



We published in the March issue an article by Althea Hunt, Associate Professor of English and Dramatic Art, College of William and Mary, Williamsburg, Va., on "Choice of Play" in the one-act play contest. Professor Hunt takes occasion to say in a recent letter: "Your grading on the choice of play I believe to be a wiser evaluation than the 20% in my own ballot."

Athletics for Worse*

(By Dr. Chas. W. Flint, Chancellor, Syracuse University)

Have I discerned a Mona Lisa smile on some of your faces? And see an expression saying, "Be realistic!"

Well, I have been discussing so far, Athletics—for Better. I have assumed sportsmanship. There is an obverse: athletics may be for better—or may be for worse. Sportsmanship may run in reverse.

Enemies

Sportsmanship and athletics-asports-should-be, have their enemies. Three kinds:

Abuses

1. The abuses, *ab-uses*; use gone awry; departures—*ab-*from uses or usefulness. These are the termites that bore from within. We recognize their possibility, we grant their existence, but we do not grant their inevitability. Something can be done about them, and it is considerably within our power to do it.

There are, we grant, to some extent, the neglect of the mass in over-attention to the five per cent, the physical injuries, the overtraining of muscles and overstraining of nerves, even the sacrifice and exploitation of the individual.

Also there are at times and in places to a greater or lesser degree, the disruption of the intellectual schedule, the encroachment on time and energy, the distraction of excitement, the distortion of values and depreciation of the academic menu.

Moreover, athletics which can and should bring out an individual's best, may and too often do bring out his worst instead—quitting, showing off, alibiing and whining in defeat, gloating in victory, bullying, crabbing decisions, given to irascibility and temper.

Athletics may be worse rather than better in pervasions of social-moral values and instead of fair play, honor and courtesy, develop pugnaciousness and brutality, discourtesy, bad manners, rudeness and vulgarity, a code of dishonor which seeks unfair advantage, cheats, goes as far as the

*This is the concluding installment of Dr. Flint's address delivered at the Seventeenth Annual League Breakfast and Section Meeting, San Antonio, Texas, November 29, 1935. The series is issued in a brochure. Send legal-sized stamped and addressed envelope for free copy.

(See—ATHLETICS—Page 4)

100% PARTICIPATION

I WANT to give you a report on our declamation contest. Last Thursday at 10 o'clock in twenty-four home rooms of the school we had our contest. There were sixty-nine judges from the citizens of Waco who helped us eliminate to first best in each room. Six hundred nineteen children spoke. Every child present gave a declamation except two, one of whom had been absent for two weeks. Thirty-seven more students were present on Thursday than were here on Wednesday. Thirty-four more were absent on Friday than Thursday. The attendance was better on the day of the contest than any day for six weeks. The spirit was fine and a wonderful feeling of cooperation was shown. The children were not required to speak, but the participation was a part of the program of cooperation of the home-room.

We think the contest a good one.

BEN S. PEEK, Principal
South Junior High School Waco.

GENERAL PROGRAM

of the
26th Annual State Meet

of the
University Interscholastic League

Thursday, April 30, 1936

Registration, rebate, breakfast tickets, and assignment to lodgings, Gregory Gymnasium. Bureau opens 2:30 P.M. and closes at 10. Opens again 6:30 A.M. following morning.

CAUTION: A revision of this program will be issued in circular form, and a copy mailed to each school which is reported as qualifying contestants for the State Meet. The Official Program will be issued for distribution to contestants and delegates before the meet opens and will be available at Headquarters. Always go by the LATEST EDITION of the program. Minor changes are often necessary from one edition to another.

Friday, May 1

- 8:30 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, Union Building, Room 315. Rural Pentathlon contestants need not report until Saturday, 2:00 P.M.
- 9:00 A.M.—Track and Field contestants assemble on Texas Memorial Stadium Field. Ready Writers contestants assemble in Reading Room, Old Library.
- 9:15 A.M.—Announcements and photograph, Track and Field.
- 11:00 A.M.—Journalism, news-writing contest, Auditorium, Architecture Building.
- 2:00 P.M.—Tennis—First round in boys' singles and doubles. Report Men's Courts, southeast corner of stadium. Tennis—First round in girls' singles and doubles. Report at Women's Courts, 24th and Wichita Streets.
- 2:30 P.M.—Journalism, second conference, 2d floor, Union Building.
- 2:30 P.M.—Debaters, both girls, and boys' divisions, assemble in Room 101, Waggener Hall, for drawing. Immediately following, first round in both divisions.
- Extemporaneous Speech contestants, boys' and girls' divisions, assemble in Geology Building Auditorium, for drawing, instructions, photograph, and preliminary contest. Five in each division will be qualified for the finals.
- 4:00 P.M.—Journalism, copy-reading, Reading Room, Old Library.
- 4:30 P.M.—Journalism, headline-writing contest, Auditorium, Architecture Building.
- Typewriting: contestants must have machines set in Room 216, Waggener Hall, ready to begin contest following morning at 9.
- 5:00 P.M.—Journalism, proof-reading contest, Auditorium, Architecture Building.
- Declamation contestants assemble in Biology Building Auditorium, for drawing, instructions, and photograph.
- 7:30 P.M.—Debate semi-finals, girls and boys, assemble in 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, Room 105, Home Economics Building, north side of campus. (Enter west door and take first corridor to the right.)
- Extemporaneous Speech, girls' and boys' divisions, Law Auditorium. Finals.
- One-act Play, preliminary, Group 1, Hogg Auditorium.

Saturday, May 2

- 7:30 A.M.—Breakfast, Junior Ballroom, second floor, Union Building, followed by State Meeting of Delegates.
- 8:15 A.M.—Journalism, editorial-writing contest, Auditorium, Architecture Building.
- 9:00 A.M.—Typewriting, assemble in Room 216, Waggener Hall. Shorthand (optional). Assemble in Room 216, Waggener Hall.
- Three-R contest, Room F26, University High School, Red River Street between 19th and 21st.
- Art: contestants assemble in Library, second floor, Architecture Building.
- One-act Play, preliminary, Group 2, Hogg Auditorium.
- Tennis—Semi-finals, boys and girls, singles and doubles, Penick Courts, north of stadium.
- Girls' division, final debate, Garrison Hall, Room 1.
- 9:30 A.M.—Journalism Conference, last session, second floor, Union Building.
- 10:00 A.M.—Shorthand; contestants report Room 116, Waggener Hall.
- 11:00 A.M.—Boys' division, final debate, Garrison Hall, Room 1.
- 2:30 P.M.—Track and Field finals, including Rural Pentathlon, Texas Memorial Stadium.
- Tennis finals, boys' and girls' singles, Penick Courts.
- 4:00 P.M.—Tennis finals, boys' and girls' singles, Penick Courts.
- 8:00 P.M.—One-act Play, final, Hogg Auditorium.

Declamation Contests Rich In Educational Possibilities

(By Dean Ralph Dennis, School of Speech, Northwestern University)

ARE YOU, as a teacher of speech, satisfied with declamation contests as now conducted?

Many teachers will undoubtedly answer, "No!"

Why not, and what can be done about them? The following suggestions have been and are being tried out in small groups here and there, and with success:

Change A. Use no material which does not have some claim to literary merit!

Change B. Limit selections to four minutes' reading time, or less.

Change C. Add all possible educational features to each "festival." Make a project in each school of some book, author, or authors. For example: With the English and history departments make a study of Benet's long poem, *John Brown's Body*. Allow students to make their own four-minute cuttings, or indicate scenes to be cut and used. At the

final state or national meeting, select the best work for an honors program. In addition, bring a fine speaker from the English or speech department of a nearby college or university for a talk on some phase of literature. Bring any nationally known figure in the field of creative writing. Let all student speakers hear these men, talk with them, ask questions. Work variations of this plan with the writings of Lindsay, Frost, Millay and Teasdale, Sandburg and Saret, or of —yes—Dickens, Thackeray, Conrad, Longfellow.

To work such a change means much effort. It means dropping the present categories of "humorous, dramatic, oratorical"; it means having new goals and standards.

All speech teachers know this sentence from Shakespeare:

Now this... tho' it make the unskillful laugh, cannot but make the judicious grieve; the censure of which one must, in

(See—DECLAMATION—Page 4)

FIFTY TOPICS NOW ON EXTEMPO LISTS

Texas History Furnishes Wide Variety of Themes, Specific and General

FEW more topics will be issued in the Extemporaneous Speech Contests. The number is now fifty, and it is believed that a pupil who can speak creditably on a topic selected from this list in the manner the rules provide knows his Texas history fairly well.

Much difference of opinion exists as to whether the topics should be general or specific. We have quoted heretofore several teachers on this point. Henry Metzger, of Converse, contributes to the discussion, as follows:

"It is my opinion that the topics for extemporaneous speech should be of a general nature rather than of a specific. To talk a reasonable length of

(See—EXTEMPO TOPICS—Page 4)

International Contest Rules In Typewriting

INTERSCHOLASTIC League typing contests are all conducted under the so-called International Rules, and many calls have come to the League Office for a copy of the International Rules. We publish these rules here and shall issue them later in leaflet form for convenience of Typing Instructors. Included in the leaflet we shall also publish the shorthand rules for convenience of those tournaments which schedule optional shorthand contests along with the typing. The typewriting rules follow:

1. **Line Spacing.** Work must be double spaced—"two notches." Every line singly or irregularly spaced is penalized one error in addition to all other errors in same line.
2. **Length of Line.** Except at end of paragraph, any line having fewer than 61 or more than 76 characters and spaces is penalized one error in addition to all other errors in same line.
3. **Length of Page.** With paper 8½" by 13", each page, except the last, must have at least 35 lines of writing; with paper 8½" by 11", each page, except the last, must have at least 29 lines of writing. One error is charged for short page—not one error for each line that the page is short.
4. **Paragraphing.** Paragraphs must be indented five spaces, and only five. An error in paragraphing is penalized in addition to all other errors in same line.
5. **Spaces and Punctuation Points.** All spaces and punctuation points are treated as parts of the preceding word, but if incorrectly made, inserted, omitted, or in any manner changed from the printed copy, an error must be charged unless the preceding word has already been penalized. (See Rule No. 6.)
6. **Spacing after Punctuation.** Two spaces must follow the period, 1 or 2 spaces after colon, and the interrogation and exclamation points—one space only after all other punctuation points.

If punctuation is followed by a quotation mark the spacing follows

(See—TYPING—Page 4)

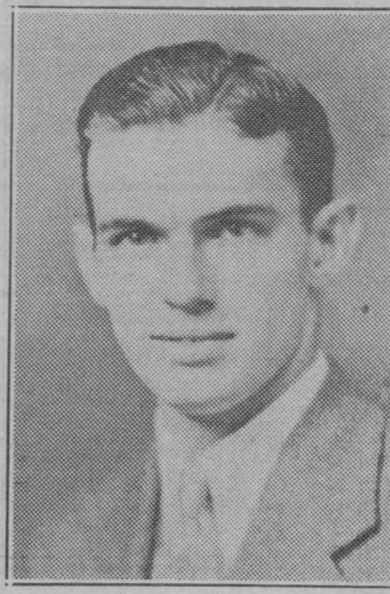
Interpretations

Facts.—In Part V on the "unfamiliar" side of the Picture Memory score sheet is found this statement "two choices permitted."

Question.—What does this mean?

