically the flower of American manhood?"

We answer with the same point-blankness: "Judging from eye-witness reports of sports writers, it is sometimes one and sometimes the other." In connection with the use of this game in the development of "the flower of American manhood" we append a paragraph clipped from another column of Mr. Hopkins' paper, contributed by Mr. Arthur Brisbane:

"Convicts of Sing Sing, fighting hard against eleven Naval militiamen, beat the latter by a score of 33 to zero in a football game. Sing Sing Captain 'Red' Hope, who still has 59 years to serve, yelled persistently 'no slugging in the scrimmages,' advice not taken too seriously. Two Naval militiamen were carried from the field on stretchers.

"The warden, Mr. Lawes, promotes football as a 'character builder.'

"Cries from the 2,000 convicts looking on of 'slug him' and 'gang him' indicated an inclination to build character on a firm foundation."

IT is a mistake, however, to think that the educational institutions should be singled out and considered as separate entities at this time or at any other time. If a big college football game is staged in any center, the proceeds of the sale of tickets of which amount to \$100,000, it is safe to say that the people who attend the game spend many times more than \$100,000 that they would not have spent had the game not been played. This being true, a great many people derive profit from football games aside from the contending institutions. If, then, a charity game between two high schools or two colleges is to be played, it is reasonable to suggest that the hotels, street railway companies, local merchants, newspapers and the like, on the day of the game devote their excess profits to the same cause. If a newspaper, for instance, were to publish on the day of the game a sports extra and to turn over to the charity fund all of the profits from that edition derived from advertising and sales over and above the cost of producing and selling the paper, that paper would be in a position analogous to the position of the two institutions whose teams played the game. In the case of the educational institutions, they might stage the game, pay the legitimate costs of promotion, travel, etc., from the gate receipts and donate the profits to charity without any cost being charged up against the institutions in question. In the same way, if a newspaper published an extra and if after deducting the cost of publication it were to turn over the profits to charity, the paper likewise would not have suffered a financial loss. In both cases the public would have paid the bill. Further, if a hotel on a normal Saturday entertained 500 guests and on the day of a big game entertained 1,000 guests, the additional profit that accrued from the additional business could be devoted to charity without the hotel management suffering a financial loss.—John L. Griffith in *The Athletic Journal*, October, 1931.

EDITORIAL NOTES

We call attention to the admirable sonnet by George Meredith re-published in another column of this issue. It might well be entitled "True Sportsmanship." It is an example of what may be done with a noble theme when one of our "lords of language" turns his hand to it. The thoughtful reader will find in it quite a contrast to the effusions of newspaper poetlings on the same topic.

Education for leisure is a great slogan and is harped on with great eloquence by the bigwigs in education. To educate all the people for the leisure they are now experiencing, however, would require the establishment of another school system of about the size of the one now in operation.

Oglethorpe University has conferred on Dorothy Dix (Mrs. Elizabeth Meriwether Gilmer) the degree of Doctor of Letters. Well, she has "doctored" enough letters for publication.

Professor C. E. Ayres, valiantly defending our Arabic notation, says triumphantly, "Let anyone try to make out his income tax returns in Roman numerals." We can.



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.

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 complete 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 who returns after 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 "above the 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 for 1931 season.  
Whiteoak 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 events in which the suspension occurs, see Article VIII, Section 12, Constitution and 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 school) 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.



By LEONOR DIMMITT, Chief Loan Library Bureau

ACCORDING to the last annual report of the Extension Loan Library 13,812 of the 28,394 package libraries circulated during the year were used by schools. The circulation statistics for the first three months of the year 1931-32 indicate that an even larger number of schools are taking advantage of the service this year. During the period from September 1 to November 21, 1931, teachers, students and Parent-Teacher Associations used 6,358 package libraries. Of this number 158 were on the subject of Interscholastic League debate, 52 were on subjects being discussed in Parent-Teacher Associations, 100 were on fire prevention theme topics, 130 were groups of plays, 140 were on school entertainments, 380 were on methods of teaching and problems of school administration, and 960 were on theme topics.

Free Bulletin  
Let us again remind the high school teachers that the Extension Loan Library has a recently printed bulletin describing the package library service and giving a list of subjects which will be sent free of charge to anyone who asks for it. The teachers will find the classified lists of hundreds of subjects very helpful in assigning themes. In the small-schools where the library facilities are very limited it is a great advantage to be able to select subjects on which pupils can be sure of getting material by writing to the Extension Loan Library.

In the schools which are fortunate enough to have libraries with full-time librarians in charge, requests from teachers and students must be made through the librarian. This rule applies to plays and Interscholastic League debate material as well as to other package libraries.

Use of School Libraries  
At present we have about 150 high schools on our list as having full-time librarians, but we are not sure that this list is complete. It is some of the smaller schools in towns having less than 20,000 inhabitants about which we do not have full information. It will be greatly appreciated if the superintendents of such schools will let us know if they have librarians on their faculties who devote their full time to the school library. It will be an advantage to the schools for us to have this information, as it

will help us to determine how best to cooperate with them.

It is our aim to supplement the resources of the school libraries, but not to duplicate their work by supplying students with material which can be obtained from their own libraries. The Extension Loan Library does not attempt to supply the books which should be in a school library. In fact ours is not a book library at all. Our material is mainly on subjects not yet written about in books and which must be obtained from periodicals and pamphlets.

Material That Is Available  
Material on subjects about which a comprehensive treatment may be found only in books must be obtained elsewhere. For instance, if a student is assigned a theme on "English Life Before the Norman Conquest" or "Important Events During the Reign of Queen Elizabeth" the material would have to be obtained from books on English history which would probably be in the school library. But if a theme were assigned on "Results of the Recent British Election" or on the "Career of Ramsay MacDonald" perhaps the school library would not have enough magazine material to cover the subjects thoroughly, and in that case the librarian could write to the Extension Loan Library for supplementary material.

THE FRUITS OF WAR

By HENRY E. MORGAN, President, Antioch College, Yellow Springs, Ohio

AMERICA entered the World War with very definite assurances as to why it should be fought and why she should take part. Now, thirteen years after the peace, we can begin to see how those purposes were fulfilled. Had the victory been incomplete, there might be some feeling of a process unfinished. With the military objectives fully achieved, we can observe the effectiveness of military operations for securing social and political ends.

War Aims  
Some men would go so far as to say that the American people were deliberately deceived by their leaders as to the true aims of the World War; that the aims popularly presented were only propaganda, to gain whole-hearted support. Most Americans, however, believe they were treated honestly—that the true reasons for American participation were sincerely presented.

Pre-War Conditions  
Before the World War, there was growing up in Europe a vigorous liberalism which was more and more forcing recognition from European governments. Socialism was losing its radical aspects and was becoming an instrument of moderation and progress. Austria was exploiting her people, Germany was inculting imperialism, and France was planning revenge; but the Imperial German government and the Austrian autocracy were under increasing pressure from aggressive liberalism. Russia was penetrated everywhere by quiet revolt from autocracy.

