



It is a mistake, thinks W. W. Prentice, of Richland Springs, to require a spelling team of two irrespective of the size of the school. "Should the number not be determined as in Music Memory? Schools having a large enrollment have the advantage under the present rules. I am not urging this for personal advantage, as our school is neither the largest nor the smallest in our county, but half way between the two extremes."

About thirty schools entered the Three-R contest in Bexar county this year which we believe is the record for the State. Perhaps the explanation lies in a note received from Terrell F. Gates, Route 8, Box 48, San Antonio: "Last year I was Athletic Director of Bexar County Rural School and, I created much interest and enthusiasm by getting about thirty beautiful loving cups donated for the athletic events. This year I am director of the Three-R Contest and I have three beautiful prizes for first, second and third place winners in the contest."

A card from Mrs. Ethel Skinner, of Bonita, says: "We are having a little practice meet of neighboring two- and three- teacher schools at our school. I think the Interscholastic League is the greatest blessing ever sent on little schools."

Mrs. Jessie N. Yarbrough, of Lowake, ordering the picture used in the picture memory test service, takes occasion to say that this is a very valuable service. Mrs. Rufus L. Baty, of New Hope School, near Mexia, remarks that the children enjoy studying the pictures and derive untold advantages from doing so. She asks that the rural schools be placed in a separate division in this contest.

Commenting on the League interest in Erath county, R. E. Yarbrough of Huckaby, says: "We are all set for the best meet this county has ever had if entries are any sign. Our county has agreed to make two divisions in most all events as the rural schools wanted a division for county competition only. There is more interest in the rural schools than ever before. There will be some contest that they can go to the district and for that reason we are going to certify the winners."

Urging a contest in reading, Alta Headlee, second grade teacher at

(See — LETTER BOX — Page 4)

Immediate Objectives of the T. S. T. A.

1. A study and the presentation of the facts relating to the Public School Lands and the Permanent School Fund to the end that this heritage may be better administered and more safely preserved.

2. A continuous campaign for higher standards for teachers by promoting in the minds of prospective legislators the necessity of removing the inhibition now placed on the State Board of Education and giving to this body full regulatory powers in matters of certification of teachers.

3. A genuine support of the State Department of Education and the State Board of Education in the cooperative projects now in progress, namely, the State Study of Public Schools and the Curriculum Revision Program.

4. A concerted effort to retain the revenue sources of the State Available School Fund that now obtain.

These objectives are conservative and yet sufficiently inclusive to command group study in faculty meetings, parent-teacher association and pre-election meetings with prospective lawmakers.

Let us "purpose in our hearts" to accomplish these goals within this biennium.

J. O. LOFTIN, President, Texas State Teachers Association

GENERAL PROGRAM of the 24th Annual State Meet of the University Interscholastic League

Thursday, May 3

Registration, rebate and assignment to Lodgings, Gregory Gymnasium, east side of Campus. Bureau opens 2:30 P.M. and closes at 10. Opens again 6 A.M. following morning.

Friday, May 4

- 8:00 A.M.—One-act Play rehearsals continuing throughout the day on schedule arranged by Morton Brown with respective directors.
- 8:30 A.M.—Journalism Conference delegates assemble second floor, Union Building.
- 9:00 A.M.—Track and Field contestants, including Rural Pentathlon, assemble on Texas Memorial Stadium Field.
- 9:15 A.M.—Announcements and photograph, Track and Field.
- 11:00 A.M.—Journalism, News-writing contest, Room 105, Architecture Building.
- 2:00 P.M.—Tennis—First round in boys' singles and doubles. Report at Men's courts, Southeast corner of Stadium. Tennis—First Round in Girls' singles and doubles. Report at Women's Courts, 24th and Wichita Streets.
- Journalism—Copy-reading contest, Room 105, Architecture Building.
- Journalism, second conference, 2nd floor, Union Building.
- 2:30 P.M.—Debaters, both girls and boys divisions assembled in Room 101, Waggener Hall for drawing. Immediately following, first round in both divisions.
- 4:30 P.M.—Journalism, Headline-writing contest, Room 105, Architecture Building.
- 5:00 P.M.—Journalism, Proof-reading contest. Room 105, Architecture Building.
- 7:30 P.M.—Debate semi-finals, girls and boys, assemble Room 101, Waggener Hall.
- 8:00 P.M.—Declamation finals, girls and boys divisions, High School Class, Garrison Hall, Room 1. Declamation finals, girls and boys divisions, Rural School Class, Chemistry Auditorium. Extemporaneous Speech, girls and boys divisions, Law Auditorium. One-act Play, preliminary, Group 1, Hogg Auditorium.

Saturday, May 5

- 8:15 A.M.—Journalism, Editorial-writing contest. Room 105, Architecture Building.
- 9:00 A.M.—Typewriting, assemble Room 216, Waggener Hall. Shorthand (optional). Assemble Room 216, Waggener Hall.
- Three-R Contest, Room F26, University High School, Red River Street between 19th and 21st. Art, contestants assemble Library, Second Floor, Architecture Building. Essay Writing, contestants assemble, Room 304, Main Building.
- One-act Play, preliminary, Group 2, Hogg Auditorium. Tennis—Semi-finals, boys and girls, singles and doubles, Penick Courts, north of Stadium.
- 9:30 A.M.—Journalism Conference, last session, second floor, Union Building.
- 11:00 A.M.—Girls division, final debate, Room 1, Garrison Hall. State Meeting of Delegates (conference for faculty representatives only).
- 2:30 P.M.—Boys division, final debate, Hogg Auditorium. Track and Field Finals, Texas Memorial Stadium.
- 8:00 P.M.—One-act Play, final, Hogg Auditorium.

Nash School in Bowie Co. Keeps on Winning

THE 100 per cent papers made by six Nash school students in the spelling and music contests of the interscholastic league literary meet held at New Boston will be forwarded to the League headquarters at Austin where spelling certificates and silver pins in music will be awarded.

The certificates will be awarded spelling contestants making perfect scores. Music memory winners will be presented the silver pins by state organization.

Martha Ellen Reese and Ruby Morrow, coached by Miss Abelle Allen, were respective first place winners in the fourth and fifth grades divisions

of spelling and plain writing contests with perfect papers. Margie Lee Shipp and Charlsie Lou Chewning, coached by Mrs. J. H. Worley, scored 100 per cent papers for first places in the sixth and seventh grade divisions.

Nash school's music memory team, Hazel Atkins and Charlsie Lou Chewning, won first place in the music contest. Both made perfect scores. The team was coached by Miss Pauline Myrick.

This year's victory was the fourth consecutive time Nash school has won first place in the sixth and seventh grade spelling contests under the coaching of Mrs. Worley. It was Miss Allen's third consecutive year to produce a winning team in the fourth and fifth grade divisions. —*Texarkana Gazette.*

San Antonio School Offers Course in Motion Pictures

(By Mrs. Gretchen Rochs Goldschmidt)*

THERE is a general awareness that the education of children today is a most complicated pattern to which the Motion Picture Theatre contributes a disproportionately large share. Wisdom would dictate, therefore, that if possible, the level of this type of information be raised, or that the child by skillful guidance, be inured to its evils and awakened to its benefits.

*Mrs. Goldschmidt is a teacher in the Pace Junior High School, San Antonio, and was asked by the Leaguer to describe the new course to be offered there in Motion Picture Appreciation.