Ruling.—On the key, the phrase "two choices permitted" is followed by indication of a right choice. So, if a contestant fills in the right choice and another choice also, he is charged with no error, even though one of his choices is erroneous.

Officers Interscholastic League Press Conference



MAC ROY RAZOR
of Austin High School, Austin



HELEN NOLAN
of Milby High School, Houston

PRESIDENT and Secretary of the Interscholastic League Press Conference met in Austin Friday and Saturday, April 3 and 4, with DeWitt Reddick, director of the conference, to discuss plans for the spring convention, together with Miss Mary Miller, of Navasota, Vice-President.

Says 8-Semester Rule Should Be Liberalized

THE following comes from Supt. J. T. Graves, Superintendent of Schools, Crowell:

I wish to offer this suggestion to you and your committee for your consideration which I believe would help the children who come from the rural schools and go to high school. This is to make the definition of an eight-months school one in which 160 days are taught and leave off the statement concerning the teachers being paid for eight months.

The reason I suggest this is that now practically all of our rural schools pay their teachers for eight months and in reality 160 days of school has not been taught. Due to lack of equipment and other handicaps it generally takes a pupil that has had three years of high school work in a rural school two more years to finish in an affiliated high school. This would permit the rural pupil in most cases to be eligible during his last year in high school if the definition will apply only to the 160 days of school taught.

Editor's Note: The interpretation to which Mr. Graves refers, reads as follows: "In schools of less than eight and more than four and one-half months duration a year's attendance shall be counted as a semester and a half. Under this section an enrollment period as long as three weeks shall be counted as one semester. An eight-months school is: (a) one in which teachers are paid for eight school months, or (b) one in which 160 days are taught."

Epitaph: Traffic Warning

I passed a cop without a fuss
I passed a load of hay;
I tried to pass a swerving bus,
And then I passed away.

The poorest way to advertise your own virtue is by pointing out lack of virtue in others.

ADVOCATES CHANGE IN DEBATE RULES

Experienced Public Speaking Teacher Offers Constructive Suggestions

(By STANLEY KNAPP,
North Dallas High School)

AFTER carefully studying the situation in high school debating for the past ten years, I believe that the following changes would be beneficial:

At present the rules state that the judges shall be "at least three or other odd number." I suggest the insertion of, "except in cases where the competing schools shall desire and agree in writing to hire a critic or expert judge. The decision of such judge shall be binding upon both schools."

At present a school winning over all other schools in the round robin in either division (boys or girls) must debate a school which they have defeated in order to be declared county champions. I suggest the insertion of the following:

"If in the county round robin, a team in either division wins all of its debates, it shall be declared winner of the county in that division without a final elimination being necessary. If however, a team suffers one defeat, even though the other teams in the contest may have lost two or more debates, an elimination shall be arranged

(See—DEBATE RULES—Page 4)

CHANGE SUGGESTED IN CLASSIFICATION

Note to Article VII, Section 5, Is Called Into Question

CLASSIFICATION of schools in independent districts which are removed some miles from the central high school is still causing some trouble. Originally the League classed them as rural schools if they had four or fewer number of teachers.

Then there was complaint from some of the rural schools to the effect that although these schools were in the open country, still many of them paid higher salaries to teachers than the rural schools, and had the benefit of better supervision, and hence presented unfair competition for rural schools.

Hence a few years ago, these schools were placed in the ward or grammar grade class under the "note" to Article VII, Section 5, which reads as follows:

"In a few school districts in the State, schools are maintained in remote portions of the district for certain grade pupils and promotions made therefrom to a central school in the district. Such schools, although located out in the country, qualify for membership in the League as ward schools."

In some counties this seems to work very well; from other counties we receive constant complaints. Supt. J. M. Rankin, of Ralls, writes concerning these schools, as follows: "Concerning the classification of certain schools in Crosby County, I would suggest that the general classification rule of the League be amended to include as rural schools such schools as those discussed in my former letter to you.

"These schools are 'rural' in every essential except in the definition that makes them 'ward' because they are in a large independent district. They have small enrollment, limited teaching staff, and are otherwise under the same limitations as other schools in the rural districts that are defined as 'rural'.

"I should think the definitions are made, and the classifications are specified in order to attain so far as possible, some equality of competition. I believe the best interests of such schools would be served by allowing them to compete in the 'rural' class, and no protest has been raised in the past when they have contested in that class."

POINTS IN TYPING AND ONE-ACT PLAY

Suggestions Made That These Contests Should Receive County Awards

SUPT. GUY T. McBRIDE, of Boling, expressed himself in a recent conversation with the editor of the LEAGUER as being much in favor of awarding points towards all-round championship in typing and in the one-act play contests.

Many inquiries come to the League office asking why this is not done. We select one at random which happens to be from Cecil Roberts, Principal, Pilot Point High School:

"I notice that typewriting and one-act play are not included in the list of contests that count toward all round county championship. It seems to me that points should be given for these contests to encourage participation in the county. Almost every school could enter the one-act play contest, and probably more would do so if there was more incentive offered."

We replied to Mr. Roberts letter, as follows, although we do not feel at all sure of our ground and would like to receive further suggestions for publication:

"Relative to points for dramatics in the county meet, the latter, many small high schools are not equipped

(See—POINTS—Page 4)

Contests and Conference to Occupy Journalism Students

WINNERS in the district contest of the Interscholastic League Journalism meet will be announced by mail Friday, April 3. A committee of five judges in each district is at work selecting the best papers in that district. After the decisions of these judges have been returned, the papers are submitted to a sixth judge for a final checking over of decisions of the first five.

Two delegates from each of the twenty-four winning papers will be entitled to enter the Interscholastic League State Journalism contest in Austin, May 1 and 2. A feature writing contest has been introduced for the first time this year. It will replace the proof-reading contest. This change was voted at the 1935 convention. The other four contests are in news writing, editorial writing, headline writing, and copyreading.

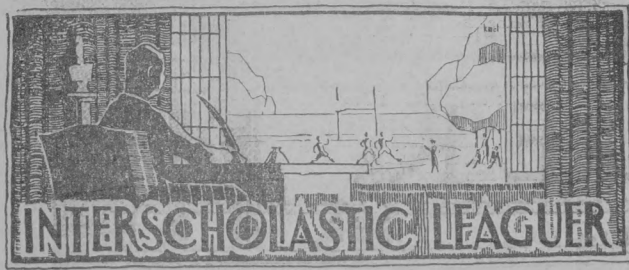
Delegates to these contests shall be granted all privileges granted to all delegates of other Interscholastic League meetings. They will be granted transportation rebates and will be furnished with lodging.

Of the 104 papers enrolled in the Interscholastic League Press Conference, about one-third were ineligible to participate in the contests. Only those papers published as often as twice a month are eligible to participate. Those published as part of a commercial paper are also ineligible.

For the benefit of staff members of those papers which cannot participate in the contest—as well as for those of contest papers—a convention will be held along with the contests. This convention shall consist of three two-hour sessions of talks and discussions on problems of high-school journalism.

For the entertainment of delegates a dinner-dance will be held

(See—JOURNALISM—Page 4)



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ROY BEDICHEK Editor

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A SHORT account of the declamation contest in the South Junior High School of Waco is contributed to this issue by the principal, Ben S. Peek. We think the use of the contest to motivate such general participation is a much better plan than to designate a half dozen superior speakers for intensive practice. This method is exploratory often uncovering talent that the teachers did not know existed. If the declamations are well chosen, this mass-memorizing certainly contributes to the mental enrichment of the entire school.

WITH the increase in the activities of the League in the past few years, it has become apparent to all its friends that its machinery needs overhauling a bit. The State Committee at its last meeting delegated a sub-committee to submit a plan for conferences to the State Meeting of Delegates, May 2, looking to securing of an intelligent consideration by those interested of certain phases of the work that have outgrown the rules and regulations designed originally to govern them. It is hoped that this sub-committee may be able to submit an acceptable plan for conferences which may suggest the needed adjustments.

ENGLISH teachers often keep collections of mixed metaphors to be used for illustrative purposes in their composition courses. We venture to submit one which may be added to almost any collection without danger of lowering its average. On page 111, *Proceedings of the Thirtieth Annual Convention of the National Collegiate Athletic Association*, New York, December 27-28, 1935, this gem was worked off the chest of an excited delegate: "The tendency to make it legitimate for member institutions in a Conference to pay athletes enough to finance their stay in college (board, room, books, etc.) is the flower and fruitage of the commercialism that has bitten nearly all of our institutions."

A FEATURE of the Wharton County meet which seems very desirable is the emphasis placed on music in the program, a copy of which we have before us. The meet is scheduled to begin Thursday afternoon at 4 P.M., when typing, music memory, ready writers, picture memory, and preliminaries in story-telling are held. That evening at 8 all contestants, visitors, teachers, parents and others come together for a grand formal opening of the meet. Music by the Wharton high school band is followed by an address of welcome by the Director General, and singing by the entire assembly. Finals in story-telling and the choral singing contests in both divisions come next, and this is followed by singing together of the massed chorus composed of all the competing choirs. This final feature is exceptionally good and we wish it were scheduled in more of the county meets. Singing in competition and then singing all together, competition and then cooperation, makes a delightful exercise both for contestants and audience.

SOME complaint comes from arithmetic teachers occasionally concerning the difficulty of the Number Sense tests furnished the county meets. "The test you sent our county last year was too difficult," says one teacher. "My team had been making as high as 180 on the practice tests, while at the county meet my team and our opponents made negative scores. The average seventh-grade pupil is now younger and it discourages them if the tests are too difficult." We are always glad to have suggestions of this nature. It is quite true that the Number Sense tests are of uneven difficulty, in spite of all our efforts to keep them uniform. However, no teacher should expect a seventh-grade youngster to do as well under the excitement of county competition as in practice tests. A great deal of art is necessary to keep young pupils from becoming unduly nervous and excited. It takes a cool and calm head to solve mathematical problems quickly and accurately. Perhaps more depends on mental attitude in this contest than in any other.

THIS issue contains the program of the 26th Annual State Meet of the Interscholastic League. Those schools which qualify contestants at the regional meets will receive this program in circular form with perhaps a few alterations. Others who are interested in the state meet and wish to receive the revised general program or the Official Program should request a copy from the State Office. The general program appearing in this issue of the LEAGUER will be revised and re-issued about April 15, and the Official Program containing not only the general schedule of events with time and place of each but the names of all the contestants, and the names and numbers of all track contestants, will be issued in time to supply the first delegates who arrive in Austin for the meet April 30. Always go by the latest program, because it is often necessary to make slight changes in the program from edition to edition. The first thing to do upon arriving in Austin is to register and secure a copy of the Official Program, look up your own contests, and be at the right place at the right time.

THE British House of Commons recently passed a resolution condemning "home work" in the publicly supported schools. One member discussing the resolution reported a conversation he had had that morning with his son. "Father," said the boy, "the House of Commons should consider this slavery at home instead of the slavery in Ethiopia." American children feel the same way. There comes to be a competition in many schools among the teachers for the pupil's time. The English teacher, for instance, assigns some home work, a good stiff assignment, let us say. The child reports to the history teacher the next day that he was unable to get his history lesson because of an English assignment. This arouses the history teacher who begins assigning home work also, and then the science teacher comes along feeling slighted since pupils are working at home on everything except science. Thus, before long, the child is loaded with home work. Up to date teaching is getting away from this sort of thing. Recitation periods are made long enough to accommodate supervised study, and the child gets his lessons under supervision in school. Six hours a day of recitation and study ought to be enough anyway, many authorities say. In any case, some means of preventing this competitive assigning of home work should be found.