Given ten or twenty years more without foreign wars, the forces of moderate liberalism might have been in the ascendancy. Constitutional government was arriving. For the first time in history there was prospect of general abolition of poverty. International understanding was steadily growing among the people, though yet interfered with everywhere by forces of extreme nationalism. International business wanted peace and was slowly coming into influence in European governments. Socialism and big business, enemies that they were, saw together in their desire to avoid war. But military governments were still in control.

The War to End War  
Thirteen years after the armistice Europe has fifty per cent more men under arms than before the World War. Military budgets have already increased. Enmities are more numerous and more intense. There are now a dozen issues in Europe that may cause another world war. Dreams of empire have not ceased, though new masters are in control. The same imperial game is being played, and in the same manner.

We do well to celebrate "Armistice Day," rather than "Peace Day," for there is no peace—only a lull

High School Press

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

THOUGH enrollment in the I. L. P. C. is as high this year as last year, the depression has made its mark in some ways on the high school papers of the state. Some of them, like the *Mercedes Tiger*, have been forced to change from a semi-monthly to a monthly. Others, like the *Lampasas Badger*, have been forced to suspend independent publication and to appear as a department in the local newspaper. And still others have been forced to suspend publication altogether.

If the depression has affected your paper, don't spend all of your time talking about hard times. See if you can't find some advantages in your present situation. If, like the *Tiger*, your paper has become a monthly, you have a job cut out for you.

Make Your Monthly Worthwhile  
By all rights a monthly paper should be better than a semi-monthly, for staff members have more time to work on each issue; yet the opposite is generally true. Why? Because, generally, the staff feels that it can loaf three weeks and then get out the paper in the last week. Staffs of monthly papers should concentrate the first two weeks on short, humorous features to liven up the pages of their paper. They should, in sports, run more stories looking forward to future games, getting the facts of opposing teams, who their stars are, what their records are, line-ups with numbers of the players, etc. Stories like this could be worked up long before the paper has to go to press. A conscientious staff can find just as much work to do on a monthly as they can on a semi-monthly, and the product should be a more lively, informative and entertaining paper.

If, like the *Badger*, your paper is appearing as a department in the local newspaper, you have some handicaps, yet you also have some privileges of which you should take advantage. You have direct contact with a newspaper plant. Members of the staff should spend as much time as possible (as long as they are not in the way) in the local newspaper office. They will have an opportunity to talk with newspaper men, and can learn much of newspaper work in this manner. They will have an opportunity to watch the linotype machines, the presses, the stereotyping machines—an education for a future journalist.

Attack Advertising Slump  
Students are not buying as much this year as they have in past years. Merchants do not have as much business as they have had in past years. What are they going to do about it? If they sit back and wait, no business is coming to them. They will have to put forth special effort to create business. And their best method of

in the conflict. Just now the war is being fought on economic lines while military preparations proceed. Customs wars are destroying the economic and commercial structure of Europe, a structure that was growing rapidly and steadily before the war. Poverty and starvation are taking the place of bloodshed.

Before Europe recovers from its economic war the losses in lives and treasure may be as great, though less apparent, than the losses of the military war. The "war to end war" has failed of its purpose.

Safe for Democracy  
Democracy was steadily gaining ground the world over before the World War. Today we see a different picture. Russia, Italy, Hungary, Poland, Yugoslavia, Rumania, and Turkey are under dictatorships, mostly anti-democratic. Greece and Spain have recently removed dictators, but for how long? Germany trembles weakly between a dictatorship of the proletariat and a dictatorship of reaction. In French policy democracy is subordinated to the desperate game of empire. England founders in a fog.

Liberalism is almost dead in Europe, crushed between radicalism and reaction. The world is far more unsafe for democracy, and must slowly and painfully build again its structures of freedom and tolerance. Perhaps a "peace without victory" would have left a more favorable ground for reconciliation.

Yet when America is urged into the next war, the slogans will be no less alluring, and anyone who doubts their wisdom will be no less a dangerous citizen. The world needs peace in which to reestablish freedom and tolerance, good will, and commercial and cultural intercourse. War destroys these!

(EDITOR'S NOTE.—The above selection is just about the right length for an Interscholastic League declaration. The sentences are short and speak well, and the subject is timely.)

creating business is through advertising. To counteract the depression they ought to advertise more this year than ever before, and their advertisements ought to be better written. This is sound logic. See if you cannot make your advertisers see the truth in these statements.

The function of a headline is merely to summarize the important facts within a story in order to attract the reader's attention to the story. A headline, therefore, should contain nothing that is not in the story. Several of our I.L.P.C. papers are using the headline to state facts that should be in the lead of a story, and then are omitting these facts from the lead, thus causing the headline to carry facts which are not mentioned in the story. In sport stories in two of these papers the score is not mentioned in any place except the heads.

Give Advance Tips  
The Compass of North Dallas High School is meeting the demand for sports stories that will not merely repeat things that students have already learned through watching the games. The leads to their sports stories face forward to the coming game rather than backward on the game, that has already been played. The condition of the squad and the effects of injuries make material in which the average student will be interested. After a lead dealing with such facts, the story goes back into a brief description of the game which was played the week before.

Much of the sports material printed in high school papers, especially in monthlies, is stale and of little interest because it tells of games that are two or three weeks old. We suggest that the papers run more of the "sport dope" sort of stories; i.e., stories that tell of district standings, leading stars of the district, stars of the team that will play the home team next, names and numbers of players on the opposing team for the coming game, opinions of the coaches about the coming games, etc. The same principles of handling sports stories can be applied to basketball and baseball as to football.

Attend to Your Leads  
Though by far the majority of our high school papers have good leads on their stories, some still begin stories in a faulty manner. Because we have seen these faults in leads recently, we would suggest that the following types of leads be avoided: Never begin a story with "At a meeting of . . ." Either what was done at the meeting or the name of the organization holding the meeting is the important element in the story; therefore the lead should begin with a summary of what was done at the meeting or with the name of the organization.

Seldom begin a story with the date. Generally what happened is of more importance than when it happened.

Avoid Colon in Lead  
Never begin with a sentence that runs into a colon which is followed by a list of names. The lead should consist of one or more complete sentences. Do not, therefore, begin a story, "The 86 students making the honor roll for the first semester are as follows: Mary Smith, etc." Instead, begin in this manner: "Eighty-six students made the honor roll for the first semester, 46 girls and 40 boys. The students are as follows: Mary Smith, etc."

Harriet Malloy, secretary of the I. L. P. C., seems to be holding down a good many official positions. Harriet, who is managing editor of *The Palestine Chatter*, is secretary-treasurer of the Pep Squad in her school and is vice president of the local chapter of the National Honor Society.

If you have any questions you would like to ask about high school journalism, please write to us and we will do our best to help you. If your paper is not yet enrolled in the I. L. P. C., we should be glad to have you join our group. Send in the name of your paper at once. Enrollment is free.

T. H. S. P. A. holds its annual convention in Belton December 11 and 12. If your paper belongs to that organization, you will get a great deal of good from attending that convention.

On the new L. S. U. campus there is under construction a three-story school of music and dramatic art that will contain what L. S. U. faculty members call one of the finest experimental Little Theaters in the country. Lighting equipment alone will approach a cost of \$50,000, it is said.