If we are not to rear a generation of cinema and radio paralytics who imbibe life solely through eyes and ears, we must arouse our children's critical faculties to a keener perception of truth and a finer detection of sham. Otherwise an undesirable type of motion picture with its specious morality and its beguiling tendency to ignore important difficulties, will falsify life for our rising generation in the same manner as the glib idealistic novel of the 80's and 90's warped the understanding of their mothers and grand-mothers.

To what extent the growing child is screen-influenced has been shown

(See—MOTION PICTURES—P. 4)

TEACHER DEMAND ON THE INCREASE

Placement Bureau Says Need For Directors of Extra-Curricular Work

THE CHIEF difficulty in placement work," says Miss Miriam Dozier, Secretary of the Teachers Appointment Committee of The University of Texas, "lies in the fact that teachers do not fit themselves adequately for the direction of extra-curricular activities which play such a large part in public school work."

A large increase in the number of calls for teachers received and in the number of placements made during 1933-1934 over that of the past year was announced Friday by Miss Miriam Dozier, secretary of the teachers' appointment committee. However, the number of applicants available for appointments was not so large as for preceding years. This was caused, in part, by the fact that many teachers found it difficult to pay the registration fee of \$2, Miss Dozier said.

"There was a decided increase in the number of calls for teachers during the months of August, September, November, December, and January over the number during the same months of the previous year. This seems to be an indication that we may expect more normal conditions throughout the coming season," Miss Dozier added.

"The total number of calls for teachers was 529, which is 158 more than for the season of 1932-33 and less by 144 than for the season of 1931-32. This is due partly to the fact that the Federal government has provided employment for many unemployed teachers," continued Miss Dozier.

Figures show that the demand for men and women with the degree of doctor of philosophy for college and university positions is becoming greater each year.

TEACHERS COURSES MANY AND VARIED

Unusually Large List of Offerings and Instructional Staff Announced

IN SPITE of budgetary restrictions imposed by reduced appropriations, the 1934 summer school offering of the School of Education includes an unusually large list of courses and instructional staff. All professors and associate professors of Education on the staff during the long session, and nearly all adjunct professors and instructors, will be in residence during one or both summer terms.

To this group has been added a carefully chosen group of in-state and out-of-state teachers. Additional staff members coming from out of the State include Professor Carter Alexander of Teachers College, Columbia University; Mr. John A. Foote of the State Department of Education, Baton Rouge, Louisiana; and Professor Thomas H. Quigley of the Georgia School of Technology. In-state teachers include Superintendents Bonner Frizzell of Palestine, G. W. Gotke of Alamo Heights, N. S. Holland of Breckenridge, and S. R. LeMay of Athens; Dr. C. A. Nichols, Director of the School of Education at Southern Methodist University; Professor A. C. Streng of Lutheran Junior College; Mr. H. F. Alves and Dr. Jeremiah Rhodes of the Texas State Department of Education; Principal R. H. Williams of the Reagan High School, Houston; Mr. Roy Bedichek, Chief of the Bureau of Public School Interests of The University of Texas; and Mr. Clyde Littlefield, Coach. Messrs. C. W. La Grone, C. C. Mason, and C. B. Wilson will assist in the teaching of freshman and sophomore groups.

Besides the usual offering of courses in the Art of Teaching, Elementary and Secondary Education, Rural Edu-

(See — TEACHERS — Page 4)

Spanish Teachers Continue Suggestions for New Event

Committee Is Busy Considering Report to Section Meeting

JUDGING from the number of Spanish teachers who have taken the trouble to write to the State Office expressing their view concerning a contest in Spanish, the contest if adopted, would prove to be a very popular one. In the issue of the *Leaguer* appeared several columns of good suggestions in this connection. More letters have come in since, but there is room for only a limited number of them. The League Office hopes to serve as a kind of clearing-house for suggestions between the teachers and the committee that is now working on the matter, and further correspondence is cordially invited.

Since Miss Lucille Bludworth, of Tahoka, writes much more in detail than any of our other correspondents, we give her letter in full:

"I have been very much interested in seeing Spanish become a part of the Interscholastic League contests since I think it would cause a revival of interest and enthusiasm in the subject, and at the same time it would make for greater standardization in the teaching of it.

"The Llano Estacado chapter of the A.A.T.S. of which I am a member, is sending, or perhaps has already sent you, the West Texas Teachers' recommendations* for the Spanish contest this year. But, since you have written me directly, and because I am very

*Not received. Would like to have them for publication.

(See — SPANISH — Page 4)

Gay Hill, Milam Co., Wins Playground Ball

(By Moody Galbreath)

IT MIGHT interest you to know, I and perhaps publish in your (our) *Leaguer*, the remarkable record made by a three-teacher rural school junior girls athletic team.

It is to be remembered that Milam county ranks second in number of rural school children in the State. For the first time the junior girls of Gay Hill school entered basket ball.* They won county-wide championship. The players were: Forwards: Roseline Dockall and Minnie Timmerman; Centers: Bonnie Rutherford and Lavon Hyde; guards: Josephine Dockall and Mable Hirt. Sub: Mary Calloway. Josephine and Roseline are twins.

Last Friday and Saturday at the county League meet these same girls with Ruby Doss, Margaret Lee Eiland, Wanda Rutherford and Lillian Dyer won first place in playground ball for rural schools. Just before the meet they defeated Rockdale who won first place in Class A schools and Thorndale who won Class B schools, thus proving that the Gay Hill team is the best of 27 teams in this county. They made good records in other events as well.

*Basket ball is not a League game for girls and is not recommended.—Editor.

(See — PEVEHOUSE — Page 4)

Professor Helps Extempo Speakers Define Fascism

(By O. Douglas Weeks, Professor of Government, University of Texas)

EDITOR'S NOTE: So many of our extemporaneous speech contestants wrote to the State Office requesting definite information concerning just what "fascism" is that we asked Professor Weeks for a short article describing its essential features. His reply is reproduced herewith.

SINCE the Great War, several European nations have been subjected to dictatorships of one sort or another. Some have sought to carry into realization a new and drastic philosophy of the state; others have had no other purpose than to provide, temporarily perhaps, the benefits of strong-armed rule.

FATHER WRITES OF DAUGHTER'S RECORD

Nona Marie Pevehouse, 13, Has Developed Winning Habit in Contests

(By W. M. Pevehouse, Meadow, Tex.) FROM time to time the *Leaguer* carries in its columns records of contestants, or schools, or teams made in the League contests. After a year's deliberation on the matter, I have decided to send in the record of my daughter.

Nona Marie Pevehouse, born Aug. 3, 1920.

Nona has entered the following events during the last six years and has never failed to place in both county and district:

Dawson—1929—8 years old: Sub-junior spelling; missed 4 words; won first place.

Yoakum—1930—9 years old: Sub-junior spelling; perfect paper; League certificate, first place.

1931—Lynn County—10 years old: Entered:

- (1) Junior declamation; won first; attended district, Lubbock; won first.
- (2) Music Memory; highest score in county; won first; attended district, Lubbock; highest score; won first.
- (3) Arithmetic; won third place.
- (4) Playground ball; won third place.

1932—Dawson County—11 years old: Entered:

- (1) Declamation; won first; attended district, Lubbock; won third.
- (2) Music Memory; highest score in county; won first place; attended, district, Lubbock; won first.
- (3) Choral Singing; placed second.
- (4) Playground Ball; placed second.