HENDERSON COUNTY sends in a copy of the program of its county meet that should be ranked high among the county meet programs of the State. It is easily among the best two per cent. It is mimeographed on four legal-sized sheets and contains all the essential information, so far as we can see. One feature we like particularly is the list of last year's county meet winners. That makes a record, and it also offers additional inducement to pupils to compete, as the ambitious pupil likes "to go down in history." A list of "patrons of the meet" is also published which we think is the most dignified way of acknowledging financial assistance, and is much better than selling display advertising space in the program. This program carries also, as does the Anderson County program, a classified list of competing schools. Other county program committees would do well to imitate this feature. The Henderson County meet was scattered over three week-ends, but used only one school day, Friday, March 27. S. R. LeMay, Superintendent of the Athens schools, is Director General of the Henderson County League.

WE HEAR a great deal in the schools these days about teaching leadership. The extra-curricular program is planned largely to create opportunities for developing leadership among the pupils of the school. But occasionally we find an extra-curricular activity dominated by a teacher in regular old-time classroom fashion. Pupil suggestions are promptly sat upon. Pupils are told to do this and do that and not do the other. Eleven-tenths of the suggestions for action come from the sponsor. When we find this situation in a school masquerading under the guise of teaching leadership we are reminded of an experience we had and a teaching device we became acquainted with on a ranch in the foothills of the Davis Mountains a few years ago. As we drew near the ranch house at dusk, we noticed that the meadow in front of it was thronged with beasts going peculiarly in pairs. Upon nearer approach we found that each of the pairs consisted of a sturdy burro yoked with a hackamore to a beautiful young colt. Each burro was pulling his colt this way or that, hither and thither, and the friskier the colt, the more solemn, irresistible and fate-like seemed the march of the burro intent on a tuft of grass or other consuming objective. We asked the ranchman to explain this strange procedure. "I'm a-sending my colts to school," he said, "to make good leaders out of them. That's the way I teach 'em to lead. I yoke everyone of 'em to a burro for a year or two, and when that burro gets through with his colt, that colt knows how to lead." We have wondered ever since if a lot of our talk in the schools about teaching leadership doesn't really, after all, come down to this burro-and-colt business.



The "Official Notice" column of the *Leaguer* is considered sufficient notice to all member schools concerning interpretations of Rules, Article VIII, "Introduction," Constitution and Rules.

Junior Tennis
If a sufficient number of entries in junior tennis are made at a county meet the county executive committee is authorized to permit competition by classes. Follow rule 2 under volleyball on page 85 of the Constitution and Rules.

Article X, Section 3
In the schedule of points awarded in county meets it will be noted that the points award in the Three-R contest appear twice. The repetition is an error.

Declamation
Declamation directors should note that juniors in junior high school compete in the junior division in declamation for high schools. Note statement in Appendix III, page 101, Constitution and Rules, paragraph entitled "Junior High School Competes as a Unit."

Spelling o'Clock
On page 169, in one or another editions of the State Spelling Text, Part I, the word "o'clock" in bold-faced type is written without an apostrophe. Omission of the apostrophe, therefore, will not be counted as error (see "Instructions to Graders," Paragraph 3, page 46, Constitution and Rules). The Spelling List is here specifically mentioned, but the same rule should apply to the spelling text.

Picture Memory
No contestant in picture memory should be charged with an error for failing to list the artist or designer of architecture, as the following statement has appeared on score sheets used in practice throughout the year: "No artist is given for architecture selections," a carry-over from a previous year, and not, of course, true of this year's selections.

High School Track and Field
In all League track meets follow the list of events on page 90 of the Constitution and Rules. This means 120 yards high hurdles and 220 yards low hurdles. High hurdles 3 feet 6 inches and low hurdles 2 feet 6 inches. In these events disregard special regulations for high schools in 1936 edition of Official Track and Field Rules. A meeting of track coaches will be held during the State Meet to discuss the advisability of following the special regulations for 1937.

Declamation
On page 101 of the Constitution and Rules, Rule 4, caption, "Junior High School Competes as a Unit," there is a statement to the effect that junior high school pupils under fourteen on the first day of the preceding September are not debarred from the high school division for juniors, even though the junior has not yet been promoted to the eighth grade. This statement is sometimes construed to mean that eighth graders in junior high school are debarred. Such is not the case. Juniors in a junior high school (any grade) are eligible in the high school declamation division for juniors.

Music Memory
The paragraph about the middle of page 50, beginning, "an unfamiliar composition," contains a typographical error in the first edition of the Constitution and Rules. A comma should follow the word "bass" in the fourth line of the paragraph. This error was corrected in the second edition of the bulletin.

Spelling—Fifth Graders
Many inquire concerning change in spelling text for fifth grade. No change is made in the League contests. The change to the new text will be made next year, 1936-37, when the new text will be in use in all the grades. For the current year, use the old text in all League spelling contests, as prescribed in the rules.

Typewriting, Page 65, Rule 13
In changing back to the old rule for finding the accuracy percentage, we failed to make the entire change in Rule 13 on page 65. The third sentence in that paragraph should read: "To find the per cent of accuracy, subtract the penalty from the number of words written . . . etc." Note that in the example given in paragraph 13 we have followed the right procedure.

Number Sense
Only seventh graders are eligible in Number Sense. Paragraph 2, page 59, prescribes the same numerical method of representation as is used in Music Memory, but does not include the same grades that are eligible in Music Memory. Rule 3 clearly states that only seventh graders are eligible.

Debate Bulletin Correction
On page 53 of Bulletin No. 3334, Government Control of Cotton Production, the figure 98,000,000 is a misprint for 98,000.

Choral Singing
Specific designation by the school board of a person to direct choirs may qualify

such person under Rule 7 of the Rules in Choral Singing.

Bus Transfers
Since the new law requiring county boards of education to make definite assignment of bus transfers, Interpretation I (g), Appendix III, p. 99, of the Constitution and Rules has been altered by the State Executive Committee. Bus transfers assigned by the County Board are not any longer affected by Article VIII, Sec. 13.

Article VIII, Sec. 14, Page 21
The first sentence of the second paragraph of this rule should read: "A pupil living at home with his parents (or guardian) and qualifying under the exception clause above is eligible in any higher class school within fifteen miles of his home."

New Age-Rule
Meeting January 22, the State Executive Committee rescinded its former action lowering age-limit from 20 to 18 (effective September 1, 1935), and set the age-limit at 19, effective September 1, 1936, in accordance with results of referendum published in another column of this issue.

Proposed Legislation
Meeting January 22, the State Executive Committee passed a resolution to submit the following legislation for consideration at the next State Meeting of Delegates/ May 2:
1. Rule barring schools from participation in the League in any contest, the coach in which is paid percentage of gate-receipts, or bonus in any other form. This abuse, of course, is present principally in football.
2. Rule requiring the State Committee to suspend any school in athletic contests when accreditation is withdrawn or cancelled by the State Department of Education for athletic irregularities of any kind.



Junior and Senior Declamations, by Olive McClintic Johnson, Director of Speech, North Texas State Teachers College, Denton. Published by Tardy Publishing Company, Inc., Dallas, Texas. 344 pages. Price, \$2.50.

THE name of Olive McClintic Johnson is enough to guarantee to many teachers in Texas the essential soundness of selections included in this volume. For many years, Mrs. Johnson has been outstanding in speech work in this State. She has put a great deal of time and energy into making these selections and adapting many of them to the special needs of Interscholastic League declaimers. Nearly two hundred different authors are represented, and space is about equally divided between prose and poetry. This is a work of distinction by a Texas author and is published by a Texas publishing company. Much of the material touches the history, traditions, progress, and material welfare of this State. It's Texas in and out, and it is cordially recommended.



Preparation for the spring convention of the I.L.P.C. has this year, as usual, led us into a review of all the papers in our Conference. Many of these papers are like old friends now, bringing recollections of pleasant chats with sponsors and student staff members at previous conventions. One of the beneficial results of this annual convention are the friendships that are formed. We hope you plan to come to Austin on May 1 and 2 this year to renew the friendships you have made with other sponsors and staff members in previous years or, if you have not been here before, to make these helpful friendships.

Like an old friend surely is The Shorthorn of Marfa High School. For seventeen years this paper has been published at the Marfa school; and under its title-plate is run the slogan, "The First Semi-Monthly High School Paper in the State of Texas." The March 15 issue is Senior Edition. Following editions will be issued by the junior, sophomore, and freshmen classes. The four editions are judged, and a prize awarded to the class publishing the best issue. Considerable enthusiasm is usually aroused by the contest, if we can judge by the stories in the paper. This method of arousing and sustaining interest in the paper might prove beneficial to other schools, particularly to those in which no journalism classwork is offered.

Applying Principles
We are proud of our member papers this year which are published as part of the local paper. Formerly, newspaper editors who donated space for high school news expected merely to have two or three columns filled with stories that would be dumped in with no thought as to arrangement. The Corral of Wheeler High, The Corral of Childress, and the Dynamo of Breckenridge High are three papers that have demonstrated that principles of make-up may be applied to make the school page as attractive as any page of an independent school paper. If your school issues its paper through the pages of the local daily or weekly, try to make your section look like a real miniature newspaper. Examine some issues of the papers mentioned above.

El Vaquero of San Diego High School is not an old friend yet; but

we hope it will become one. It makes its first appearance this year as a printed paper, though it existed in mimeographed form for three years previously. The paper is filled with interesting news stories. We suggest, however, that too many stories begin with the date. Ordinarily the date is not the most important element in a story and should not begin the lead.

Community Projects
The Pirate of Lefors High has aided in creating a desire for safe driving by two editorials appealing to high school students to be careful. The school paper can be an important agency for shaping the thinking of the youth of any community. Perhaps we fail to interest ourselves enough in community affairs and stick too closely to what takes place in the school building itself. Modern educators are becoming convinced that the school must become a center of community interests instead of devoting itself merely to classroom instruction. The school paper can play an important part in this development. Look around in your community and see if you can find a helpful enterprise in the community on which young people can help; then give editorial support to that enterprise. The Pirate is one of the few printed weekly school papers in the State. The March 20 number was the twenty-third paper issued this year.

Within a few days we shall mail to you a tentative program for our convention. Talks, discussions, criticisms, entertainment—all of these await you. When you know who is coming to represent your paper, please send us the names at once. Detailed information will be mailed to you.

FUNCTION OF DECLAMATION

IV. THE PHYSICAL SIDE

(By Miss Jeston Dickey)

(Editor's Note.—This article is a continuation and the conclusion of a series which began in the February (1935) issue. The whole series will be issued in leaflet form and will be distributed free on request.)

THE fourth and last field of development I shall discuss is that connected with the physical side of expression. The standard I hold up before my class is this, "train your whole physical body to act in such harmony and accord that when standing before an audience their attention will be centered entirely on the ideas you are striving to convey."

Use of Gestures
I believe it is Watkins who says, "When the audience sees a gesture as a separate part of your expression there is something wrong with the gesture." The physical side of expression is one means to expression of ideas, and a pupil who cannot acquire self-possession, ease and poise in every part of his body is always struggling to overcome this uneasiness, when he should be free to concentrate all of his thinking on the subject in hand.