TIP FOR DEBATERS

There is now in session in Washington a legislative committee investigating lobbying. The forehanded debater will not need to be told that this hearing is developing interesting material for use in League debates. So watch the papers, and keep a scrapbook on all usable information.



The Teacher's Guide to Good Plays

Conducted by

MORTON BROWN, Director of Dramatics

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

The following full length plays from the press of Samuel French, 25 West 45 Street, New York, are well worth the attention of the ambitious amateur group. Price 75c each.

R. U. R., by Karel Kapek. Melodrama, 3 acts and epilogue, 13m4w, 3 int. costumes modern. A socialistic satire—a story of the world's repopulation with artificial beings, who are perfect in every respect but for lack of souls. An outstanding Theatre Guild success, the play serves well ambitious L. T. groups all over the country.

Fantastic and thrilling melodrama, skilfully constructed; a play of both action and suspense. A third act climax of tremendous power. White Wings. By Philip Barry.

Comedy, 4 acts, 14m2w, 2 ext. costumes modern. A fantasy in which Mr. Barry permits his imagination full flight. Under its ironic and whimsical exterior it conceals a wistful smile for all the lost causes and impossible loyalties dear to the world's dreamers, and to those sad creatures, the lovers of things old and established in a world of change. (N. Y. Herald Tribune). A play not for the general public, but for the chosen few. Especially recommended to reading clubs. The Goose Hangs High. By Lewis Beach.

Comedy, 3 acts, 7m6w, 1 int. costumes modern. A play of the home life which has its theme the conflict between the older and younger generation and which brings out the failure of both in their relations to each other. Listed in Burns Mantle's Best Plays 1923-24. A most excellent play much used by advanced L. T. groups.

It Pays To Advertise. By Roi Cooper Meegra and Walter Hackett. Farce, 3 acts, 8m4w, 2 ints, costumes modern. An almost bankrupt soap manufacturing company is revived by a big advertising campaign directed by an enterprising stenographer and the youngest member of the firm. Wholesome, amusing, clean, fun and clever situations. One of the most liked of the better farces. Seventeen. By Booth Tarkington.

Comedy, 4 acts, 8m6w, 1 int. 2 int. costumes modern. A comedy of youth especially recommended for H. S. production. Can be arranged to use one interior throughout. The Poor Nut. By J. C. Nugent and Elliott Nugent.

Comedy, 3 acts, 11m5w, 3 int. 1 ext. costumes modern. "The Poor Nut," and the general type of play of which it is representative, belong to a class of art which could never have been produced in any county and any era but the America of here and now. I insist on the word Art, and I make the statement deliberately and sweepingly, in the hope of arousing the anger of whatever high-brow may read. The play is spirited, amusing, jolly, wholesome, and it has a happy ending. And how a certain type of highbrow critic and his followers loathe the word wholesome! How they hate and condemn the happy ending! They believe and they preach that nothing that is wholesome or happy can possibly be Art; nothing that is happy or wholesome can possibly have any relation to Life." Space forbids our printing the rest of Don Marquis' preface to this fine American play of college life. If you don't know this play you have a treat in store (the rest of the preface included). An especially good play for amateurs. Nothing But The Truth. By James Montgomery.

Comedy, 3 acts, 5m6w, 2 int. costumes modern. Bob Bennett attempts to tell the truth, and nothing but the truth, for 24 hours. He succeeds in his attempt, but gets into trouble with his entire family and all his friends. Clean, and with good situations, this excellent comedy goes well with audiences. The Donovan Affair. By Owen Davies. Drama, 3 acts, 11m6w, 1 int, costumes modern. Murder, mystery melodrama, with tense situations and well sustained plot. Excellent play for L. T. groups. The Chinese Lantern. By Laurence Houseman.

Comedy, 3 acts, 12m2w, 1 int, costumes Chinese. A charming fantasy of Chinese art student life, delightful and amusing. Rather difficult. May be played by all girls. Pomander Walk. By Louis N. Parker. Comedy, 3 acts, 10m5w, 1 ext. costumes late 18th century. A delightful old fashioned romantic comedy with an English setting, based on wholesome situations, in which a young and an elderly pair of lovers are united after a series of mishaps. The College Widow. By George Ade.

Comedy, 4 acts, 15m10w, 3 ext 1 int, costumes modern. Satirizes the enthusiasms of collegians centering the interest in football and the half-back who stays to play because of the attractive "college widow." Three new plays from The Dramatic Publishing Company, Chicago. Price 50c each. Junior Sees It Through, by Herbert L. McNary.

Comedy, 3 acts, 6m5w, 1 int, costumes modern. We've often expressed a liking for the Cinderella plot—that old, old story dressed in a thousand different costumes. Call us naive, childlike, lowbrow, what you will; the triumph of the ragged outcast with the heart of gold never fails to thrill us. In Junior Sees It Through the Cinderella happens to be a most likable young man, the plot unusually tightly woven, and the characters throughout human, real folks. All the parts are "good." Here's comedy, drama, sentiment (not sentimentality), thrills—a play of

quick and certain appeal. Royalty \$25.00. The Heart Exchange, by J. C. Mullen.

The highbrows may sneer, but nevertheless force is one of the most popular forms of the drama. In this one for 6m6w two young men who have been engaged as caretakers at the "Heart Exchange" while the manager is away decide to operate the exchange on their own account. When clients begin to arrive their troubles multiply, but the climax is reached when it is discovered that the exchange is merely a blind for the operations of a notorious bootlegger. Royalty \$10.00.

The Valley of Ghosts, by Jacob Lear. An excellent mystery play for 6m6w in which the tension is lightened at times by the four negro comedy characters. Setting and mechanical effects extremely simple, but very effective. Royalty \$10.00.

The Worm, by Boyce Loving. Row, Peterson & Company. Evanston, Ill. 75c.

Comedy, 3 acts, 11m3w, 1 interior, costumes modern. The rehabilitation of the Baynes family is effected through the efforts of Ella Louise, a cousin from the West who comes to live with them. Ella Louise, supposedly penniless, turns out to be an heiress, but she keeps her secret until the family has gotten on its several pairs of feet through its own efforts. A good clean story with familiar type characters; the nagging wife, the long-suffering husband, and TWO pair of lovers. Recommended to H. S.

Robin Hood, by Muriel Brown. Row, Peterson & Company. Evanston, Ill. 75c.

Comedy, 5 scenes, 13m3w & extras, 2 int. 2 ext., costumes 12th Century England. A very good dramatization of the Robin Hood story, complete in itself and well knit. Recommended to H. S.

The Nine Who Were Mother, by George M. Savage and E. Peltret. Row, Peterson & Company. Evanston, Ill. 50c.

Comedy, 1 act, 5m6w, 1 int, cost. mod. The family group, at home for a Christmas reunion, is thrown into confusion when Joseph, a young doctor, announces that his mother has "Paranoic Catharsis, an ailment frequently found among mothers with grown families." Mother takes charge when she finds disaster threatening the dinner and the family's dispositions, and Joseph confesses that his diagnosis was a ruse to secure Mother a needed rest. Good humor and well drawn characters. Recommended.