In both 1931 and 1932 was highest ranking junior speller in her school but surrendered place to classmates who each time won first.

1933—Lubbock High School:

- Entered high school junior declamation; won first in city-county unit; attended district, Lubbock; lost to Plainview High by one to two vote in finals; took second place.
- 1934—Terry County, last week—13 years old: Entered:

- (1) Essay; won first, perfect paper; not an error.
- (2) High School Spelling; won first, perfect paper, except failed to cross "l" in fertilization.
- (3) Declamation; won first.
- (4) Volley Ball; won first.
- (5) Playground Ball; won first.
- (6) Choral Singing; tied for second.

In addition, she entered junior girls basket ball this year for the first time. At Ropes Invitation Tournament her team from Prairieview school, Terry County, won the consolation cup in February. Two weeks later her team was runner-up champion at the Meadow tournament, receiving individual silver balls. In this tournament Nona received the unanimous vote of the coaches as all-star center.

Two weeks later her team won the Terry County senior rural girls' basket ball championship.

In the Terry County meet last week she earned as follows:

(See — PEVEHOUSE — Page 4)

SPANISH-AMERICAN MEET IN GOLIAD CO.

Mrs. Gussie W. Pettus Says Program Promotes Fine Citizenship

SPECIAL League meets are being devised in some counties for Spanish-American children, and in some cases with very promising results. Mrs. Gussie W. Pettus, who has charge of this meet in Goliad County, is quite enthusiastic over the results obtained this year. "The meet was a success in every way," she says.

"An unprecedented crowd was present. When we listened to five senior boys and seven senior girls giving creditably declamations on American citizenship and questions of public interest, we were thrilled. More and more our patrons are becoming interested in this phase of the work, and are even willing to stand through the entire declamation contest to hear their children speak.

"We came so much nearer the League requirements this year that we are already planning to follow them to the letter next year.

"Our plans this year included arithmetic for beginners. I enclose a sheet as I am sure you will be interested. This was the work of my daughter, each sheet being made separately, and requiring time and patience; but results were very gratifying."

Rural Miler Wins Over Class A Mile Runners

MRS. ADDIE MILLER, principal of a rural school in Grayson county, reports, as follows: "We, the Range Creek School, have again won all round championship for rural schools for the fifth time in five years. My mile runner made the best time of any one in the county including Sherman and Denison. My vaulter went above A schools too. We have won seven cups and three penants. We also won rural basket ball championship. Our school has only three teachers and 88 pupils and is 18 miles from Sherman."

Things are in the saddle and ride mankind.—Emerson.

CONSERVATION WEEK (By Mrs. J. Frank Dobie)

AT THE request of the Texas Federation of Garden Clubs, Governor Miriam A. Ferguson has issued a proclamation declaring April 15-21 Conservation Week, a period in which especially to spread the gospel of leaving wild flowers where they grow, of planting native trees where they do not now grow, of providing food and security for birds and animals—in short, of consciously conserving wild life.

Now, conservation follows appreciation. Appreciation comes of knowledge. Knowledge is dependent upon reading and observation. "See that perch's nest," said a boy of eleven to the writer as he pointed out a circular depression in the gravel bed of a creek. "Look, a perch is guarding it. Did you see her dart out to drive those minnows away?" When asked how he knew about perch nests, he said, "I read about them first and then looked for them." The boy or girl who has observed a spawning ground or watched a green lizard thrust out its orange gorget or seen the bullbats so thick in the evening or looked for the first anemone of spring or taken into experience any other of the manifold manifestations of nature has had a better time than the boy who shoots a bird to see it fall or the girl who picks all the wild flowers in sight. And the observer conserves, because he wants to leave something to observe the next time and also because through knowledge he has arrived at a sympathy for wild creatures.

(See — FASCISM — Page 4)



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ROY BEDICHEK Editor

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COACHES and principals will please take notice of the rule which prohibits spring or summer football practice. The rule reads: 'No spring football practice or summer football camps shall be permitted. All practice and games shall be carried on during the period between September first and the close of the regular season.' The season closes the first Saturday following Thanksgiving day."

No, this is not applicable in Texas, but is taken from a recent issue of the *Kansas Athlete*.

MRS. GUSSIE W. PETTUS, of Goliad, deserves sincere commendation for the interest she has taken in providing competitions for the Spanish-American children in Goliad County. In southwestern counties containing large numbers of Spanish-American schools it is found that few if any of them will enter the regular county meet. Mrs. Pettus has adapted the League contests to the demands of these schools with very gratifying effects. A short account of this spring's Spanish-American school meet in Goliad County is published in another column of this issue.

THE JOURNALISM CONFERENCE held in connection with the State Meet this year promises to be as full of interest and enthusiasm as ever. Professor DeWitt Reddick has given much of his time and attention for the past few years to the journalism conference and contests. He reports that "every day and in every way" high-school papers in Texas are getting better and better. His regular column in the LEAGUER is studied by hundreds of pupils engaged in editing and publishing their respective school papers. Sponsors of school papers frequently write letters to the LEAGUER commending this column.

THE Page Junior High School of San Antonio is making an interesting experiment in teaching motion picture appreciation, an account of which appears in this issue of the LEAGUER. The world moves so rapidly that the curriculum must be kept on the jump, so to speak. One thing that schools, we believe, have overlooked in a multitude of demands that have been made upon them, and that is the influence of motion pictures upon children. The schools will do well to attempt to teach appreciation of the good and wholesome pictures and inoculate against the evil effects of the bad ones. Some such experiment as the Page school has the enterprise to undertake may help solve a very vexing problem.

ATTENTION is called to the interview (published in this issue) with Miss Miriam Dozier, Secretary of The University of Texas Teachers Appointment Committee. She is in constant touch with teacher-demand, and hence speaks with some authority concerning the qualifications and equipment which teachers are expected to have. She points out that there is increasing call for teachers who can not only do acceptable classroom work but can direct extra-curricular activities. This rise of these extra-curricular activities in the schools has been phenomenal. During the past few years dozens of new texts have appeared, and there is hardly a teachers college or school of education in the country that does not offer courses designed to prepare teachers for conducting these activities. It is the part of wisdom, therefore, for teachers to study this new demand and prepare to meet it.

PREMIUM POINTS in county meets have come in for a good deal of antagonistic criticism this year. We hear of schools that make entries without preparing pupils, just for the purpose of counting in the premium points. We observed at one meet a tennis team on the court that had apparently never before played a game of tennis. If premium points are working in this way, the practice of awarding them should be discontinued. It is very harmful to a student to compel him to try to do something in public for which he has had no previous preparation. It produces fear, inferiority complexes, and develops a distaste for the activity itself. A spelling director calls attention to the fact that one speller missed more than fifty words in the spelling contest, and says that the mere writing down of these words improperly is contrary to all pedagogical principles. Quite so. If premium points are encouraging competition without preparation, they should be abandoned.

WE HAVE had many inquiries this year about Fascism. Pronounce it *fash-ism*, by the way. With the accession of the *Rothmere* newspapers in England to this weird form of dictatorship, it seems to be getting pretty close home. The movement is under way in France, Poland, Rumania, Czechoslovakia, Yugoslavia, although not as yet threatening. Our inquiries, of course, have come from extemporaneous speech teachers on account of the fact that Fascism is one of the five general subjects prescribed in this contest. There was at first considerable objection to the subject on grounds of lack of importance and lack of available material. As the year progressed, however, the importance of the subject has assumed as silenced most of these objections. It is really a big, important matter, and the end is not yet. We asked Professor Douglas Weeks, of the University School of Government, to write a short article on Fascism, and it is published in another column of this issue.