I heard a declamation "coach" in a contest say, "We allow no gestures in our contests. It is forbidden by the rules." I cannot fathom this erroneous idea. Where it originated is more than I can imagine. Doesn't a body that is alive and alert talk volumes? Didn't we enjoy, for years the silent pictures? Declamation is not acting, but no phase of speech work can segregate the avenues of expression and say, "today you talk through your voice, tomorrow you talk through your face, your eyes, your body." A speaker who is alive mentally, physically, and emotionally is using three times as much power as one who is a cold, lifeless and negative automaton.

Typical Example
George was a very timid boy. He would come before the class to speak with an air of mortal agony permeating every movement. He would raise his shoulders to their full height and let them drop again. He would look at the floor and his knees would begin to shake. To avoid the "shaky" sensations he would stiffen up the entire body and in this rigid state attempt to talk to the class. I did more for that boy in two weeks of declamation drill than I could have done in two months of extempore speaking drill. I would never intimate that the latter is not the primary purpose of learning to speak, but when we have "some words to take hold of," when there is something sure to which we can attach our speaking, these first hard lessons are much easier learned. George became one of my best speakers.

It is very good to use just some short paragraph at first, possibly a dozen lines, something with which the speaker can test out his ability and get over that first awkward feeling of having nothing to say. The speaker can then very quickly get his self-control, a relaxed physical body, his eyes raised to the level of his hearers,

his face relaxed until it shows signs of intelligence, and his whole body will come alive as a natural response to his "something to say."

Criticisms of Declamation
After tracing the function of declamation this far it seems quite evident that it has its uses in a course in speech education. Some critics say that declamation helps the speaker to form the habit of depending on the memorized lines and wrecks his ability as an extempore speaker. In my experience with two thousand or more pupils who have used declamation as a means of developing their abilities as speakers, I have not found this to be the case. On the contrary the pupil who does some faithful drill on declamation can accomplish forms which the purely extempore form of procedure can never accomplish. Winans declares "that as much as we admire the ability to speak extempore and necessary as it is to the well-equipped speaker, most of the great speeches have been delivered memoriter." It has been said that "George William Curtis practiced that perfect memorization which has the virtues of extemporization without its faults."

A Fundamental Drill
Declamation when properly taught is a good fundamental drill in speech training of any type. If I were going to teach a course in dramatics or interpretative reading, I would prefer that my pupils had good drill in the fundamental principles of speech training with declamation as one of the mediums for practice. For two years the leads in my senior class play, in a high school of sixteen hundred children, have been the representatives in the Interscholastic League Contest in Declamation. This is favoritism you may say, but to me it is the best illustration I can give that drill in declamation if properly pursued is one of the finest avenues for the development of a well-rounded speaker.

A prominent educator of Texas recently was heard to remark, "I believe the first effect of declamation is confidence and poise, but I believe that the larger function is to inculcate lofty ideals by memorizing the choice thoughts of others. By making these ideas their own the speakers enlarge their own characters. This effect is not observed at once as it may take years to see the fruit of one's labor."

Declamation's Uses
"I believe," says Winans, "the best way to improve the pupils' sense of speech style is to awaken as much as possible their feeling for effective delivery. My experience is that the maximum of effect in a short time can be had from a selection." Winans does not believe in beginning with the selection. He suggests in this talk on how to proceed with the course that declamation be postponed until the "pupil through original speeches gets a true sense of the nature of a speech." "I know," he says, "that declamations have sometimes been badly used and over used. Nevertheless, rightly used they have great possibilities. I expect that after a period with a good selection my class will have more sense of speech style, more variety and punch in delivery, more directness even than with their original speeches. After all, the well assimilated selection may be more a part of the speaker's self than the matter he too often produces, without assimilation from an article, and since I can get my students to speaking the selection with force, to feeling that they have much to express, they begin to wish for every means to express and break into gesture with slight encouragement."

We have found declamation then, to be a means to an end, that end whereby the student is better trained in the ability of communication with his fellows, that ability which makes thought communication more perfect.

Texas Songs Will Make Us Centennial Minded

MRS. TOM WATTS, of the Texarkana schools, sends in the following suggestion:

Since we are anxious for the boys and girls throughout our State to be Centennial-minded, do you not think it would be a good idea to set aside certain songs from *Songs Texas Sings* for the choral work next year? This book is published by Turner Company, Dallas, Texas.

Notices could be printed in the LEAGUER paper and notices sent out with receipts as schools enroll in 1936-37. Arrangements should be made, of course, to have records available; and this information should be sent out with notices.

Of course, the work as outlined is excellent. My suggestion would only be meant to apply to the choral contest for 1936-37.

I believe this would be welcome to the teachers; it has probably already been considered in your meetings. This note is written in an effort to be helpful and to assist in correlating music with the big job just now before Texas. The music teachers just simply will not have time to do justice to both the Texas songs and the regular outlined work.



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

Caleb Stone's Death Watch, by Martin Flavin. Samuel French. 50c.

Drama, 1 act, 6m4v, int, costumes modern, 45 min. A grimly amusing satire revealing the thoughts of a family around the death-bed of an old man.

New York Rural Plays. Dramatic Publishing Co. Chicago. 50c.

A collection of six plays, prize winners in a contest conducted by the Department of Rural Social Organization of Cornell University, N.Y. The volume is heartily commended to rural groups. The plays included are not difficult, but are real plays, good in content and characterization.

Dos and Dont's of Drama, by Jean Lee Latham. Dramatic Publishing Company. Chicago. 75c.

For several years the Dramatic Publishing Company has added interest to the pages of their annual catalogue by sandwiching in helpful hints between descriptions of plays. Now more than 500 of these pointed paragraphs of suggestions for the beginning actor and director have been collected into a book that covers everything from collecting properties to planning stage movement and projecting the voice. Clean cut charts and diagrams make clear the movement suggested and clearly illustrate both the right and wrong way. For the young actor and director here is a book packed with helpful suggestions presented in a stimulating and intensely practical way. It deserves a place on your bookshelf—within easy reaching distance.

Quick Comedies. Fitzgerald Publishing Corporation. New York. 50c.

A collection of twenty 2-to-10-minute farces that may be produced in front of a curtain, as blackouts, in a clubroom, on a bare platform, or as parts of amateur reviews. Recommended.

Wisconsin Community Plays. Dramatic Publishing Co. Chicago. 75c.

A collection of six plays, with a Foreword by Ethel Rockwell, selected from work done under the Extension Department of Wisconsin University. The plays are easy to act and to stage and are written by talented authors who prefer to deal with the life of their own communities. The titles included are: *Harvest*, by Calista Clark; *Dad Cashes In*, by Bernard Sears; *Just Debits*, by Marcia B. Cox; *Kittens and Calla Lilies*, by Louise Aarons; *Ladies Man*, by Mrs. Vivian B. Buess; *This Way Out!* by Mrs. Carl Felton.

Easy Entertainments With Music. Fitzgerald Publishing Corporation. New York. 50c.

A group of eleven easy to do sketches with music, requiring little rehearsing, that may be used as parts of a review or for stunt night. Highlights in the group are a burlesque musical bull fight called "El Torador" and "The Tune the Salesman Played."

Mistakes at Le Blakes, by Guernsey Le Pelley. Row, Peterson & Co. Evanston, Ill. 75c.

Farce, 3 acts, 6m7f, int, costumes modern. While not a new plot, its treatment is fresh and unhackneyed, its characters decidedly alive and human. This is an unusually good farce, and we think it is "sure-fire."

Second Fiddle, by Guernsey Le Pelley. Row, Peterson & Co. Evanston, Ill. 75c.

Farce, 3 acts, 6m6f, int, costumes modern. An unusually good farce, exuberantly funny, with the humor arising both from the novel and ludicrous situation and from the well drawn, human characters. Especially recommended.

Close Harmony, by Dorothy Parker & Elmer L. Rice. Samuel French. 75c.

Drama, 3 acts, 4m5f, 2 int, costumes modern. A modern American play of middle class family life in which the long suffering husband finally gets his innings. Cleverly drawn characters and the human interest inherent in the plot make this an excellent play for amateurs.

Ladies' Night, by J. Frank Davis. Walter H. Baker Co. Boston. 75c.

Comedy, 3 acts, 6m7f, int, costumes modern. When the Utopian Club, whose motto is "Harmony," decides to give a "Ladies' Night" its very foundation is rocked by the discord created by uncongenial wives of heretofore congenial members. This is a new play with a "civic luncheon club" background that has a strong general appeal and will be especially enjoyed by members of Rotary, Kiwanis, Lions, etc., and their wives. The characters are excellently drawn, there is an interesting plot, with laughs all the way through.

Mystery at Midnight, by Mabel Conklin Allyn. Dramatic Publishing Co. Chicago. 50c.

Mystery play, 3 acts, 5m5w, int, costumes modern. A play of thrills and chills—faces at the window, walk-

ing, darkness, and an idol whose eyes blaze into the darkness, combine to produce the desired atmosphere. For comedy relief there are the antics of two negro servants, and for the love element a charming heroine and a brave hero who solves the mystery and "foils the villain."

Strangers At Home, by Charles Dineen. Longmans, Green & Co. New York. 75c.

Drama, 3 acts, 8m3w, int, costumes modern. *Strangers At Home* is a leisurely-moving, yet thought provoking story of two middle aged women who turn their home into a "Rooms For Tourists." How they enliven their own existence and yet bring tragedy to the rest of the family furnishes the plot for this unusual play. Mrs. A. M. Barry.

Rip Van Winkle, as played by Joseph Jefferson. Walter H. Baker Co. Boston. 75c.

Comedy, 4 acts, 7m3w and extras, int and ext, costumes 18th cent. The dramatization of Washington Irving's tale as played so long and successfully during the latter half of the nineteenth century by Joseph Jefferson; the play that made him famous and which he in return made famous.

Maria Marten or, the Murder in the Red Barn. Walter H. Baker Co. Boston. 75c.

Melodrama, 5 acts, 8m3w, simple sets or may be played with curtains, costumes 19th century. "A Traditional Acting version here for the First Time printed and published, by the care of Mr. Montagu Slater Esquire," this "thriller" classic is a perfect example of the ranking melodramas of the Nineteenth Century Melodrama. Tremendously popular in its day, it is now proving diverting to twentieth century audiences. Printed in its original text, and with a most interesting introduction by Mr. Slater, the book is of interest not only to prospective producers, but as an interesting addition to the bookshelf.

Sweeney Todd the Demon Barber of Fleet Street, by George Dibdin Pitt. Walter H. Baker Co. 75c.

Melodrama, 5 acts, 11m5w, simple sets or may be played with curtains, costumes 19th cent. A contemporary of *The Murder in the Red Barn* and a choice relic of the theater of 1842 this is the first of the out-and-out crime plays to reach the stage. It is from the prolific pen of George Dibdin Pitt, a Victorian dramatist of importance.

All On A Summer's Day, by Florence Ryerson & Colin Clements. Samuel French. 35c.

Comedy, 1 act, 4w, ext, costumes original, 15 min. Three maiden ladies sit in their garden sewing, each makes a wish which straightway comes true. A fantastic comedy that plays quaintly and pleasantly, if stylized.

Better Blackouts, by Jean Provenca and others. Dramatic Publishing Company. Chicago. 50c.

Better Blackouts contain 14 new and clever sketches planned to be used on stunt night or between acts. No scenery is required and from one to several characters may be used.

The Trip, by Mary Thurman Pyle. Walter H. Baker Co. Boston. 35c.