The Dramatic Publishing Company, Chicago, offers a number of easy non-royalty one-act plays, some of them old, some new; but all well suited to amateur production: Betty Behave, by Rose Campion. 30c. Comedy, 1 act, 9w, 1 int. Betty plays a practical joke on her schoolmates, but finds the tables turned. Very easy. Recommended.

Two Tables of Bridge, by Lucy Kennedy Brown. 35c. Comedy, 1 act, 9w, 1 int, 40 min. A domineering woman who rules her circle ruthlessly and relentlessly takes a lesson from her high horse. Clever play, good situation and characterizations. Especially recommended for club program.

A Pair of Lunatics, by W. R. Walker. 15c. Comedy, 1 act, 1m1w, 1 int. 15 min. He and She are guests only in an asylum, but meeting unexpectedly, each mistakes the other for an inmate. Old fashioned but easy to do and very funny.

The Christmas Party, by Jean Lee Latham. 35c.

Comedy, 1 act, 2m6w, 1 int, 30 min. Camilla finally comes to a realization of the pain her selfishness and flippancy cause those who love her and whom she really loves. Suitable for H. S.

The Christmas Ghost, by Marjorie Woods. 35c.

Comedy, 1 act, 6w, 1 int, 20 min. An excellent play for Christmas, with the ghost turning out to be a very tender and warm human, prompted by love and the spirit of Christmas.

Turkey Red, by Marjorie Woods. 35c. Comedy, 1 act, 6w, 1 int, 25 min. The story of a hungry family nearby prompts various members of the family to slip out, one by one, with different courses of the dinner, in the true spirit of Thanksgiving, but with disastrous results to the dinner. Thanks Awfully! by Jean Lee Latham. 35c.

Comedy, 1 act, 1m13w, 1 int, 35 min. On a bet with his sister, Dick proposes to confine himself to the use of two words only during her afternoon tea. He finds his way fairly easy until the one girl arrives. But a reconciliation and proposal is managed in spite of all. Easy to do. Recommended.

Ici On Parle Francais, by T. J. Williams. 25c.

Farce, 1 act, 3m4w, 1 int, 45 min. An old fashioned but very funny farce in which Mr. Spriggins, having taken a correspondence course in French, makes a bid for the continental trade in his boarding house. The Initiation, by Laurene Shields. 25c.

Comedy, 1 act, 6m8w, 1 int, costumes modern. A play for boys and girls, of junior high or grammar school age that is great fun for both audience and actors. Easy to do and close enough to the lives of the young actors to be readily appreciated.

BOOZE BILLBOARDS DISTURBING WALES

Temperance Society Objects to Huge Liquor Ads Around Schools and Churches

GREAT BRITAIN'S dry, and particularly the ardent advocates of temperance in Lloyd George's native habitat, Wales, are all steamed up over the extent to which the country's booze interests are advertising their "anti-depression tonics." One of the greatest sources of annoyance is the fact that billboards or boardings near chapels and churches are now eagerly sought as advertising vantage points.

When the North Wales Temperance Conference protested against the appearance of liquor advertisements on omnibus tickets, the operators of the bus lines drew attention to the huge boardings erected in front of chapels and schools in Wales whereon was being advertised all sorts of alcoholic stimulants. As a result of the reminder the Welsh "drys" are now on the warpath against such glamorous displays of bottled and barreled goods.

An organization of English drys which for many years past had staged Saturday night songfests and amateur dramatics to keep people out of the pubs has recently closed down that branch of its work. It was asserted that picture palaces were now diverting people from the gin palaces.

The slump in the consumption of whiskey and beer due to high taxation under the Snowden economy budget has stimulated the advertising of many well known brands.

TALKS ON TEXAS BOOKS

XVIII. Texas in 1848 by Viktor Bracht Reviewed by Mrs. E. M. Shirley

BRACHT'S Texas Im Jahre 1848 is of early Texas, and is as welcome to the lovers of all things Texan as was a cool, shady watering-place to the ox-wagon and horseback traveler of Bracht's time in Texas. This book is really a part of the early history of Texas, but hitherto has been accessible only to those who can read German. By his translation, Mr. Schmidt, who is a professor of history at Blinn Memorial College, Brenham, has given both the student and the reader for pleasure a long-coveted opportunity to look at the Texas of yesterday through the eyes of one of the German colonists, that group of people whose coming helped so much to color the development of Texas, but who have received only scant attention at the hands of most historians.

Accurate Observer

Bracht came to Texas in 1845, and traveled extensively for three years, looking over the country with the practiced eye of a surveyor and mapper, and always with the thought of finding a new home for the oppressed of his own country. Shortly after his return to Germany, and while he was preparing to come back to Texas to make his permanent home, he wrote this book, for the purpose of giving to those of his former countrymen who were liberty-loving and enterprising enough to desire to come to Texas, as true a presentation as possible of this country. He was honest enough to give the disadvantages as well as the advantages. He warned against the belief that all in Texas was milk and honey, for he reminded his readers that "cows must be milked, and habitable houses will not grow out of the ground like mushrooms." He said, "Game and fish are abundant, but they do not appear cooked and well prepared on the farmer's table. Life in Texas is a reality and not a fantastic image. Texas is only for those who are willing and able to work, only for those who possess a resolute heart and many spirit."

Books and Magazines

The Development of Measures of Pupil Achievement in Physical Education, by David K. Brace, The University of Texas. Reprint from Research Quarterly, Oct. 1931.

Since the physical education law went into effect September, 1930, increased interest in this fundamental phase of education is noticeable in all school systems in the state from the smallest to the largest. Legislators as well as educators are coming to believe that "If by gaining knowledge we destroy our health, we labor for a thing that will be useless in our hands. He that sinks his vessel by overloading it, though it be with gold and silver and precious stones, will give its owner but an ill-account of his voyage."

Not only are teachers in charge of physical education interested in giving their pupils a sound physical foundation upon which to build the intellectual structure but they are interested also in schemes devised to measure individual skills, development, improvement, etc. In this paper Dr. Brace does not attempt to evaluate the many tests which have been worked out for the purpose of measuring pupil achievement in physical education, but he does define terms, points out the difference between ability and achievement and suggests further experimentation with tests along certain lines. In his own words Dr. Brace believes that "Continued progress and improvement in the method and results of physical education instruction depends largely upon our skill in measuring or evaluating the changes made in pupils, that is, in measuring the effect upon the pupils of the activities and methods of our physical education curricula."

According to the author achievement tests are needed in the following activities: 1. Dancing and rhythmic activities (all forms); 2. Games and athletic sports such as: (a) Simple games; (b) Highly organized games; (c) Sports, as football, basketball, baseball, volleyball, tennis, handball, golf, swimming, soccer, field hockey, speedball, etc. 3. Self testing activities, such as tumbling, stunts, apparatus exercises, boxing, wrestling.

Dr. Brace, who is Professor of Physical Education, University of Texas, will be glad to communicate with anyone desiring additional information or help along the lines discussed herein. R. B. H., Illinois High School Athlete, Nov., 1931.

Correction of Bibliography

WE have received the following from the Dallas office (1909 Bryan St.) of Houghton Mifflin Company:

In "Declamation Bibliography" you list (7) "American Ideals," Foerster and Pierson, and after the brief description you list the publishers "Houghton Mifflin Company, CHICAGO" and after listing the price you state that the book may be ordered from Hugh Perry School-Book Depository at Dallas. Kindly change "Chicago" to DALLAS in future listings.