THIS ISSUE of the LEAGUER publishes the general program of the twenty-fourth annual state meet. One more year will round out a quarter of a century. The League began as a very exclusive affair open only to affiliated high schools, and they were interested in only one contest: debate. But as the years went on, the program of contests expanded and the membership was made less exclusive until now it accommodates every class and condition of public school. Contestants in the first Interscholastic League state meet are now middle-aged men and women, and many of them have children who are entering contests in which their parents participated twenty or twenty-four years ago. The League State Office is now having compiled a list of all pupils who have won their way in any contest to the state meet, and this list will be published. It will contain the names of many thousands of individuals. Every now and then we hear from one of these former contestants, and as a rule he takes occasion to express appreciation of the training received under the inspiration of League competitions. This year 213 counties held meets; thirty-one district and eight regional meets are being held this month, and the final meet, as the program announces, begins May 4.

THE NEW PLAN for conducting Extemporaneous Speech contests this year has met with general approval. However, there have been a few objections. The topics furnished have been criticized as too specific. Complaint has been made also of topics which call for personal opinions. Nearly all of our correspondents admit, however, that speeches of contestants this year are more nearly extemporaneous than ever before. We circulated each county director of this contest asking specifically for a report on the same. Many directors have been good enough to comply and have many suggestions that we feel may be used to improve the work next year. It is well to hold in mind the purpose of the contest. Let us not forget that we have ten different divisions in declamation, and that an Extemporaneous Speech contest so conducted that the pupil has an opportunity to memorize his speech, or the speech of some other person, defeats its own end. We wish pupils to face an audience without a ready-made and memorized speech. Ninety per cent of public speaking in life situations is extemporaneous. It is training for this life situation that is sought. Again, the contest is supposed to supplement current events study. It is to be used to encourage the magazine habit and to arouse an interest on the part of the pupil in the current affairs of the world. Moreover, the art of outlining the knowledge a person has on a given subject in form for effective presentation is an important objective. Keeping these objectives in mind, we hope teachers will offer suggestions for further improving the work in extemporaneous speech.



Suspension in Basket Ball

On recommendation of County Executive Committee of Haskell County the State Executive Committee on March 14, 1934, suspended the McConnell school of Haskell County in basket ball for the 1935 basket ball season. In this connection, schools are referred to Article XIII, Sec. 3, of the Constitution and Rules.

Art

There is a typographical error in the Art Rules, page 70, third line, in which the word "regional" should be substituted for "district." Art contestants enter the regional meets direct without previous qualification in any of the preliminary meets of the League.

Playground Ball

Playground ball is open to pupils under fifteen years of age on the first day of the preceding September. This ruling permits the use of pupils under ten years of age.

No Penalty on Late Membership

Due to lack of proper notice, the League will not assess penalty of one dollar on late membership fee, as provided Article III, Sec. 2, Constitution and Rules. This penalty will be effective in the 1934-35 school year.

Typewriting—Rule 7, p. 61

County eliminations in typewriting are unnecessary,* since no district will be overcrowded. Hence, contestants in typewriting qualify directly to the district meet. Since there are only four districts in each region, the first five places in typewriting are qualified for regional competition, instead of the first three, as specified in Article IX, Section 2, j.

1-Act Play

Musicians off-stage, members of mob, or other individuals making off-stage contributions to the play are considered members of the cast and must be eligible, and they count towards the ten individuals allowed to make up an eligible cast. See Page 58, Rule 4 (c), Constitution & Rules.

Choral Singing

Add to the contest list page 49, the following: "Dixie Land, Record 21950, page 184." This selection was inadvertently omitted from one edition of the Constitution and Rules.

8-Semester Rule

The State Office is receiving many letters asking the following question or similar ones:

Question—Is a pupil eligible to finish the basket ball season whose eighth semester closes at the end of the first semester? Answer—No. The fourth paragraph on page 104 of the Constitution and Rules applies to a pupil who has 7½ semesters against him at the beginning of the new semester.

Double-Representation Rule

Section 12, Article VIII, provides that debaters eliminated in a round-robin debate schedule prior to the county meet are not thereby debarred from entering another public speaking event. The same rule applies to members of one-act play casts, provided elimination occurs prior to the county meet.

Article VIII, Sec. 16

A year's credit in a subject granted on the basis of grades made during both semesters may be counted as one of the three required regardless of the particular grade for either semester.

Sec. 15, Article VII

Strike out this section in the current issue of the Constitution, as there is no longer any division in sub-junior spelling. This contest is now conducted on a grade basis.

Article VIII, Section 14

This rule does not apply to a pupil who changes from one unaccredited school to another unaccredited school provided his parents live in the new school district.

Article VIII, Section 13

The term "school district" as used in provisions (1) and (2) in this rule means the district in which the parents actually reside at the time. It does not necessarily mean "legal residence."

Article VIII, Sections 16 and 17

In judging eligibility cases under these two rules it is proper to hold that a pupil's enrollment period in a given semester begins with the day

*"Unnecessary" means not necessary for qualification to the district meets. County tournaments are desirable, however, as practice tournaments.

of his enrollment and ceases with his last day of attendance.

On Feb. 14, 1934, the State Executive Committee ruled that the least attendance that may be charged against a pupil for an enrollment period ranging from three weeks to one semester (or to one-half year in a school not on a semester basis), is one semester. Furthermore, the maximum that may be charged for enrollment in both semesters during a particular school year is two semesters in a school of eight months or more and one and one-half semesters in a school of less than eight months.

CHORAL SINGING

II. HOW PUPILS LEARN TO READ MUSIC

(By C. A. Fullerton, Head, Dept. of Music, Iowa State Teachers College, Cedar Falls, Iowa.)

LEARNING to sing attractive worthwhile songs from the phonograph records develops musical power in these rural boys and girls to such a surprising degree that we set out to discover just how singers read music in learning a new song. We started out with our college choral union, which consists of six glee clubs, 280 voices in all. We included glee clubs, choirs, music students, and teachers; the vast majority being teachers. We asked 1842 adults who are all high school graduates if, when learning a new song, they are conscious of 1, 2, 3, etc., to the music they are setting out to sing. Out of the whole aggregation only 28 individuals, or less than 2 per cent, reported that they thought in terms of the syllables, or numbers.

If not more than 2 per cent or 5 per cent or even 10 per cent of the adults find that the system of teaching sight reading, which has absorbed so much precious time in the schools, comes to their aid in time of need, does it not look as though trying to teach students to read music by syllables or any other mechanical process, apart from singing songs accurately, has been a millstone around the neck of school music?

The writer of this article happens to be one of the 28 who thinks always in terms of syllables, because he learned to read by syllables as a young man on the farm where there were no other means of musical development available. He has taught sight singing by syllables in the Iowa State Teachers College for 37 years. For the last ten or fifteen years he has been having serious misgivings as to their real value. From the standpoint of the calculating adult mind, there is something very logical about reading music by syllables, but from the standpoint of the boys and girls in the schools, the process is very unnatural and very unmusical. It was the adult mind that dominated the situation in the old system of teaching children to read where we first learned the alphabet straight, and then practiced on a-b ab's and b-a ba's, preliminary to reading words. The system was very logical and made an appeal to the calculating mind, but the fact that the learning of the alphabet as a preliminary to learning to read has been abandoned, and the fact that the modern child who is fortunate enough to learn to read by the modern method can read lines where his great grandfather could read words, is convincing proof that the old a, b, c method was wrong.