Drama, 1 act, 2m5f, int, costumes modern, 45 min. When Julia finds that her life of renunciation and sacrifice for the family is making them greedy and selfish, she goes away on a long planned trip that has been deferred from time to time to afford pleasure and opportunities for various members of the family. Well written play of American family life.

Seven Against One, by Maxine Finsterwald. Samuel French. 50c.

Drama, 1 act, 23m, 2 int, costumes modern, 30 min. Seven priests will the death of a corrupt dictator who has imprisoned them. The stage is divided into two parts with part of the action occurring simultaneously. Tense drama.

The Drama, by Frederick Karinth. Translation from the Hungarian by Edmond Pauker. Longmans, Green & Co. New York. 35c.

Farce-satire, 1 act, 4m, int, costumes modern. "The Author has been trying for months to see the Manager or Reader, and at last is permitted to see the Clerk, who has never read the play, but nevertheless makes valuable suggestions for its revision." A gay mad satire on the difficulties of getting a play read.

Cabbages, by Edward Staudt. Samuel French. New York. 50c.

Comedy, 1 act, 3m4f, int, costumes modern, 1 hr. A striking character study of modern German-American life, especially recommended.

Cinderella Married, by Rachel Field. Samuel French. 35c.

Comedy, 1 act, 2m4f, int, costumes "court," 40 min. A hitherto unpublished chapter that relates how, after five years, the princess has outgrown the glass slipper. A charmingly humorous satire.

Members of the University 1936 Debate Squad



Pictured above are the members of the University Debate Squad who have participated in thirty-two intercollegiate debates this season on five different queries.

Top row, left to right: McAfee, Foxhall, Whitsett, Sharp, and Rousse, coach of the team. Third row: Neal Fath, Allan, Stephen, Edwards, Mummie. Second row: Love, Peace, McNeill, McCutchan, Smullen. Bottom row: Daniel, Schwartz, S. Frank, captain of the team, L. Frank, Cox, and Garcia. All except one member of the squad formerly participated in the Interscholastic League debates.

DEBATERS WIN IN MISSOURI VALLEY

Former League Debaters Make Fine Showing on Varsity Debate Squad

The University of Texas Debate Squad composed of twenty-four men brought its debate season to a successful close by winning the Missouri Valley Debate Tournament against a field of ten valley universities, debating on the Triple A question. Simon Frank, of San Antonio; Lanier Cox of Harlingen, and John Stephen of Houston composed the two teams for Texas. John Stephen represented the University in the Extempore Contest and won first place in the same tournament.

All four of the debaters are former League participants. In the five debates at the Missouri Tournament, the Texas debaters won all the debates by unanimous decisions and all four were ranked among the first five best debaters in the Tournament, which was held on the Campus of the University of Oklahoma. Other schools participating were: The Universities of Oklahoma, Missouri, Kansas, South Dakota, Colorado, and Washington, Creighton, and Drake Universities.

Another team of Texas debaters, composed of Robert Sharp of San Antonio, and Chris Dixie of Dallas, former Leaguers also, won the Iowa Universities Tournament by taking first place in extempore speaking, first place in after-dinner-speaking, and carried away the first place honor as the best affirmative team in the tournament. This meet was held in Iowa City, Iowa, on March 6-7 and eighteen universities participated.

A resume of the debate season reveals the fact that The University of Texas debaters carried on more debates this year than ever before in the history of the institution. Thirty-two contests in debate were scheduled, and universities from Florida to Southern California, from east to west, to Iowa State and Iowa University in the north, and University of Pittsburgh in the east were engaged in forensic combat.

Two debates remain on the schedule. The University of Porto Rico will meet the Longhorns in Austin, on the Supreme Court question, April 2, as a feature of the Round-Up program. The season for Texas will close with a debate at Baton Rouge, La., against Louisiana State University.

According to the coach, Prof. Thomas A. Rousse, five questions and thirty-two debates represents the most ambitious debate program ever attempted. Debates scheduled with visiting universities in Temple, San Antonio and Houston, Texas, drew large crowds and more such contests will be scheduled next year.

Mahomet's Cat

More than a few legends attest the affection which existed between the prophet Mahomet and his cat Muezza. The most familiar one was brought from the Orient by a traveler in the year 1702, and relates that one day, while the prophet sat lost in deepest thought, Muezza lay on the sleeve of his robe, purring contentedly. But so long did Mahomet remain absorbed that Muezza fell asleep; and when he had to rise to go to his devotions he cut off his sleeve rather than disturb the slumber of his little friend.—Clarance Madden in *Household Magazine*.

Districts, Regions, Centers, With Respective Committees

FOR convenience in printing, the several positions on the district and regional directorates are numbered, as follows:

- (1) Director General; (2) Director of Debate; (3) Director of Declaration; (4) Director of Extempore Speech; (5) Director of Athletics; (6) Director of Essay Writing; (7) Director of One-act Play; (8) Director of Typewriting; (9) Director of Art. (This position occurs only on the regional directorates.) In certain cases, additional directors have been added, and these additional officers with their respective titles follow the numbered list.

Region I—Center: West Texas State Teachers College, Canyon

- (1) W. E. Lockhart, West Texas State Teachers College, Canyon. (2) Superintendent R. E. Vanich, Amarillo. (3) Mr. F. E. Savage, West Texas State Teachers College, Canyon. (4) Mrs. Tommie Montford, West Texas State Teachers College, Canyon. (5) Mr. Al Baggott, West Texas State Teachers College, Canyon. (6) Miss Jennie C. Ritchie, Box 83, Canyon. (7) Mr. Leon Lassner, Box 222, Canyon. (8) Mrs. Gervie Taylor, Senior High School, Amarillo. (9) Miss Isabel Robinson, West Texas State Teachers College, Canyon.

District 1—Center: Amarillo

- (1) President F. J. Mead, Amarillo College, Amarillo. (2) Mr. Wayne C. Eubank, Amarillo College, Amarillo. (3) Superintendent J. T. Brantley, Amarillo College, Amarillo. (4) Superintendent L. B. Carruth, Canyon. (5) Mr. W. W. Nicklaus, Amarillo College, Amarillo. (6) Miss Ruth S. Word, Amarillo College, Amarillo. (7) Mr. Luther H. Gray, 1118 Polk St., Amarillo. (8) Mrs. Agatha McLarry Shaw, Amarillo College, Amarillo.

District 2—Center: Pampa

- (1) Superintendent R. B. Fisher, Pampa. (2) Superintendent C. A. Craver, McLean. (3) Superintendent H. T. Burton, Clarendon. (4) Superintendent W. E. Irvine, Pecos. (5) Superintendent F. L. Mize, Lefors. (6) Superintendent F. N. Sawyer, Canadian. (7) Mr. Ben Guill, Pampa. (8) Miss Zenobia McFarlin, Pampa.

District 3—Center: Lubbock

- (1) Professor A. W. Evans, Texas Technological College, Lubbock. (2) Mr. J. W. Jackson, Texas Technological College, Lubbock. (3) Mr. J. T. Shaver, Texas Technological College, Lubbock. (4) Miss Ruth Finkle, Texas Technological College, Lubbock. (5) Mr. Earl Huffman, Texas Technological College, Lubbock. (6) Mr. R. A. Mills, Texas Technological College, Lubbock. (7) Miss Anna J. Penland, Texas Technological College, Lubbock. (8) Miss Mamie W. Jackson, Texas Technological College, Lubbock.

District 4—Center: Childress

- (1) Superintendent A. W. Adams, Childress. (2) Miss Mabel Hare, Childress. (3) Superintendent E. A. Sanders, Quanah. (4) Superintendent W. E. Hancock, Childress. (5) Mr. Joe A. Gibson, Childress. (6) Mr. L. O. Cummins, Childress. (7) Superintendent L. T. Graves, Crowell. (8) Mr. W. H. Heffner, Childress.

Region II—Center: Abilene

- (1) Superintendent R. D. Green, Abilene. (2) Superintendent J. F. Boren, Baird. (3) Principal H. D. Dalley, Abilene. (4) Superintendent H. G. Lyon, Ballinger. (5) Mr. A. B. Morris, Abilene Christian College, Abilene. (6) Principal George H. Gentry, Big Spring. (7) Mrs. Nora Levy, Hardin-Simmons University, Abilene. (8) Miss Ludee Mae Houston, Big Spring. (9) Mrs. M. A. Carpenter, Hardin-Simmons University, Abilene. (10) Superintendent L. W. Johnson, Stamford. Secretary: Mr. H. S. Fatheree, Abilene.

District 5—Center: Sweetwater

- (1) Superintendent R. S. Covey, Sweetwater. (2) Superintendent R. A. Burgess, Merkel. (3) Superintendent L. W. Johnson, Stamford. (4) Superintendent Dale N. Morrison, Roscoe. (5) Superintendent J. C. Gentry, Big Spring. (6) Miss Ethel Harkins, Box 325, Sweetwater. (7) Miss Octavine Cooper, Colorado.

District 6—Center: Breckenridge

- (1) Principal John F. Bailey, Breckenridge. (2) Principal W. G. Womack, Eastland. (3) Principal H. Brandon, Cisco. (4) Superintendent E. T. Dawson, Rising Star. (5) Mr. Eck Curtis, Breckenridge. (6) Principal W. A. Ross, Mineral Wells. (7) Miss Floy Harrison, Breckenridge. (8) Superintendent W. E. Waters, Throckmorton. Junior Declaration: Superintendent C. B. Downing, Albany.

District 7—Center: San Angelo

- (1) Superintendent Felix E. Smith, San Angelo. (2) Superintendent C. R. Smith, Paint Rock. (3) Mr. E. C. Grindstaff, Ballinger. (4) Superintendent J. Carlson Smith, Eldorado. (5) Superintendent C. E. Coleman, San Angelo. (6) Superintendent H. H. McLain, Sonora. (7) Principal C. H. Kenley, San Angelo. (8) Mr. R. B. Masterson, San Angelo College, San Angelo.

District 8—Center: Brownwood

- (1) Dean Thos. H. Taylor, Howard Payne College, Brownwood. (2) Principal J. T. Rankin, Box 498, Coleman. (3) Superintendent J. J. Brantley, Coleman. (4) Superintendent A. H. Smith, Goldthwaite. (5) Professor J. H. Shelton, Howard Payne College, Brownwood. (6) Miss Cleo McChristy, Howard Payne College, Brownwood. (7) Mrs. Leta Lewis, Howard Payne College, Brownwood. (8) Mr. I. A. Hicks, Howard Payne College, Brownwood.

Region III—Center: Denton

- (1) Dr. Harold Brenholtz, North Texas State Teachers College, Denton. (2) Mr. E. B. Comstock, 6218 Bryan Parkway, Dallas. (3) Dr. V. Y. Craig, Box 246, T. C. Station, Denton. (4) Miss Anna Iovanna, North Texas State Teachers College, Denton. (5) Mr. Heron J. Fouts, North Texas State Teachers College, Denton. (6) Superintendent A. A. Koonen, Arlington. (7) Professor F. W. Emerson, Texas State College for Women, Denton. (8) Mr. W. A. Lamer, 323 Fulton St., Denton. (9) Mr. Rudolph Fuchs, North Texas State Teachers College, Denton.