"Please note that Houghton Mifflin Company has its own depository in Dallas and do not refer to the Hugh Perry School-Book Depository in listing our publication. As a matter of fact, that depository has never been a depository for Houghton Mifflin Company publications."

TEXAS YIELDS BIG MASTODON FOSSIL

State Lacking Museum Is Gradually Being Robbed of Such Scientific Treasures

SPECIMENS of prehistoric monsters unearthed near Clarendon, Texas, by Prof. E. C. Case, director of the Museum of Paleontology of the University of Michigan, reveal that the vast caprock, 1,000 feet above the surrounding plain of west Texas, was once a slimy marsh in the Triassic Age.

Dr. Case and his party have taken back to Michigan fossils of great historic value, due to the fact that Texas does not oppose removal of such treasures.

The fossil of a mastodon or giant elephant was found within two miles of Amarillo in a cliff excavation for a gravel pit. One of the tusks measured eight feet and seven inches, while the other tusk was shorter. The skull was more than five feet wide and indicated the mastodon stood more than 15 feet high.

The mastodon specimen is similar to one unearthed near Clarendon in the Texas Panhandle by Mr. Floyd Johnson, paleontologist for the American Museum of Natural History. The animal was a companion to the primitive tiger, horse, camel and rhinoceros. Specimens of other giant beasts have also been found near here this summer by expeditions from the University of Pennsylvania and University of California.

Upon his return home, Dr. Case also announced he had discovered the dorsal armor of a giant phytosaur of the Triassic Age during his excavations last month. Phytosaurs were large carnivorous reptiles resembling crocodiles, and the armor was from a monster about 25 feet long, which roamed the swamps here 50,000,000 years ago. In a lecture Dr. Case described the prehistoric life of this high-plateau country as similar to that of the African veldt. He described the Texas Panhandle as the richest field in the world for a study of the Triassic Age.

(EDITORS' NOTE: Stories or items of this nature appear in the papers every month. They will continue to appear until the State provides for a museum on a scale commensurate with its greatness and the exceptional richness of material of this kind within its borders.)

PIANO CONTESTS

III. Preparation of Pupils By Miriam Landrum, Director, Texas School of Fine Arts

PIANO contests are invaluable for teaching students the importance of attention to details. One carelessly played note may cost the performer the decision. In the final performance so much is left to the sub-conscious mind that the utmost care must be taken that every note is played correctly every time the piece is played.

The Sub-Conscious Mind

When a child learns to walk he consciously places his feet on the floor, one before the other, but as he continues to practice walking he finally does all this with his sub-conscious mind and uses his conscious mind to think where to go and what to do. The same principle applies to piano playing. In piano playing more depends on the sub-conscious mind than in any other part. When a piece is first read the performer is conscious of every note, figure, and piano key, but in the finished performance all muscular effort is directed by the sub-conscious mind and only the interpretation is left for the conscious mind. Knowing this, the teacher realizes the importance of first impressions. In the beginning the conscious mind dictates to the sub-conscious mind but in the end the sub-conscious mind is unaided and gives back that which it has been taught.

Careful Drill

If a note has been played three or four different ways during the practice period when the time of performance comes the pianist is likely to play any one of those three or four ways. On the other hand, if the note has been played the same way every time that is the way the sub-conscious mind will dictate it when it is depended on. The note played wrong for a week and then corrected will never be sure. Often the performer has to think twice when he comes to that note, he thinks the wrong way and the corrected way. Sometimes he plays it both ways alternately, but it is always a doubtful note. The importance of stressing even the least detail right from the first is easily seen. Before entering a pupil in the contest the teacher should be certain that the contest pieces are easily within his ability. To determine this

WILD FLOWER CONTEST

By Dr. B. C. THARP, Professor of Botany

ATTENTION of the Wild Flower Contest participants is called to the following changes in rules published in the February, 1931, issue of the LEAGUER and reprinted here for the benefit of those who may not have formed the valuable habit of keeping unbroken files of the LEAGUER for reference. These changes inadvertently failed to be embodied in the current issue of the Constitution and Rules.

Note New Rules

1. The school shall enter in the county meet a collection of fifty (50) wild flowers which have been collected, pressed, labeled, and mounted according to the methods given in the Constitution and Rules of the Interscholastic League, pp. 69-71.

2. Any flower entered in a previous contest will not be eligible for the 1931 contest.

3. The winning collection of the county meet must reach the state director at least three days before the state meet in May.

4. Two or more duplicates of each of the 50 flowers must be sent to the state director before December 15. These must be prepared in the same way as those of the county meet. These are to be graded in the director's office according to the manner in which the requirements have been met. This grade will form the basis of 40 per cent of the grade for the state award. The method of sending in specimens has been changed somewhat, and must be in accordance with the following directions:

Sending in Specimens

The entire collection may be sent in at one time. If the school wishes to send in 10 specimens early in the season to see if directions are being followed correctly, a criticism of these will be given at once. In such cases, a grading of the collection will be based on the remaining 40 specimens.

All specimens are to be sent in the newspaper folders (size, 11x17 inches) in which they were pressed. The two or more specimens of each plant may be sent in one folder with one label. All labels and plants must be loose in the folders. If the stack of plants is carefully handled, they will not slip out. In wrapping, do not include any empty folders or extra paper. If the collection is sent in a box, use crushed paper to pack. The best method of wrapping is to place a sheet of corrugated paper 12x27 inches on each side of the stack and wrap with heavy brown paper. Identifications will not be sent if the specimens or labels are pasted down and other requirements not followed.

Judging

The judging shall be based on the following points:

- 1. Brightness and general appearance of the specimens.
2. Neatness and smoothness of the specimens.
3. Completeness of the specimens as to roots, stems, leaves, flowers, and fruits.
4. Neatness of the labels.
5. Manner in which directions were followed in sending in specimens for identification.

Range in Size

A scale in which each object in mass is about 1,000,000 times smaller than the object just above it is given by Prof. John Q. Stuart, Princeton University astronomer. In order of bigness, these masses are:

- The known material universe;
a spiral nebula; a very large star; a good-sized planet; an ocean; a mountain peak; a forest; a man; a butterfly; a paramecium (single cell animal); a bacterium; the largest organic molecules; a few score electrons; a quantum of ultra-violet light.

The British Journal of Inebriety for October, 1917, quotes from Horsley and Sturge, Alcohol and the Human Body, as follows: "A number of soldiers of the same age and type, under similar conditions were divided into two groups—an alcoholic gang and a non-alcoholic gang. Certain work was given them to do. One gang had beer at their disposal and when tired resorted to its use. "For the first hour or two the alcoholic gang went ahead, but soon their energy flagged, and by the end of the day the non-alcoholic gang had accomplished far more work and had received more pay. After some days the gangs were transposed. Again the alcoholic gang went ahead at starting, but failed utterly toward the end of the day, the non-alcoholic gang accomplishing far more work than the other."