Obviously, students in teachers colleges should be prepared to do the work that will be required of them when they go out into the schools. This fact has made us rather conservative in regard to any radical transformation in methods of procedure in school music. That is the reason we have given the reading of music by syllables the benefit of the doubt, as long as there were any doubts. It is not that learning syllables does students much harm but the precious time spent in the schools in trying to teach children to read music by syllables has interfered with their real musical development to an appalling extent. Children sing beautifully when given a fair opportunity to learn to sing, and the fact that this choir plan of teaching children to sing by which they hear the songs correctly sung every time they hear them sung, so that the musical standards of the recording artists become the musical standards of the school, explains why rural children who are so isolated from opportunities for musical development, have recently attracted so much attention by their meeting in large groups and singing like highly trained choirs with but one rehearsal.

The rural schools during these twenty years have made an ideal laboratory for working out methods

of teaching music. In the nature of the case, we had to look out for the singing first. If we had spent the twenty years in attempting to show the rural teachers how to teach the children to read music, the public wouldn't know about it yet. When we began to assemble our choirs into county choruses, the parents and the general public became interested and the interest is still increasing. We did not undertake at first to conduct an experiment in regard to how children would develop musically, just by letting music have a chance at them and having them sing beautifully every song they learned, but this choir plan in the rural schools furnished us the first opportunity that we have had to see what would happen if we abandoned any thought of teaching the children to read music. The results have been far beyond our expectations.

The next article will deal with the choir plan in graded schools.

C. A. FULLERTON,
Head Department of Music,
Iowa State Teachers College,
Cedar Falls, Iowa.



WHAT are some of the weak spots of the Texas high school newspapers? We are trying to single out these weaknesses in order that we may center attention on them at the coming I. L. P. C. convention to be held in Austin at the time of the Interscholastic League meets, May 4 and 5.

Columns: They play an important part in the average high school paper; yet very little has been said or written about them that is helpful to sponsors. For the convention we are planning an analysis of column writing somewhat similar to the analysis we made of editorial writing in the pamphlet we sent I. L. P. C. members this fall.

Sports Writing: This, too, is important for every school paper; yet very little is written about it in any textbook that is not merely a collection of generalities. We want to concentrate part of our time on sports writing.

Preparing More Features

Short Human Interest Features: Some of our I. L. P. C. papers print a number of excellent short features, but in general our papers are weaker in this field now than they have been for some years. What makes a good subject? How should the stories be written? How can staff members be trained to see the subjects and write the stories? We plan to discuss these questions at the convention.

We have been thinking seriously of having a discussion period devoted to answering questions sponsors and staff members would like to ask. Do you think this would be helpful? What questions bother you in regard to the publishing of your paper? Will you write to us at once what you think of this idea and send us your questions?

Business problems and other editorial problems will be discussed at the convention. We want very much for each person attending the convention to have an enjoyable time; but more important than this, we want each person to learn something. For that reason we are stressing the educational part of the program much more than the entertainment part, and we want you to help us by coming prepared to enter seriously into the work. We would like to suggest, too, that each staff bring with them some workers who will be on the staff next year.

Convention Plans

As a part of the convention, as usual, state journalism contests will be held for the delegates from those papers which are published semi-monthly or more often and which have been selected as district winners. Because so many of our members are not eligible to participate in these contests, we plan our program so that the convention will be of as much benefit to the non-contest delegates as to the contest delegates, with the exception, of course, of the honor of winning prizes.

Houston has developed into an important center of high school journalism. In a recent city contest papers were entered from five senior high schools and from nine junior high schools. It speaks well for the excellence of the business staffs of these papers that all of them exist and apparently prosper in one city.

Writing Exchange Columns

A number of excellent points stand out from each of these Houston papers. "Tiger Trails" in the *Aegis* is one of the best exchange columns we have seen. The exchange column in many papers is filled with colorless editorial comment on other schools. The exchange column should be used

as a place to record strange, interesting, and unusual facts about other schools or happenings in them; it may be spiced with choice bits of humor from other papers, provided that humor seems original with the other paper, but the exchange column should not be turned into a joke column.

The *Davis Dispatch* does an excellent job of getting student names into the paper. The most important selling point of a newspaper to its readers is the use of many names. Special columns, personals, and society news, in addition to straight news stories, may be utilized in filling the paper attractively with student names.

The *Lufkin Hi-Life*, which has been appearing as a page in the *Lufkin local paper*, was issued on February 23 as a separate school paper. It is a neatly made-up four-column, four-page sheet, well-written, and well supported with advertising.

Inter-Class Contests

The *Marfa Shorthorn* is conducting an inter-class contest. Each of four issues of the *Shorthorn* is sponsored by one of the classes, beginning with the seniors. A prize is awarded to the class publishing the best issue. The staff members of other papers in schools where journalism is not taught might find, as does Marfa, that such a contest stimulates general student interest in the paper.

Don't forget the convention. Send us your questions, and plan to meet other high school journalists in Austin this May.

Books and Magazines

Modern Debating, A Debater's and Speaker's Guide, by Andrew N. Fox, Ph.D. Follett Publishing Company, Chicago, Ill. 1932. 347 pages.

Modern Speaking, by Paul R. Brees, Professor of Public Speaking at Wittenberg College, and G. Vernon Kelley, Assistant Professor of Public Speaking at Wittenberg College. Follett Publishing Company, Chicago, Ill. 1933. 316 pages.

THESE two books are well worth inclusion in the library of high-school teachers of speech. The first one is devoted, as its title implies, to the debate, while the latter covers a much larger field, and necessarily covers it in sparser outline.

Chapter V of *Modern Debating* contains the meat in the cocoon. Inductive and deductive argument is thoroughly discussed, with ample illustrative material in the form of test-exercises. Fallacies also receive what seems to us adequate treatment, and the teacher is again supplied with abundant suggestions for classroom assignments.

Covering the general field of public speaking, the second work does not concentrate on any specific kind of public speech, but devotes itself to preparing effective speeches and to their impressive delivery. The chapter on mental attitudes in speech is one especially important for the high-school speaker.

The latter part of this work is devoted to public speaking activities in school and college and to public speaking contest. This is an especially attractive feature for those teachers who use speaking competitions as an incentive to their pupils.

Writer Thinks Mile Relay Too Hard on Track Runners

Edgar F. Meyer of Van, writes the *Leaguer* as follows:

"Am writing you in the interest of probably bringing about a change in our Interscholastic Track Meets. This change that I happen to have in mind is discarding the mile relay. I have heard quite a number of college and high school coaches voice their opinions on the matter, and they seem to believe that it is just too strenuous for the average high school boys to run in such a relay after they have taken part in several other events. No doubt you are more familiar with this situation than I am. From my own observation I have noticed that running the half-mile relay in some of the states of the North Central Association has been far more desirable from the standpoint of the boys. In truth there is nothing more spectacular than a mile relay; but with only a few weeks or even a few days of training as is so evident in our schools previous to a county meet, it is very unwise to allow four boys from the average high school to run that distance. I merely suggest this in a way to make track more beneficial to our boys and also relieve them of that danger to run in such a strenuous race with probably insufficient training."