District 9—Center: Wichita Falls

- (1) Principal S. H. Rider, Wichita Falls. (2) Superintendent W. R. Bradford, Iowa Park. (3) Miss Juanita Kinsey, Junior College, Wichita Falls. (4) Superintendent F. W. Richardson, Henrietta. (5) Superintendent B. M. Dismore, Electra. (6) Superintendent J. F. Kemp, Seymour. (7) Superintendent J. E. North, St. Jo. (8) Superintendent W. T. Loftan, Vernon. Junior Declaration: Superintendent Butler Westerfield, Burk Burnett.

District 10—Center: Ft. Worth

- (1) Mr. B. A. Crouch, Texas Christian University, Ft. Worth. (2) Mrs. Mirth W. Sherer, Texas Christian University, Ft. Worth. (3) Mr. Ernest F. Sellers, W. G. Ellis School, Ft. Worth. (4) Superintendent H. Light, Cleburne. (5) Mr. R. D. Wolf, Texas Christian University, Ft. Worth. (6) Miss Mabel Major, Texas Christian University, Ft. Worth. (7) Miss Katherine Moore, Texas Christian University, Ft. Worth. (8) Superintendent J. F. W. Loflan, Vernon.

District 11—Center: Dallas

- (1) Mr. L. V. Stockard, Dallas. (2) Dr. C. L. Wiseman, Southern Methodist University, Dallas. (3) Superintendent L. T. Cook, Sherman. (4) Superintendent N. W. McCann, Bonham. (5) Mr. P. C. Cobb, Board of Education, Dallas. (6) Superintendent O. P. Norman, Kaufman. (7) Professor David Russell, Southern Methodist University, Dallas. (8) Principal Ben W. Wiseman, Highland Park High School, Dallas.

District 12—Center: Waco

- (1) Principal E. T. Genheimer, Waco. (2) Principal O. P. Douglas, Corsicana. (3) Principal Wilson T. Hest, Marble. (4) Superintendent J. McKelvey, Valley Mill. (5) Mr. R. E. Henderson, High School, Waco. (6) Principal Oliver W. Scott, Hillsboro. (7) Miss Wainzie Walker, 1810 Alexander Avenue, Waco. (8) Mrs. Lynn Shaw, High School, Waco.

Region IV—Center: Longview

- (1) Superintendent H. L. Foster, Longview. (2) Superintendent H. W. Stillwell, Texarkana. (3) Superintendent Frank H. Morgan, Commerce. (4) Superintendent Ben A. Copas, Mineola. (5) Mr. C. N. Wilkinson, Longview. (6) Principal J. R. Morton, Marshall. (7) Superintendent J. E. North, St. Jo. (8) Superintendent J. E. North, St. Jo. (9) Superintendent W. T. Loftan, Vernon. (10) Miss Dorothy Bryan, Box 1387, Kilgore.

District 13—Center: Commerce

- (1) Mr. L. I. Smith, East Texas State Teachers College, Commerce. (2) Mr. Claude V. Hall, East Texas State Teachers College, Commerce. (3) Mr. E. H. Watson, East Texas State Teachers College, Commerce. (4) Mr. Robert E. Baker, 2214 Monroe St., Commerce. (5) Mr. W. H. Acker, East Texas State Teachers College, Commerce. (6) Miss Mary R. Bowman, East Texas State Teachers College, Commerce. (7) Miss Mand Webster, East Texas State Teachers College, Commerce. (8) Stanley Pugh, East Texas State Teachers College, Commerce. Junior Declaration: Mr. L. C. Mitchell, Commerce.

District 14—Center: Texarkana

- (1) Professor H. L. Lamb, 1541 West Ninth St., Texarkana. (2) Superintendent P. E. Wallace, Mt. Pleasant. (3) Superintendent H. T. Morris, Naples. (4) Superintendent M. E. Ivy, Atlanta. (5) Superintendent M. F. Fleming, Mt. Vernon. (6) Miss Opie Dalby, 1908 Olive St., Texarkana. (7) Superintendent H. Stillwell, Texarkana. (8) Mr. Leslie Melburn, 209 Irvine St., Texarkana.

District 15—Center: Tyler

- (1) Mr. J. A. Poston, Tyler Junior College, Tyler. (2) Superintendent S. R. LeMay, Athens. (3) Superintendent George Tipton, Neches. (4) Superintendent Ben A. Copas, Mineola. (5) Mr. George A. Foltz, Tyler. (6) Mr. A. O. Loughmiller, Canton. (7) Mr. J. Byron Saunders, High School, Tyler. (8) Miss Eva Matlock, High School, Longview.

District 16—Center: Nacogdoches

- (1) Dean T. E. Ferguson, Stephen F. Austin State Teachers College, Nacogdoches. (2) Mr. J. W. F. Garner, Stephen F. Austin State Teachers College, Nacogdoches. (3) Mr. J. J. Wilson, Stephen F. Austin State Teachers College, Nacogdoches. (4) Mr. R. L. Shelton, Stephen F. Austin State Teachers College, Nacogdoches. (5) Miss Mary J. White, Stephen F. Austin State Teachers College, Nacogdoches. (6) Miss Mary W. Thomson, Stephen F. Austin State Teachers College, Nacogdoches. (7) Miss M. Jessie Hickman, Stephen F. Austin State Teachers College, Nacogdoches. (8) Miss M. Jessie Hickman, Stephen F. Austin State Teachers College, Nacogdoches.

Wilson, Stephen F. Austin State Teachers College, Nacogdoches. (4) Dr. W. R. Davis, Stephen F. Austin State Teachers College, Nacogdoches. (5) Mr. R. L. Shelton, Stephen F. Austin State Teachers College, Nacogdoches. (6) Miss Mary J. White, Stephen F. Austin State Teachers College, Nacogdoches. (7) Miss Mary W. Thomson, Stephen F. Austin State Teachers College, Nacogdoches. (8) Miss M. Jessie Hickman, Stephen F. Austin State Teachers College, Nacogdoches. (9) Miss M. Jessie Hickman, Stephen F. Austin State Teachers College, Nacogdoches.

Region V—Center: Sam Houston State Teachers College, Huntsville

- (1) Mr. Earl Huffer, Sam Houston State Teachers College, Huntsville. (2) Mr. Floyd Burton, Humble. (3) Mr. W. W. Querry, Sam Houston State Teachers College, Huntsville. (4) Superintendent J. T. Ferguson, Navasota. (5) Mr. Joe Kirk, Sam Houston State Teachers College, Huntsville. (6) Miss Ernestine Carroll, Box 414, Huntsville. (7) Mr. Charles O. Stewart, Sam Houston State Teachers College, Huntsville. (8) Mr. J. Roy Wells, Sam Houston State Teachers College, Huntsville. (9) Miss Florence Lowe, Sam Houston State Teachers College, Huntsville.

District 17—Center: Bryan

- (1) Superintendent S. M. Brown, Bryan. (2) Superintendent M. P. Holleman, Brenham. (3) Superintendent J. T. Ferguson, Navasota. (4) Superintendent W. D. Wilkerson, Calvert. (5) Mr. Homer Norton, A. & M. College, College Station. (6) Superintendent P. D. Brown, Fairfield. (7) Miss Ruth Rucker, Bryan. (8) Miss Clara Calhoun, Bryan.

District 18—Center: Livingston

- (1) Superintendent Harmon Lowman, Livingston. (2) Superintendent E. L. Blair, Trinity. (3) Superintendent H. C. Smith, Montgomery. (4) Principal W. L. Jordan, Crockett. (5) Mr. W. W. Summers, Livingston. (6) Mr. J. H. Black, Chester. (7) Miss Maudie Johnson, Livingston.

District 19—Center: Houston

- (1) Mr. J. O. Webb, 1500 Louisiana St., Houston. (2) Superintendent Wesley Slack, Hempstead. (3) Superintendent F. C. Herndon, Rosenberg. (4) Principal R. A. Fawcett, Houston. (5) Mr. Edgar C. Brown, Houston. (6) Superintendent Levi Fry, Texas City. (7) Superintendent J. Hall Sheppard, La Port. (8) Mrs. Lillian Warren, 2128 Balvoor, Houston.

District 20—Center: Beaumont

- (1) Principal Z. A. Williamson, South Park, Beaumont. (2) Mr. H. F. Baugh, South Park High School, Beaumont. (3) Superintendent E. B. Stover, Orange. (4) Superintendent W. L. Schupp, Daletta. (5) Superintendent Mr. Tom L. Dennis, High School, Fort Arthur. (6) Miss Jennie Hayth, Sour Lake. (7) Miss Myrtle Lou Head, Liberty.

Region VI—Center: Southwest Texas State Teachers College, San Marcos

- (1) Mr. J. H. Vordenbaum, Box 665, San Marcos. (2) Mr. L. N. Wright, Southwest Texas State Teachers College, San Marcos. (3) Mr. L. E. Derritt, Southwest Texas State Teachers College, San Marcos. (4) Miss Sue Taylor, Southwest Texas State Teachers College, San Marcos. (5) Mr. O. W. Strahan, Southwest Texas State Teachers College, San Marcos. (6) Mr. Buren C. Robbins, Southwest Texas State Teachers College, San Marcos. (7) Mr. C. C. Chamberlain, Southwest Texas State Teachers College, San Marcos. (8) Miss Georgia Lazenby, Southwest Texas State Teachers College, San Marcos.

District 21—Center: Uvalde

- (1) Superintendent G. D. Dean, Uvalde. (2) Miss Bertha Dalton. (3) Superintendent A. E. Davis, Gruyereville. (4) Superintendent W. L. Wilkerson, Calvert. (5) Superintendent W. W. Fev, Pearland. (6) Miss Virginia Rich, Crystal City. (7) Superintendent W. W. Fev, Pearland. (8) Superintendent W. W. Fev, Pearland.

District 22—Center: San Antonio

- (1) Mr. J. Chester Cochran, Board of Education, San Antonio. (2) Superintendent Joe F. Sager, Seguin. (3) Superintendent H. A. Moore, Kerrville. (4) Superintendent J. E. A. Sinton, New Braunfels. (5) Superintendent H. A. Moore, Kerrville. (6) Superintendent H. A. Moore, Kerrville. (7) Superintendent H. A. Moore, Kerrville. (8) Superintendent H. A. Moore, Kerrville. (9) Superintendent H. A. Moore, Kerrville.

District 23—Center: Georgetown

- (1) Mr. R. J. Kidd, Southwestern University, Georgetown. (2) Principal John Rowntree, Lampasas. (3) Superintendent J. B. Bond, Rock. (4) Mr. Harvey Williams, High School, Austin. (5) Mr. C. M. Edens, Southwestern University, Georgetown. (6) Superintendent L. C. Proctor, Temple. (7) Superintendent Raymond L. Hiles, Georgetown. (8) Superintendent A. B. Smith, France.