**A Summer Club Organized by "Professor of Leisure"**

IS THERE not some way that a school can continue its activities during vacation time besides being just a plain school? A principal of a private school in Evanston, Ill., was pondering this question when she happened to read an article entitled "Why Not a Professor of Leisure?"

"I had been thinking over plans for the coming vacation," she said. "There was an urgent demand among the mothers for the school to continue its activities during the summer months. But summer school didn't seem just the right answer. Then I read the article about a professor of leisure. Why shouldn't there be well-qualified persons, it said, to give us expert direction as to the most profitable way to spend our play-time, just as there are professors of history, mathematics and language to guide us in our studies. That was the answer to my problem. Of course, I thought, that is just it—I would be a professor of leisure during the summer and not a teacher at all! In thinking this over carefully the plan of a summer club gradually unfolded and it seems to be meeting in a very practical way a definite need both for mothers and children."

Before school closed in June invitations were sent out to join the Summer Club. This carried with it such pleasant inducements as picnics, hikes, sports and games, nature collections, trips to museums and industrial plants and other activities equally attractive to small persons between the ages of two and ten, for whom it was organized. Its purpose was to provide little ones who for one reason or another cannot attend a summer camp many of the advantages that belong to camp life with (in certain cases) the added benefit of living at home. Group activities, outdoor life, supervised play, opportunities for original and spontaneous diversions of all kinds have their place in this summer club. The children love it. Just the idea of belonging to "our club" fascinates them.

**Coupon Books**

The club is open for six weeks, but coupon books are issued instead of regular membership so that children who for various reasons cannot attend regularly can come whenever convenient. While the idea back of it is distinctly educational, it is not a summer school in any sense of the word.

The club carries on between 9 and 12 daily except Saturdays and Sundays. A plan which worked out well last season included one trip to the forest preserve, one to an industrial plant and three to the beach of Lake Michigan, which is only four blocks away from the clubhouse. The house, which in winter is the home of the school, was originally a private dwelling whose living rooms with open fireplace make ideal "club-rooms" on rainy days.

One car always accompanied the club on its jaunts, but most of the children preferred to hike and were encouraged to do so. For expeditions to the forest preserve or elsewhere too far away for little legs, cars were provided for all. On one gala occasion a big creamery plant, which they were scheduled to visit, sent its own cars for its honored guests and furthermore regaled them later with delicious malted milks. A visit to the lighthouse was another exciting pilgrimage which everyone enjoyed. A trip to a bank was included, and an all-day visit to a farm during haying time.

**Treasure Hunt on the Shore**

Days at the beach included a treasure hunt when acquaintance with different kinds of stones found on the beach was of great interest. Another day was "Yacht Club" day when there were races, each one sailing his own boat of his own manufacture. Baseball on the shore always aroused enthusiasm. Small persons not yet ready to be pinch hitters were appointed extra special outfielders to run after fouls, to everybody's satisfaction.

A never-to-be-forgotten day at the forest preserve was given over to Robin Hood. While the story was being read, one little girl at the mention of an oak tree looked up into the leafy roof above her and exclaimed in rapturous astonishment, "Why, just to think, we are sitting under an oak tree this very minute!" After the story, bows and arrows were made, a Robin Hood chosen, and the play put on.

Club members were constantly reminded that each member individually was responsible for the happiness and success of the club as a whole. They were encouraged to express their desires as to the places to visit and urged to bring in original suggestions for beach days.

Originally the plan was to divide the children into two groups, according to age, each group to have its own activities. But the little ones were so eager to go with the older ones and have been so game about it,

**Chinese Tots Make "Western Music"**



Chinese Tots Rhythmic Band, Laura Haggood Primary School, June, 1931.

**LEAGUE BULLETIN SERVES IN CHINA**

"Music Stories," Writer Says, Is Music Appreciation Text in Soochow

THE following letter comes from Nina W. Troy, Soochow, China. The League bulletin to which she refers is that written by Professor Frank Lefevre Reed, and published by the Interscholastic League for musical memory contestants in 1923:

I am in charge of the music department of a normal school in Soochow, China. When at home on furlough about five years ago I secured a copy of one of your bulletins (Oct. 1, 1923). It has been such a great help to me in introducing music appreciation and the use of the educational records in our school, inspiring and guiding the students in their preparation for their teaching.

The Chinese girls are very fond of music, both Eastern and "Western" but have little background to interpret the music which I love to call "world music," rather than "Western." They have only in recent years begun to appreciate and use the phonograph in the schools.

I have a class of forty-eight girls in methods for teaching music in the grades and your Bulletin is in constant demand on the reference shelf. Could I secure other copies of your Bulletin, it would make no difference how out of date they were?

Any aid that you and those associated with you are willing to give us in our work of teaching music in China, giving our girls here the kind of music language that you are doing so much to give the young people of America, will certainly be greatly appreciated.

I know that there are places in America where, if they knew our need and our desire, they would be glad to send us the material (music, records, books on appreciation, etc., that has been replaced by those of later publication at home. Would you be willing to place our situation before some of your co-workers and students?

To gain your interest in our work and students I am presuming to enclose an uncorrected paper by one of my students as well as a snapshot of our little first grade rhythmic band.

We have students who come from all sections of China, our school being the only normal school under Christian leadership in Eastern China. Students are sent from Christian and Government schools for two years of intensive normal training and will then return to their own schools as teachers and leaders, so that the help that you can give us will go on in ever widening circles throughout China.

(EDITOR'S NOTE.—Schools which have material on music appreciation, old records, bulletins, or books to give away, will doubtless assist Miss Troy by sending them to her. Her address is: Nina W. Troy, Laura Haggood Normal School, Soochow, China.)

In the end all went together, big and little, leader and assistant, just like one big family. This proved very helpful in bringing out not only courage and sturdiness in the young children but tender solicitude and unselfishness in the older ones.—*Christian Science Monitor.*

THAT we have but little faith is not said, but that we have but little faithfulness. By faithfulness faith is earned.—*Thoreau.*

SINGING 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.

**Research, Teaching, Extension**

Raymond G. Bressler, formerly Chief of the Interscholastic League Bureau, The University of Texas, was recently inaugurated as President of Rhode Island State College. A definite promotion, we should say, but he certainly went from a big state to a little one.

Here is a short excerpt from his inaugural address:

Research, teaching, and extension should go hand in hand. The most good to the greatest number is desired. The statements that "the greatest teachers I have ever known never conducted a piece of research" or "that man was one of the greatest investigators of his age, but when he attempted to teach, the crime he committed was awful," while literally true concerning the men in question, are almost wholly unbecoming with reference to the general body of people. It is merely an attempt to use the one exception in a thousand to disprove a statement. The man who cannot either speak or write clearly, and still think clearly is one in a million. The classification of human beings into teachers, researchers, and extensionists is artificial. Most men of my acquaintance who are any good in any one line, are good in all three. I can name some superior teachers who, when given an opportunity several years ago to conduct formal research projects, made contributions that were outstanding. I know workers who made national reputations in extension who are now key teachers in colleges and conduct research projects of unquestioned value. Occasionally, the one-track individual is found. When such a person is discovered, he is likely to be a genius, and the world should be carried to his door in order that we may all benefit from the results of his efforts. Perhaps he should be left strictly alone except for providing facilities for him to work unhampered. This is not the man of whom I am thinking. It is the average individual who is found in any college, who has a variety of abilities, and who fits into emergency situations that I have in mind. Such a man is invaluable. It is doubtful whether an executive is ever justified in promoting to key positions a man who cannot give a good account of himself in all three—teaching, research, and extension. A young college professor who is ambitious to rise to positions in the highest levels in the academic world, and is deficient in the abilities that make for success in any one of these major lines, had better utilize some time each day in strengthening his weaknesses.