If tolerance is tolerant of intolerance it fears being destroyed by intolerance. If it is intolerant of intolerance, then it destroys itself. That is its dilemma.—A. E. Morgan.

LEAGUE WORK BASIS OF SUMMER COURSE

Offering to Include Systematic Study of Inter-School Competitions

RECOGNITION of the importance of inter-school competitions is found in a new course to be offered in the North Texas State Teachers College, Denton, during the first six weeks of the Summer School, June 3 to July 14, in extra-curricular activities with especial reference to the use of inter-school contests in the public schools, according to Dean W. Joseph McConnell.

"The course is offered," said Dean McConnell, "because of the fact that curricular and extra-curricular contests have been standardized and systematized in Texas with greater efficiency, perhaps, than in any other state in the Union. Texas teachers, principals, and superintendents have found in well-organized inter-school contests an outlet for the energies of the most talented pupils in the schools in many different fields of activities. Dramatics, athletics, public speaking, art, music appreciation, reading, writing, arithmetic, typewriting, journalism, and other subjects, curricular and extra-curricular, have been drawn into an integrated system of contests in the conduct of which the public schools as well as twenty different higher educational institutions of the state have cooperated. It is therefore deemed wise to offer special instruction to teachers in an activity which touches school work so nearly and has so many points of contact with the daily routine of the school.

"The work is announced in the summer school catalogue, as follows: 'This course is definitely in the extra-curricular field with especial emphasis on the organization and proper use of competitions in the public schools. The history of the use of competitions in various systems of education will be studied. Attempt will be made to show the effectiveness of competitions as a teaching device, as well as the disasters which follow improper or unscientific organization and conduct of the same. The matter will be studied, also, in its theoretical aspects, and opinions and practice of leaders of educational thought will be critically examined and compared. Practical application will be made throughout the course to the program of competitive activities among public schools now in effect in this state.'

"Mr. Roy Bedichek, Chief of the Bureau of Public School Interests, Extension Division, The University of Texas, has been engaged as instructor. He has some twenty years' experience in directing the work of the Interscholastic League in Texas."

There is nothing higher than to endure contempt for a good life.

—MARCUS AURELIUS.

The religion that is afraid of science dishonors God and commits suicide.—Emerson.

STUDIES AVERAGE AGE OF PLAYERS

Statistics Show Footballers In Texas High Schools Range From 16 to 18

WHAT is the age of high school football players in Texas? Much interest is being expressed in this question by many teachers, principals and superintendents. The League cut down the age limit from 21 to 20 a few years ago without seriously interfering with the quality of high school football. Some want the age still further reduced; others think that 20 is just about right.

Some say that certain schools use older boys, and hence have an advantage. Statistics do not seem to indicate that the schools which use older boys have any great advantage in football performance.

Sixty-one schools were selected for an age-study by Roy B. Henderson, Athletic Director of the League, at random. Some Class A and some Class B schools being included. It will be seen that the list is representative, both from the standpoint of geographical distribution and football strength.

The age-records reported to the League Office on eligibility lists furnish age-data and the starting line-ups were taken from reports of games. Bowie (El Paso) has the oldest players, judged by average age of starting line-ups, while Highland Park (Dallas) has the youngest. The statistics follow:

Average Age	18.00
Bowie (El Paso)	18.00
Plainview	17.91
Goose Creek	17.82
Dallas Tech.	17.82
Temple	17.73
Wichita Falls	17.64
Pampa	17.55
Sulphur Springs	17.46
Galveston	17.37
San Angelo	17.28
Sweetwater	17.19
Center	17.10
Cleburne	17.01
Kerrville	16.92
Greenview	16.83
Gilmer	16.74
Corpus Christi	16.65
Electra	16.56
Wink	16.47
Waco	16.38
Orange	16.29
Port Arthur	16.20
Big Spring	16.11
Sherman	16.02
Taylor	15.93
Beaumont	15.84
Tyler	15.75
Palestine	15.66
Dayton	15.57
Hillsboro	15.48
Lufkin	15.39
Lamesa	15.30
Nacogdoches	15.21
Floresville	15.12
Rockwall	15.03
Abilene	14.94
Childress	14.85
Denton	14.76
Athens	14.67
Jeff Davis (Ho.)	14.58
Longview	14.49
Nederland	14.40
Sam Houston (Ho.)	14.31
Victoria	14.22
Corsicana	14.13
Colorado	14.04
Livingston	13.95

Brackenridge (S.A.)	16.64
Laredo	16.64
John Reagan (Ho.)	16.55
Breckenridge	16.55
Marshall	16.55
Vernon	16.55
Ft. Worth Central	16.55
Harlingen	16.45
Bryan	16.45
San Jacinto (Ho.)	16.45
South Park (Beaumont)	16.36
Austin	16.18
Westaco	16.18
Highland Park	16.09

SPANISH

(Continued from Page 1)

much interested, I am going to reply to you personally and elaborate upon my ideas.

A Statewide Event

"First, I think contests should be held officially throughout the State this year. The plan could be very much like that used by Lubbock and Canyon districts last year. Each teacher eliminated her pupils to the two best whom she took to the district. The winner there received the Dama de Elche medal.

"In so many of our West Texas schools only two years of Spanish is taught, so the contestants here were limited to second-year pupils.

"The contest here last year was of the examination type. A large picture, not previously seen, was hung before the contestants who wrote a theme or composition about it. The contest could easily be enlarged upon to reveal other skills than that of composition.

"However, before I go too far with my discussion, I want to say that I believe several problems may present themselves in any contest of this kind (language), therefore, I believe it would be well to advance with caution. This year, I would suggest that statewide contests be held, and that afterwards a complete check-up be made of such problems as may evolve, and with them for a guide, definite plans be made so that Spanish may become a part of the Interscholastic League next year. I believe that such a course of precaution will help to make a success of an undertaking which otherwise may fail. And certainly Spanish teachers must not let it fail!

"Doesn't Like Exhibition Contest
So many of our West Texas schools have only the two-year course, as I have said before, the arguments I shall make will apply to the second-year Anglo-American student.

"I do not favor the exhibition type of contest. I believe it will prove so difficult that it will discourage participation in future contests. The three-pupil interpretation contest, I believe, would be more of an ordeal than a contest, since second-year pupils in any language (even the best pupils), although they may have the grammar foundation necessary for correct speech, will lack fluency or even a fair degree of ease in conversation. Away from his own classroom and his teacher, the pupil who would find himself a participant in such a contest as would call for his interpretive ability, would just naturally die of stage fright. In fact, I should not be surprised if ninety per cent of the Spanish teachers in Texas would not do the same thing if they had to exhibit their linguistic skill before strangers and in an official contest! Personally, I think it will retard rather than increase student interest in the cause which we are sponsoring.

"The educative process must not become more superficial than it already is, and to me a purely exhibition contest is superficial.

Provide Choice for Pupil

"I would suggest instead alternative contests, each of an examination type. The plan should be published early, say in the September number of the *Leaguer*. Each pupil should select the one he prefers and begin early to work on it.