District 24—Center: La Grange

- (1) Superintendent W. R. Boucher, La Grange. (2) Principal R. G. Winchester, Yoakum. (3) Superintendent P. J. Dodson, Bastrop. (4) Superintendent J. B. Mitchell, Smithville. (5) Principal E. C. Powers, Schulenburg. (6) Miss Clara Koch, Fayetteville. (7) Miss Jessie Moore, Luling. (8) Superintendent J. E. Greig, Marfa. (9) Superintendent J. T. H. Bickley, Iran. (10) Mr. C. A. Gilley, Sul Ross State Teachers College, Alpine. (11) Superintendent R. H. Blackwell, Pecos. (12) Miss Anna Kate Ferguson, Sul Ross State Teachers College, Alpine. (13) Superintendent J. E. Greig, Marfa. (14) Superintendent J. T. H. Bickley, Iran. (15) Superintendent R. H. Blackwell, Pecos. (16) Superintendent J. E. Greig, Marfa. (17) Superintendent R. H. Blackwell, Pecos. (18) Superintendent J. E. Greig, Marfa. (19) Superintendent R. H. Blackwell, Pecos. (20) Superintendent J. E. Greig, Marfa. (21) Superintendent R. H. Blackwell, Pecos. (22) Superintendent J. E. Greig, Marfa. (23) Superintendent R. H. Blackwell, Pecos. (24) Superintendent J. E. Greig, Marfa. (25) Superintendent R. H. Blackwell, Pecos. (26) Superintendent J. E. Greig, Marfa. (27) Superintendent R. H. Blackwell, Pecos. (28) Superintendent J. E. Greig, Marfa. (29) Superintendent R. H. Blackwell, Pecos. (30) Superintendent J. E. Greig, Marfa. (31) Superintendent R. H. Blackwell, Pecos. (32) Superintendent J. E. Greig, Marfa. (33) Superintendent R. H. Blackwell, Pecos. (34) Superintendent J. E. Greig, Marfa. (35) Superintendent R. H. Blackwell, Pecos. (36) Superintendent J. E. Greig, Marfa. (37)

SPEECH ACTIVITIES NEED EMPHASIZING

Public Speaking Teacher Says
Discard Part of Article
VIII, Section 16

A PUBLIC speaking teacher, Miss Ruth Jones, of Corpus Christi, challenges the justice of Article VIII, Section 16, in its application to literary contestants in the League, as follows:

"I do think that rule is unfair, in literary work at least. It may work for athletics, but it seems a shame to put a premium on a year's absence and penalize a student for that of the fall semester only, as fall is in many places a busier season when boys can more easily obtain work. All this time the boy is growing older and, as he loses his eligibility at 18, loses the chance of the benefit of speech activities.

"It does not affect me personally, for I have a large group to draw from, but it seems illogical and unfair to the students. My idea of this work is that it was created for the purpose of benefiting as many students as possible who need it, and certainly the older boys need speech activities. Goodness knows, it's a big enough job to get them to want to take part.

"I am speaking about literary events, and I think you will find that the poor student and the habitually irregular student almost never qualifies for those. He often does for athletics, but he does not even compete in literary events, except in rare instances.

"Then, too, if you wish to disqualify the irregular student, why permit competition after an entire year's absence? I just can't see why that should be permitted either, if you intend cutting out all irregulars. However, my idea is that a boy or girl who has the nerve to enter speech contests should be permitted to compete if he is attending regularly now and passing. Speech activities need more emphasis anyway, and using of boys who work instead of 'pampered darlings' certainly helps to take them out of the 'sissy' class in the minds of our boys. That is what all speech teachers have to fight."

SPANISH CLUB

II. PROGRAMS, PROJECTS, PUBLICATIONS, ETC.

(By Elizabeth Quine)

A PROGRAM committee of which the vice-president is chairman can be appointed to meet with the adviser, and the club is ready for work. The work of the club may be classified as follows:

1. Programs for regular meetings.
2. Projects, such as:
 - a. Making relief maps of Spain, Mexico, South America, and other Spanish-speaking countries.
 - b. Making Spanish costumes, which may be worn on various occasions.
 - c. Illustrating Spanish stories.
 - d. Constructing miniature missions; bull-ring; Invincible Armada; Santa Maria, one of Columbus' ships; old Spanish castle; Spanish house with balcony, lady-love, and serenader.
 - e. Dressing dolls to represent different Spanish countries.
 - f. Keeping scrap book of pictures of Spanish scenes and people to be used by the club for reference.
 - g. Preparing interesting and timely items for the bulletin board.
 - h. Constructing signs, posters, and proverbs for the club room.
3. Celebration of special days, such as:
 - a. Christmas.
 - b. Cervantes' birthday.
 - c. Pan-American Day.
4. Correspondence:
 - a. With other Spanish clubs to exchange ideas.
 - b. With students of Spanish-speaking countries through the National Bureau of Educational Correspondence, George Peabody College, Nashville, Tennessee.
5. Assembly program.
6. Visits to theaters to see play or picture dealing with some phase of Spanish life or culture.
7. Cooperation with some local project to help make it a success.
8. Collections:
 - a. References: Books,
 - (1) Bell, A. F. G. *The Magic of Spain*, Lane Publishing Company.
 - (2) Broomhall, Edith J. *Spoken Spanish*, Allyn and Bacon.
 - (3) *Canciones Escolares*, Books

- I and II, Silver, Burdett and Company.
- (4) Espinosa, Aurelio M. *Cuentos, Romances y Cantares*, Allyn and Bacon.
- (5) *Rompecabecas Españolas*, Allyn and Bacon.
- (6) Giese, W. F. *Spanish Anecdotes*, D. C. Heath and Company.
- (7) Harry, P. W. *Anécdotas Españolas*, Allyn and Bacon.
- (8) Henry, Ruth L. *Piccecitas Fáciles Españolas*, Allyn and Bacon.
- (9) Pittaro, J. M. *Cuentos de España*, Allyn and Bacon.
- (10) Sparkman, C. F. *Games for Spanish Clubs*, Columbia University Press.

b. *Discos Victor en Español*, Victor Talking Machine Co., Camden, N.J.

c. Magazines, newspapers, and bulletins:

- (1) *El Eco*, Doubleday, Doran and Company, Garden City, N.Y.
- (2) *The Modern Language Journal*, Oxford, Ohio.
- (3) *La Prensa*, 245 Canal Street, N.Y. City.

d. Publications of the Pan-American Union, Washington, D.C.

- (1) *The Bulletin*, a beautifully illustrated monthly. Spanish edition, \$2 a year.
- (2) Pamphlets in Spanish or English, on each of the 18 Spanish-speaking countries. Illustrated. \$.05 each.

- (3) Pamphlets in English, on 16 different Spanish-American municipalities. Illustrated. \$.05 each.
- (4) Pamphlets in English on 6 Pan-American products. Illustrated. \$.05 each.

- (5) *Seeing South America*, an 80-page illustrated booklet, in English. \$.25 each.
- (6) *Ports and Harbors of South America*, a 100-page booklet in English. Illustrated. \$.25 each.

e. Slides, pictures, and games:

- (1) *Spain, The Lure of Spain*, and many other beautifully illustrated booklets on Spanish cities given free of charge to teachers by the International Telephone and Telegraph Company, 41 Broad Street, N.Y.

- (2) Spanish folders, post cards, magazines, etc., sold by Figarola Maurin, Apartado 1046, Barcelona, Spain.

- (3) Games for vocabulary practice, obtained from Arka Game Company, 465 Post Street, San Francisco, and from the Globe Book Company.

- f. Souvenirs, curios, etc.

(Editor's Note.—The next and concluding installment of the "Spanish Club" will deal more in detail with the work of the Program Committee.)

League Games Supplement Physical Education Work

IN the handbook of the Shiner Public Schools, of which T. H. McDonald is superintendent, the following paragraphs occur dealing with the use which may be made of Interscholastic League contests in the physical education program:

"In the high school much use can be made of the games and contest staged by the Interscholastic League. Baseball, basket ball, tennis, and volley ball may take the place of some of the physical education practice work.

"In the lower grades, the teachers will follow the State Course of Instruction. Make an outline for the pupils which they are required to copy in composition book for that purpose and instruct them accordingly.

"Physical education for the high school grades will consist of the regular work of the Interscholastic League, organized games such as softball, volley ball, basket ball, tennis, track, and other games and athletic events suitable for high school students.

"Physical education will be required as regular subject. All students and teachers are expected to observe definite standards and regulations in carrying out the work of this subject."

DECLAMATION

(Continued from Page 1)

your allowance, or weigh a whole theatre of others.

With the following less familiar lines most speech teachers would quarrel:

Good taste grows slowly through effort and endeavor; the effort to understand what is beyond us and the endeavor to appreciate what we cannot yet understand. The acquisition of good taste

depends on our willingness to be bored at first by what is good in order that we may become bored later with what is bad.—Joad.

All good teachers in English, music, speech (and in other disciplines) are constantly striving to raise the level of student appreciation. Are contests accomplishing all they might? Can we as teachers lay less emphasis on winning, on speech for exhibition, and more emphasis on education, finer appreciations, better oral work? Can we work to raise our standards to the point where no judicious person is grieved?

It can be done. It has been done. A high school honors program with all the speakers presenting good literature has been known to win the acclaim of discriminating people.

Why not such an aim for your school, your group, your district, your state?

JOURNALISM

(Continued from Page 1)

Friday night in the Union Building. A series of vaudeville numbers will be presented to enliven the evening.

On Thursday night a reception given by the Quill and Scroll Chapter of Austin High School will be held for those delegates who have arrived early. The only charge made for attendance at the convention is a charge of \$1 for each ticket to the dinner-dance and vaudeville show.

All delegates and sponsors except contest delegates are expected to provide their own lodging and transportation. All sessions of the convention shall be held in the Texas Union on the campus of The University of Texas.

DEBATE RULES

(Continued from Page 1)

between the two highest ranking teams."

The "rejoinder" has always been a lurking place for dissatisfaction. Some teams take unfair advantage of this last three minutes to refute arguments which they have made no attempt to refute in the regular rebuttals. Others use it for the purpose of a nicely prepared emotional appeal to affect the judges. I suggest the following change in speeches:

- Aff. 10 min.
- Neg. 10 min.
- Aff. 10 min.
- Neg. 10 min.

"A three-minute intermission shall be provided for organizing rebuttals in which the speakers may confer with each other, but shall remain separated from all other persons."

Rebuttal Speeches:

- Neg. 5 min.
- Aff. 5 min.
- Neg. 5 min.
- Aff. 5 min.

Editor's Note: Mr. Knapp offers here some suggestions which should be carefully considered. We believe that each one should be adopted and we hope the public speaking teachers at the State Meet consider the same, and if acceptable, recommend to State Committee.

EXTEMPO TOPICS

(Continued from Page 1)

time on a specific topic is beyond the capacity of the average student. Without question this is one of the most difficult contests. It takes much preparation."

The list so far issued follows:

1. Our One Hundredth Birthday.
2. Early Explorations in Texas.
3. There's a Statue of LaSalle in Navasota.
4. Spanish and French Rivalries in the Settlement of Texas.
5. How a Texas Town Began (Contestant may select Goliad, San Augustine, Nacogdoches, or any other city whose beginnings date back to pre-revolutionary period).
6. An Early Spanish Mission in Texas.
7. Missions and the Indians.
8. Our First Three Flags.
9. Cabeza de Vaca.
10. Ranch Life on the Plains.
11. The Texas Rangers.
12. Trials and Triumphs of the West Texas Pioneer.
13. Transportation in Texas Before the Railroads.
14. Railroad Building.
15. Dark Days of Reconstruction.
16. The Grange in Texas History.
17. Texas' Civil War Heroes.
18. Civil War Battles on Texas Soil.
19. Sam Houston and Secession.
20. The Character of Stephen F. Austin.
21. The Secession Movement in Texas.
22. The Republic's Debt of \$10,000,000 and How it Was Paid.
23. The Annexation of Texas.
24. Mexican Relations During The Republic.
25. The Goliad Campaign.
26. The Battle of San Jacinto.