Expressing his belief that the political dilemma and the economic disruption that beset the life alike of Europe and of the United States cannot be explained by any uncontrollable factors in the natural environment or by any shortage of material essentials in the economic life of the West, Pres. Frank asserted that "although it pains me as a schoolman to admit it, I cannot but believe that Western education must share the blame for this breakdown of political, social, and economic leadership."

That we are reaping the Dead Sea fruits of an era of over-specialization in Western education, and that these fruits are now painfully evident in a generation of leaders whose fingers have all proved thumbs in the moulding of those general policies or political, social, and economic organization which, in the end, make or break the separate enterprises of men, was expressed by Dr. Frank, who pointed out that Western education has been superbly successful in training Western men for the technical execution of his separate enterprises. But it has tragically failed to fit him for realistic statesmanship in the ground-plan and governance of his social order.

"I am convinced that, unless Western man effects a radical reorientation of the program and processes of his education, the forces of social and economic renewal will stand a discouragingly slight chance of coming to ascendancy quickly enough to check the decline of the West and give stability and significance to its social order," Dr. Frank said. Briefly tracing the rise and the implications of specialism in education since the time of the Renaissance, Dr. Frank explained that the old simple categories of knowledge were broken down into a "larger and larger number of smaller and smaller divisions, until education has come to be the complex specialized system of today."

"Without this intensive specialization, the amazing advance of modern science would have been impossible," he declared. "But, as tool or technique, specialization has its limitations, and when it is forced to function beyond these limitations its use results, at best, in diminishing returns and, at worst, in downright hurt. Both of these outcomes are now recognizable in Western life."

"We have produced what we have thus been organized educationally to produce, namely, a generation of specialists," Dr. Frank said. "The vast crowd of customers who enter and leave the colleges of the West without becoming good specialists nevertheless bear the mark of the system on their minds. They are partialists who are powerless to play a constructive role in the analysis and adjustment of a social order whose current instability is to be found at the point of the relationships of its parts."

It is an authentic integration of the educational process, not an artificial synthesis of knowledge, that promises most to Western man in his task of rethinking and renewing his civilization, according to Dr. Frank, who said that the beginning of this integration of education must be Western man's realization that specialization has given him an educational system organized, in the main, to train professional scholars rather than to educate men for the creation, comprehension, and control of their social order.

Be not anxious about tomorrow. Do today's duty, fight today's temptation, and do not weaken and distract yourself by looking forward to things which you cannot see, and could not understand if you saw them.—*Kingsley.*

lin: Wilson T. Betts, Principal High School; Matador: B. F. Harbour, Principal High School; Franklin Etheridge, Coach; Merkel: Roger A. Burgess, Superintendent; Miami: J. H. Duncan; Morse: Ernest Cabe, Jr., Principal Grade School; J. B. Spear, Superintendent.

Odessa: Murry H. Fly, Superintendent; Oklaunion: Attle J. Lynn, Principal Senior High School; Olney: B. C. Shulkey, Superintendent; Olton: H. P. Webb, Superintendent.

Palestine: Bonner Frizzell, Superintendent; Pampa: R. B. Fisher, Superintendent; L. L. Sone, Principal High School; J. A. Meek, Principal Baker Ward School; Panhandle: Law Sone, Superintendent; Perryton: W. B. Irvin, Superintendent; E. E. Shupe, Principal High School; Clyde L. Burns, Principal Ochiltree Elementary; E. D. Kelley, Principal Perryton Elementary School; Petrolia: C. C. Bock, Superintendent; J. T. Watson; Plainview: O. J. Laas, Principal Senior High School; R. M. Read.

Quannah: E. R. Sanders, Superintendent; Ralls: J. M. Rankin, Superintendent; Robstown: E. H. Patton, Superintendent.

Silverton: A. L. Kelsay, Superintendent; Elmer Cleavinger, Principal High School; Snyder: C. Wedgworth, Superintendent; Stratford: Floyd Burnett, R. W. Milligan; Sudan: O. L. Davis, Superintendent; Sweetwater: Frank D. Coalsen.

Terrell: J. E. Langwith, Superintendent; Tulla: W. N. Anderson, Athletic Director; Tyler: Mrs. Roy C. Owens (representing J. M. Hodges, Superintendent of Schools); Wink: Maj. A. E. Lang, Superintendent; R. A. Lipscomb; Winters: A. H. Smith, Superintendent; Ysleta: Emmett Cambron, Principal Socorro School; J. M. Hanks, Superintendent.

**Choir**

(Continued from Page One)

when the time came there were 2,000 children appeared and again they gave a fine account of themselves.

**Use Piano Sometimes**

My suggestion concerning the singing of these choruses is that the piano accompaniment be used at times, and perhaps the majority of the time, but that sometimes the phonograph record be played so that the children get the introduction and get in a good attentive listening attitude, and just as the chorus begins to sing have the needle raised and let the actual singing be done without accompaniment. With some songs it is much better this way. I suggest that in conducting the choruses it is a good thing for the person who is doing the conducting to hold both hands up with the fingers and thumbs together in each hand, and to sketch the rhythm of the song very lightly by having the hands move slightly up and down, generally having a slight downward movement for each measure. All of this should be done during the introduction whether there is to be a piano accompaniment or whether the phonograph introduction is to be used. When the introduction is completed and the time has come for the singing to begin the conductor snaps her fingers open and they open their lips and begin to sing at precisely that instant. In this way the attacks can be as precise as if they were a nationally known *capella chorus*. The slight movement of the hands up and down helps to keep the children together in the rhythm, and it is a very simple matter to coach the children so that they begin to sing absolutely together. It is a good plan to drill the children on saying a word, preferably the first word of one of their songs till they can say it at the precise moment that the conductor separates her fingers. Another suggestion is that when the conductor wants more volume she raise her hands higher, and when she wants them to sing more softly that she lower them. At the end of a piece, especially if there is a sustained note as in the song Sweet and Low, we suggest that the fingers be closed again precisely when she wants the tone discontinued.

**State Demonstrations**

I've just come from Nebraska where I have demonstrated our choir system before the State Teachers Association. I conducted a state chorus of rural children at the state fair in Nebraska this year and also one in Colorado. North and South Dakota, Nebraska and Colorado and Delaware are engaged in a state-wide movement in our choir work. A chorus of about 700 children from the California schools gave a concert last summer at the N.E.A. illustrating our choir system. I think the chorus all came from one county, and I do not know how many counties are taking up the work.