"The one would consist of dictation of a hundred and fifty to two hundred words of subject matter not previously studied as arranged, but selected or rather composed from the vocabulary of the most generally used of the state adopted texts for the second year, and translation of a fairly long passage which should contain idioms, technical constructions peculiar to the vernacular, and yet be sufficiently simple as to be within the pupil's ability. The literal and the free translation might both be called for.

"The second would consist of written composition and translation. For the former a list of perhaps ten subjects might be announced in advance. The pupil would have to prepare for all of them. On the day of the contest he could draw for one of the subjects and then be given, I should say, not more than an hour to write his composition.

"Some of the subjects I would suggest are: a conversation at the railway station, the restaurant, the grocery, the fruitstand, the dry goods store, a meal or a call on a friend, etc.

"The value of the composition is two-fold. It will necessitate an increase in the pupil's vocabulary, and it will reveal his accomplishment in a very concrete way.

Keep to "Minimum Requirements"

"My plan, I believe, is in keeping with the minimum requirements of the Course of Study, and is, therefore, applicable to all schools in the State. I would suggest however, that Spanish-American students have a different type of contest. I shall not go into detail about them, but shall say that I approve of the plan suggested by the Llano Estacado chapter and which you will read.

"I am very happy for the opportunity you have given me to express my opinions, which I sincerely hope may prove in some way helpful."

Spanish in Texas History

"I have been turning over various plans in my mind for suggestion, but have lacked time in which to work out details of any of them," says Miss Esther V. Anderson, of Bastrop. "It seems to me that it would be helpful to include somehow in the contest some of the Spanish names found in the geography of our State. Perhaps the meaning of such rivers as the Sabine, Colorado and such towns as San Marcos, El Paso, and such counties as Val Verde, Bandera, and such portions as Llano Estacado would help the student to realize that a knowledge of the Spanish language would be the means of explaining the history of his State in a better way than any history book can do. A real Texan has two languages; the Spanish and the English—without one of them, he misses a part of his real heritage. A contest based upon this material would be simple enough for first year students and worthy enough to enrich second year students. I rather like the idea of a public speech, which might be based upon some of these features or acting as translator for some one who spoke of these things."

Two Divisions?

Division of pupils into native and Spanish-American pupils meets objection in San Antonio. Miss Amparo, of Sidney Lanier High School, says: "I am very interested in having the Spanish students participate in the contests of the Interscholastic League. I have discussed the matter with my principal, Mr. J. O. Loftin, and he too is highly in favor of it.

"What are you going to do about the children who have been here since they were 3 or 4 years old and have received all their education in our schools? Are they going to be barred because they are not native born? Why make two groups? In the English contests a bilingual child competes on equal footing with a child who speaks only English and is not given any special consideration because of his bilingualism; why not do the same in the Spanish contests?"

Leonard H. Menn, of Karnes City, says:

"I am teaching in a town and county with a large Mexican population, so Spanish is rather popular here; in fact, about 80% of the high school students are taking the course. My association with the Mexican, both in this country and in Mexico where I have traveled and studied in the National University, convinces me that the ability to speak the tongue is of prime importance. For that reason I favor a contest that will encourage and develop the ability to speak rather than the ability to present plays, dialogues, or translation; consequently I favor oral contest along the nature of extemporaneous speaking. Of course, the topics from which the contestant is to draw must be simple, especially if the contest is to be confined to first year students but I can see no need of that. I would confine it to the first two years.

"Time nor space permits me to suggest what in my opinion would be ideal topics for oral contests. There must be two classifications: native and others."

Alyne Key, Bonham: "Relative to the proposed contest in Spanish in the Interscholastic League, I may state my hearty approval of such a contest, and I hope that plans may be perfected soon so that we may have a contest this spring. I approve of the suggestion made in the *Leaguer* that contests in facility of speech would be good material. Interpreters' contests would be effective. Another contest might be a conversation contest, by school teams of two students each, the conversations to be of three to five minutes in length, on specified subjects not to be announced until the hour of the meet. These subjects may suggest others: (1) a chance meeting of two friends and the conversation that ensues; (2) conversation at the dinner table; (3) one person asking another the directions to a given place.

"I endorse a contest in written essays, also, for third year students. Subjects might be: (1) Lo que yo haria si tuviera un millón pesos; (2) Si yo fuera profesor; (3) Como pasó el verano pasado; (4) La asignatura que me gusta más y por qué; (5) Una

conversación imaginativa entre Cristóbal Colón y Charles Lindbergh. Then I suggest a contest in the conjugation of verbs, regular and irregular, to be written in specified forms in a given length of time."

Miss Lucile Marsh, of McGregor, is among those greatly interested, but with no specific suggestions to make, and Elizabeth Kennedy, of McLean, thinks the contest "should be practical and cover the work in the state bulletin on fundamentals and conversation." She likes also the suggestion that some form of conversation be included.

FASCISM

(Continued from Page 1)

The Russian regime is described as communistic; the Italian and German regimes are called Fascist. All these are alike to the extent that they have repudiated democratic institutions and individual liberty, emphasized ruthless governmental compulsion in every phase of life, subjected the people to spoon-fed propaganda, and exalted the idea of government by a chosen few who are subject to the ultimate orders of a single dictator, to be party boss, premier, or chancellor.

Fascism, however, as developed in Italy since 1922 and as recently applied in Germany, differs radically from Russian communism in many fundamental respects. In the first place it is aggressively anti-socialistic, for both the socialist and communist movements have been summarily stamped out in these two Fascist countries. Moreover, it preserves the institution of private property and rejects the public ownership of the communists. But it abandons likewise the individualistic concept of *laissez faire*; it recognizes no unassailable rights of private property and subjects it to unlimited regulation by the state. Nor are there any other "rights" of individuals, classes, or associations which the government is bound to respect. In fact, no form of human expression or activity is immune from political authority.

The Fascist state is "totalitarian" and "corporative," that is, it is all-pervading and is an organism in which individuals are the cells and governmentally approved associations the organs. Just as harmony and cooperation of the parts under the direction of the head are necessary in the healthy human body, so are they necessary, it is thought, in the body politic which embraces all social, economic and political activity. The Fascist state possesses absolute sovereignty, moral and legal. It substitutes "Responsibility, Discipline, and Hierarchy" for "Liberty, Equality, and Fraternity." Liberty under Fascism means "subjection to law" and comes as a "concession of the state" and not in spite of it. Hence, no organization, industrial or professional, can exist unless it bears the Fascist stamp. A scheme of representation has been established for such organizations in Italy, but they have practically no independent voice. Public opinion, however, is not disregarded; it is manufactured in the public schools and governmental propaganda mills.

Lastly, Fascism, unlike communism, is strongly nationalistic. In addition to reorganizing and reinvigorating national life within, it seeks to assert the prestige and honor of the nation abroad. To accomplish these results it emphasizes the national spirit, tradition, and history, it stresses the myth of national and racial superiority, and attempts in every respect to instill in the people a strong sense of patriotism. Militarism and territorial expansion are also supported. Moreover, the unity of the nation is further assured by abandoning all semblance of provincial and local autonomy and by centralizing all governmental authority in the national government.

These are the main tenets of Fascism as developed during eleven years of Fascist rule in Italy, and in the main they have been substantially adopted by the German Nazis. Fascism has professed scorn for political philosophies; it has claimed to be a mode of action rather than a theory. In a sense, this has been true in Italy, where Fascism has been essentially pragmatic and elastic in its policy of action. It has been asserted that Fascism is essentially a revived capitalism, because of the support given it both in Italy and Germany by the propertied classes. It claims, however, to stand for no class and to elevate the state above all classes. Above all, it emphasizes action by the "best minds" as opposed to deliberation by mediocre minds, which it considers the chief attribute of democracy.