You may have heard that as a result of the demonstrations that we have given before educational associations and music conventions I was asked last summer to go to Lausanne, Switzerland and demonstrate the choir system before an international

conference of music teachers. Mrs. Fullerton, my daughter Margaret, my eleven year old boy Craig, and myself were all on our way to Switzerland when Mrs. Fullerton was killed in a street car accident in Paris, and of course our trip was abandoned.

The closer I got to Switzerland the more anxious I was to have the opportunity to show what could be done by this system with foreign children, even if they did not know a word of English. My purpose was to give a demonstration before that big conference of the ability the children had to learn to sing when we teach them by the processes that are natural to children.

**Had Dutch Children Singing**

As we went through Holland my boy and I ran across a seventh grade school. Not one of them knew a word of English, but they could sing in their own language. After they sang several songs for us, I asked the teacher if I might take the class for a few minutes, and he turned them over to me. I first gave them some of our simple rhythmic movements that we use for unifying the class and getting them in the habit of moving together, and they got along beautifully. The rhythm is the same in Dutch as in English. Then I set out to teach them to sing an English stanza. I knew there were no sounds in that song that they couldn't produce with perfect satisfaction if they got a good chance, but I was amazed to note that in less than five minutes they were singing in clean-cut English diction, and I am satisfied that no person could tell whether they were born in Holland or America. The point that I was after was to emphasize the marvelous power children have to learn by imitation.

**Demonstration Methods**

I think a tremendous boost could be given to this move in Texas if it could be well demonstrated with a group of children before one of those big educational conventions by having the songs on slides. We can demonstrate with the audience as a class, and do it as well with 5,000 as we could with five. At these demonstrations we always have the audience participate as if they were children. They never resent it. If we have a class of children present, we have them sit in front and give the children and the audience precisely the same work, and this is precisely the same as the rural teachers are to give the children in the one-room rural schools or other schools. We do not do much lecturing on the subject. We believe from experience that an audience will remember what they did in the demonstration a long while after they have forgotten what the speaker said. We have song slides for general community singing, and we use the phonograph method as a demonstration there also, although part of the time we have the audience sing some songs independently of the phonograph with piano accompaniment.

**Wide Use of This System**

This same system for teaching singing is being used in the 4H clubs, the Young Citizens League in South Dakota, the Parent-Teacher Associations, and it is coming into the farmers' meetings. We have one record which contains "Dixie" and "Old Folks at Home," both very well recorded. That one record, wisely used, could transform the singing of all these organizations, including the men's luncheon clubs, and the women's music clubs. Last year, while we were waiting for the photographer to get ready to take a picture of one of the county choruses somebody suggested that the children sing some songs, and all they needed was the pitch. They sang a good list of them with perfect freedom and abandon, but they didn't abandon the tune or the rhythmic movement. I'll challenge any Rotary club that I ever saw to equal the record of those country boys and girls in informal recreational singing.

**Puppets**

(Continued from Page One)

develop character by the reading of his lines. The better the actor the better the play.

These are the elements that are identical with those of any stage. A puppet stage offers many others that are essentially its own. There are limitations, but overcoming these is part of the fascination.

**The "Puppet World"**

But aside from all this, there is distinctly a puppet literature, a puppet world. We do things on a puppet stage that could not possibly be done by human actors on a regulation stage. In fact, there is little point to giving plays which could be done by actors. Hence we have all manner of known and imagined animals appearing, talking and taking part in the drama. Then there are the endless puppet tricks to test the producer's ingenuity and mystify the audience.

There is Alice's neck shooting twelve inches into the air when she

touches the mushroom and later coming down again. There is the caterpillar flying down from above, Peter Rabbit crawling under a fence, putting Gretel into a cage and scores of others.

**Puppets Cast a Spell**

Then there is the spell of complete fascination which the small puppet actors weave for the persons who work with them. We experience this every day with the persons who come to help with the newly established puppet theatre in Fort Worth. People who have never seen a puppet how in their lives come for one reason or another to assist and remain spellbound by this fascination. Actors say it is much more fun than acting on a regular stage, artists say painting the small scenery is only play and can they try a modernistic set, a set in monotone, a purely imaginary forest.

The Fort Worth Little Theatre has started out with the simplest type of puppet show, the Punch and Judy kind where the puppets are worked on the hands by a person who sits in a chair and holds his hands above his head. Of course, the manipulator is concealed from the audience. This type of show was chosen for the first season for two reasons: (1) because it is the easiest kind of puppet show for persons untrained in the art to give and (2) because it makes possible the presentation of a new production every two weeks, which is the schedule established. When the workers gain experience, marionette—the type operated by strings—shows will be given.

**Begin with Small Show**

But the small puppet show is to be recommended as a beginning. There is very little published about this particular kind of puppet show but considerable help can be gleaned from books on marionettes.

The puppet theatre at Fort Worth is giving a new production every two weeks, one show on Friday afternoon and four on Saturday. Admission is 15 cents for children and 25 for adults. Several evening shows especially for adults will also be given during the season. Fairy tales, original plays, Aesop's fables, musical acts and other types of short plays will be given.

**Sources of Material**

The following sources for Marionettes and Puppets are recommended: Mill & Dunn, Marionettes, Masks and Shadows; Tony Sarg, Tony Sarg Marionette Book (B. W. Huebsch, Inc.); Ackley, Marionettes; McPharlin, Puppet Heads and Their Making.

The following plays will be found useful: Ruthenburg, The Gooseberry Mandarin (French); Ruthenburg, The Wolf at the Door; Brown, Weather; Capen, Lincoln and the Pig; Weaver Dallas, De Courtin' Couple; Stearns, Columbine's Birthday; Hayes, Punch and Judy; all from Paul McPharlin, Detroit, Michigan. Punch and Judy with intro. by C. H. Grandgent (Washburn & Tohmas); Reighard, Plays for Puppets and People; Stoddard, Book of Marionette Plays; McPharlin, A Repository of Marionette Plays.

**"Show-Business"**

OF COURSE, to make certain of to present a winning football team, because the patronage, now that the arenas are built so big, cannot be supplied by the alumni and therefore must be drawn to a large extent from the public. An old grad may follow an inferior team out of loyalty and sentiment, but the rest of the spectators are customers demanding picturesque reputations, good teams, gaudy uniforms, big bands attired like European major generals at a full-dress funeral, exaggerated rivalry between the athletes and the cheering sections, and, lately, theatrical tableaux between the halves. In other words, the colleges have gone into the show business and, in order to maintain the drawing power of their shows, they have had to recruit stars for their casts and pay them somewhat.

This, of course, is cheating, because they all represent their players to be strict amateurs; but the evil lies in the pretense, not in the practice.

My idea is that if an athlete is drawing thousands of dollars to the turnstiles, and the school agrees that he deserves some pay for this, the school takes an unfair advantage of the young man's innocence and his position under the system if it pays him only a few hundred dollars a year, partly in cash and the rest in commutation of his tuition, some punk meals at a cafeteria, and a cheerless room at the end of a hall. Certainly, if the schools intend to put the players on the hire list, they ought to pay them in proportion to their drawing power, as prize fighters are paid, and any arrangement short of this smacks of sharp business practice, unworthy of a proud educational institution and a bad example to a young and impressionable athlete.—*Westbrook Pegler in Liberty*, Oct. 10, 1931.