MOTION PICTURES

(Continued from Page 1)

by the activities of the Motion Picture Research Council, an organization headed by Mrs. Walter McNab Miller, Jane Addams, Grace Coolidge and Mrs. James Delano Roosevelt. The

findings of this committee determined definitely the reaction of youth toward the thriller and the gangster film, and by such methods of intensive investigation as selecting groups of several hundred boys and girls, studying them through close contact, it has been found that growing children are more lastingly impressed by what they see on the screen than by anything they learn elsewhere.

In view of this fact, a timely movement, emanating from the National Council of Teachers of English, to foster the establishment of a course in Photoplay Appreciation, comes as the most welcome addition to our high school curriculum.

Inasmuch as a large portion of a child's leisure time is spent every week in the theatre, and even a larger proportion of his literary experience reaches him through its medium, it may be well that he be fitted to take this recreation constructively. In the classroom he may, through proper guidance, establish certain standards of taste in judging the merits of the photo-play, attain more desirable ideals and attitudes, and at the same time, gain a keener appreciation of its specialized art.

Edgar Dale's text *Motion Pictures and Youth*, in limited space, adroitly covers the six major phases of the art of the cinema: story, direction, action, setting sound and photography; all are treated sympathetically to the modern temper and illustrated appropriately.

The conduct of such a class may have many facets: the story, its historical or literary background, its logic, its ethical content, its consistency, subtle and humorous touches; finesse in direction, transition devices, historical accuracy of settings, costumes, living appointments; instances of clever acting; convincing make-up; exceptionally elaborate or appropriate settings; apt sound accompaniment or unusual photography. The variety is well-nigh inexhaustible.

For special projects there may be: how pictures are made; progress since their silent past; classroom debates or discussions of the levels of quality in two selected plays; adaptation from books or stage successes; classroom reading of good photoplay continuities; type of story treatment as worked out by the scenario writer; settings, their value in furthering action; lists of new terms to be learned and illustrated with magazine pictures; the work of several directors compared or contrasted; diaries, scrap-books, anthologies of certain photoplay scenes made with a view to treatment under different direction; exercises in transferring a ballad, legend or short-story into the medium of the screen. Again, only the ingenuity of the teacher and the interest of the pupil can set a limit upon these activities.

The materials available are: the productions seen during pupils' leisure time; study guides and outlines of good current pictures which can be obtained through the National Council of Teachers of English together with rating scales for judging pictures as to story, theme, construction, direction, casting, acting, photoplay, artistic background; items about the movies from magazines and newspapers; still photographs; a text film or series of films on photoplay appreciation, amply illustrated by scenes from good pictures with comments by leading directors, cameramen, actors, art supervisors and screen writers, to be made under the supervision of the National Council for use on 16 m/m talking picture machines; books on the art of the photoplay and its related problems, as described in the pamphlet, *What Shall We Read About the Movies?*

The American Library Association, too, supplies book marks with printed suggestions for collateral reading in connection with worth-while current pictures, while some studios provide scenarios of current and older photoplays which may be obtained in mimeographed form for silent reading in the classroom. Visits to a camera shop for technical information may be arranged, and others to the projection room of a neighboring theatre planned. Upon request, the National Council supplies experimental appreciation tests based on selected pictures as well as printed ballots (listing photoplays) on which pupils may indicate their preferences. In many localities the cooperation of directors, assistant directors, production managers, cameramen or other motion picture specialists may be enlisted and this zest and variety added to the classroom activity.

The prime objective of this course is: growth of the critical and appreciative faculties. From his classroom activities the child should gain well-grounded reasons for his preferences. Without imposing his own criteria of good taste on the pupil, the wise teacher may be able to encourage an increased interest for books, articles, reviews, and technical write-ups on this subject, to enrich his understanding of the so-called fundamental principles of conduct, and so to send

forth our young theatre goers with a more scientific and intelligent appraisal of the screen productions he visits.

If, as a valuable by-product, youth begins to show an interest in evaluating literary material in the light of its screen possibilities, our highest expectations shall have been transcended.

TEACHERS

(Continued from Page 1)

Education, History and Philosophy of Education, Educational Psychology and Measurements, Child Study, and Physical Education, several important new courses have been added. Included among these is a course dealing with the administration and supervision of Industrial and Commercial Education, one on the teaching of the social subjects, and one in European as compared with American Education. Perhaps the most unusual departure appears in a course offered by Professor Alexander of Teachers College entitled "How to Locate Educational Information and Data." Professor Alexander has specialized in educational bibliographical service for several years. The course deals with the important sources of educational information and data, and how to obtain maximum use from them. Special attention will be given to the use of the resources of our own library. This course should have peculiar interest for students in all departments of the School of Education who contemplate work toward a Doctor's degree.

LETTER BOX

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Teague, says: "Since reading is considered the most important subject in the primary grades, I just wonder why we can't have silent reading contests in our County meets for next year. In such a contest the children should be graded on speed and comprehension. It could very easily be given to children as low as the second grade. I don't think this should be individual work but team work. I believe reading would be much better than numbers for primary grades. I noticed in the *Interscholastic Leaguer* that some teacher had suggested number work for the second grade."

Mrs. R. L. Nash, 314 1/2 Main Street, Texarkana, makes an excellent point against entering ill-prepared pupils in the spelling contest as follows: "Some of the children entering this contest missed as high as 50, 60, or 80 words, one even missing 115. Some of them had no conception of what they were trying to spell. I suggest that some requirement as to preparation or daily grades be made for entrance, so that teachers who apparently take little or no interest in the work of their pupils will be barred from entering such poor spellers—I think it does a real injury to a child to write that many misspelled words.

"Many words were lost, not on account of bad spelling, but because of bad writing—malformed letters. People are too prone to take the child's 'Oh, I meant that for a...' instead of heaving to the line on imperfectly formed letters—here again I feel that our teachers are at fault. Perhaps something can be done about that.

"I believe there was a much higher percentage of neat papers this year since I have been grading them—the last four years."

A postscript to a recent letter from E. Earl Isbill, principal High School, Hamlin, reads: "By the way, I wish to call to your attention to one remark I have heard on several occasions lately, and that is—'Spring training in Football is killing other sports, such as tennis, track, baseball, etc.' When coaches in this territory are questioned concerning it, they reply: 'Well, the other fellow is working his boys, I can't afford to do otherwise.' It has come to a point where no other boys except those playing football are given much attention."

PEVEHOUSE

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Essay, 15 points; declamation, 10; spelling, 7 1/2; volley ball, 2 1/2; playground ball, 1 1/2; singing, 3/4. That makes a total of 37 3/4. I believe that is an all-time record for an individual in one meet.

Thus in the six years, from 8 to 13 inclusive, she has entered 17 events in 5 counties and placed first 12 times. Of the other 5 entries there were 2 seconds, 2 thirds, and 1 tie for second.

She has entered Lubbock district 5 times, placing first 3 times, second once, and third once.

She plans to enter district in April in essay and declamation.


In justice to her because of her untiring efforts, and in commendation of her because of her merits, I write this to you.

The University of Texas

37th Summer Session, 1934

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