27. The Fall of the Alamo.
28. The Declaration of Texas Independence.
29. Causes of the Texan Revolution.
30. Trials of the West Texas Pioneer Farmer.
31. Sam Houston: A Romantic Figure.
32. Mirabeau B. Lamar.
33. David Crockett.
34. John H. Reagan.
35. James Stephen Hogg.
36. The Heroes of the Alamo.
37. David G. Burnett.
38. Life in the Early Settlements of Texas.
39. The Capture and Release of Santa Anna.
40. Military Operations in Texas During the Civil War.
41. Ranch Life on the Texas Plains.
42. The Old Cattle Trails.
43. Dry Farming.
44. The Work of a Texas Cowboy.
45. The Sulphur Industry in Texas.
46. Albert Sidney Johnston.
47. The Capture of Santa Anna.
48. Texas Indians.
49. State Aid for Railroad Building in Texas.
50. The Public Debt of the Republic of Texas.

TYPING

(Continued from Page 1)

the rule laid down for the punctuation point, viz., a colon followed by a quotation mark calls for two spaces, but a comma followed by a quotation mark calls for but one space. (See Rule No. 5.)

After a period used to denote abbreviation, as O. K., M. D., Mr., Mrs., initials, etc., the spacing required is that which would be used if word was written out in full, viz., one space, unless the abbreviation ends a sentence.

7. A Dash must be written with two hyphens without spacing before or after. If a dash is necessary at the beginning of a line there should be no space between it and the following word.

8. Cut Characters. Any word written so close to top, bottom, or side of sheet, that a portion of any letter is cut off, must be penalized.

9. Words Wrongly Divided. A word wrongly divided at the end of a line must be penalized. A word hyphenated at the end of a line in the printed copy may or may not need the hyphen if occurring medially in the contestant's work. For instance: "Devilish" might be hyphenated at end of a printed line, but medially, if contestant's rendering conforms to any standard dictionary, there is no error.

10. Faulty Shifting. An error must be charged against every word where the shift key is incorrectly used. If parts only of the proper character appear, it is an error. If the complete character is discernible, it is no error.

11. Lightly Struck Letters. If the outline of any character is discernible there is no error.

12. Transposition. Letters transposed in any word constitute an error. Words when transposed are penalized one error for the transposition; additional penalties are imposed for errors in the transposed words.

13. Rewritten Matter. In rewritten matter every error must be penalized, whether in first or second writing, and one additional error charged for the rewriting.

14. Words Omitted. (See Rule No. 24.)

15. Words Inserted. (See Rule No. 24.)

16. Crowding. No word shall occupy less than its proper number of spaces.

17. Piling. If any portion of the body of one character overlaps any portion of the body of another character, or extends into the space between words to the extent that it would overlap any portion of the body of a character were there a character in that space, then it is an error.

18. Left-hand Margin. Characters beginning lines, except in paragraphs, must all be struck at the same point of the scale. If printed to the left or right of that point an error must be charged.

19. X-ing. Work in which words are x-ed will not be received.

20. Erasing. The use of an eraser is not allowed.

21. Errors in Printed Copy. Errors found in the printed copy may be corrected or written as per copy, but in no case shall an error be charged against such words unless they are omitted.

22. Last Word. An error made in the last word written, whether that word is completed or not, must be charged.

23. One Error Per Word. But one error shall be penalized in any one word.

24. General Rule. Every word omitted, inserted, misspelled, or in any manner changed from the printed

copy (save in the case of transposition and rewritten matter) must be penalized.

25. Penalty. For every ten words must be taken from the gross number of words.

26. Gross Words. The gross number of strokes shall be reckoned from the printed copy of matter used, and shall be divided by five, the result being the number of gross words from which all deductions for errors shall be made. Strokes in rewritten matter are not to be counted in the gross. When a typist ends his test with an unfinished word, he shall be given credit for each character written.

27. Anything not described in these rules and any question as to the interpretation of the rules shall be subject to the decision of the Contest Manager, and such decision shall be final.

POINTS

(Continued from Page 1)

with stage facilities, and hence cannot train pupils for the one-act play contest. As to typing, only those high schools that are accredited in typing are eligible, and so it would be giving those schools in a given county a big handicap to allow points to be counted in this contest. Of the two, there is more argument for points in the play contest than for points in typing, and still I am of the opinion that we would be handing the larger schools a great advantage in giving points in either of these contests."

ATHLETICS

(Continued from Page 1)

law will allow or the official can be deceived, is shady, crooked, low-browed and lower-idealed.

These are ab-uses, athletics for worse—decidedly for the worse for all concerned and for our future citizenry by the damnable "transfer" which results.

Friendly Enemies; Inimical Friends

II. Then there are our friendly enemies, those who undermine and destroy athletics by their friendliness and interest, by too great friendliness and too solicitous interest; those with other than educational objectives, indeed, with anti-educational objectives—some alumni, bless them! And some local community sports and citizens, bless them also!

They would make our games primarily into colorful spectacles, exhibitions for their diversion, for the honor of the town, for the sake of the crowd, make of them a financial enterprise, gate-getters, trade-bringers, commercial achievements.

The worst—or best—of it all is they are friends and well-wishers; they are anxious to help. They know exactly what should be done; we are nice folks but old fogies; they know so much better than we what should be done, they proceed to do it without our knowledge and consent. Pitying us for our idealism or "godliness," they seek "to improve our teams by unapproved methods."

They are good folks; they mean well; they actually see no harm in it; they are friendly, but friendly enemies. Their purposes are passable per se, but not for an educational enterprise. Their objectives have no place nor partnership in a school system (even if they do pay for it) and only debase and undermine an educational program.

Along with this is the evil of athletics masquerading as scholarships, and securities and subsidies masquerading as jobs and "work." God forbid that the hypocrisy, the chicanery, the casuistry of it should be transferred to our business life and public life! Sportsmanship—reverse would make of us a nation of hypocrites and tricksters. This is the greatest single enemy of athletics, of sportsmanship, of high-mindedness in sports, today extant.

To make athletic skill marketable takes "the bloom off the peach," the fine edge off sportsmanship, creates a nasty cynicism among athletes and all students, fosters ill will and suspicion between schools; while to do this under the dishonest pretence of amateurism and hypocritical simulation of conformity to regulations and ideals is to substitute for the social-moral citizenship and character values of athletics, gross antisocial and unmoral practices.

The situation is not pleasant nor reassuring; the tide of sportsmanship in this regard has been in ebb. Newspaper items (read by speaker) show student bodies and newspapers calling for open recognition of secret practices—to get away from hypocrisy by yielding all the way. Columnists satirize the situation and educationalists wring their hands in impotency. But the reaction is about due; read the action of the N.C.A.A. last Christmas, the standards enunciated, and even now they are searchingly questioning the colleges on all the points involved. Note the

recent action by the Association of State Universities paralling that of the N.C.A.A. but with more definite implementation.

The situation is both black and white.

Associational Dangers

III. The third group of dangers—Athletics for Worse—are associational, not inherent, for which athletic contests are not responsible, of which games are the occasion but not the cause or creator.

Two are outstanding.

1. Drinking, efforts to curb which too seriously failed under the experiment of prohibition and efforts to promote which are too effectively succeeding under repeal.

Not so much the students yet, but the irresponsible half of one per cent of the spectators who put on a diverting, disgusting counter-spectacle at the games. Dean Gauss admirably analyzed the danger in a recent number of the Saturday Evening Post. College and school authorities are alert and deeply anxious and concerned. Though but associational and not of sports' creation, our responsibility cannot be evaded.

The Committee on Public Relations of the American Football Coaches Association in their report last winter issued the warning, "that the continued welfare of college football coaches depends upon curbing the increase in excessive drinking in the stands." The Committee recommended that a strenuous effort be made to curtail the practice at football games. There can be no peace with this unsportsmanlike, anti-academic enemy of all that athletics-for-better seeks physically, psychically, socially and morally.

2. By the way, that same report to the Coaches' Association declares, "The welfare of the game also is menaced by the ever-increasing betting on results."

A delicate and difficult matter. The modest social betting, the recent wagers on football games of a prize sow between the Governors of Iowa and Minnesota, of a prize bull between the Governors of Utah and of Colorado, and the piker's wager of one dollar between the Governors of Georgia and Louisiana, the public in general is inclined to treat as peccadillos and pass with a smile. We all hesitate to get too serious about it, but I suspect your high school pupils have not overlooked the inciting' example, publicly broadcast, of these first citizens of six Commonwealths.

But they and we must give heed to the recent pronouncement of the American Football Institute:

"For the past two years the American Football Institute has been investigating the tenacious growth of gambling in connection with football. We have visited schools and colleges throughout the nation and were truly amazed at our findings. Gambling on football results has developed to an alarming degree. Thousands of large and small racketeers are reaping a golden harvest at the expense of a gullible public which weekly stakes hundreds of thousands of dollars upon its ability to select winners in a given number of football games. The racketeers draw this illicit income from the school boy and girl who risks a few pennies as well as from the business man who bets his dollars."

A front page news item recently quotes Ryan and Company, Wall Street betting commissioners, as estimating that the five million dollar mark is reached every week, approximately 1,500,000 fans wagering each Saturday.

The Institute's report concludes by urging coaches to help "in crushing this frankenstein which is undermining the game and ruining the wholesome morale which football should give to the youth of America."

Certainly between the fundamental philosophy and practice of sportsmanship and that of gambling there is an unbridgeable gulf. Athletics cannot carry this millstone about its neck.

For Better or Worse?

Athletics—for better or worse! Which? We have athletics! We will have them! What shall we do about it? Either we must civilize athletics or be de-civilized by athletics.

How can we meet and overcome the termites, the friendly enemies and the associational dangers?

Not by surrender nor evasion of the struggle. To abolish will not help studies or discipline, nor will abandonment promote sportsmanship and fair play. The termites can be destroyed without burning down the edifice.

In all problems, our program should be promotion, not suppression. The best defense is an offense. "Be not overcome of evil but overcome evil with good."

1. Keep administrative control; keep athletics education-centered; promote by administrative interest,

activity and support; not command, but rather win and hold the leadership. Not easy, I grant you. There are loud raucous voices all but drowning the still small voice of education. But the responsibility is upon us for the welfare of the pupil, to guard the sacred fire, the educational ideal. Someway we must "sell" it to pupils, alumni and citizens. They are a good sort, they mean well; it is not so impossible. The perspective in education which is ours, the oneness of the program, subordination of all to its service, will command their better selves when they see it.

The privilege of the spectacle must ever be recognized as a favor from the school to the public and the patronage of the public never granted as a favor from the public school.

Back of the otherwise poor lone administrator, over against the vociferous sports-alumni and hip-hip-hurray citizenry, must stand adamantly the Athletic League, "ganged up" with him, and indeed the whole educational group must present an active solidarity with a standard, an idealism, a sportsmanship program which must be accepted, which must be triumphant. A tough job, but the public must be educated.

What are the alternatives on this recruiting business? To continue the present hypocrisy and deceit? Unthinkable! To openly become professional and frankly hire our athletes, waiving eligibility and academic fictions, setting up teams just as in professional football? Do so and within ten years real honest-to-goodness professional teams under able auspices will crowd school athletics off the map, i.e. off the newspaper. (Some educators would welcome this result.)

The only other alternative, my preference, is to stand for sportsmanship in season and out of season, to fight for it, to educate and exhort, to persuade and command that youth may be served and character and citizenship be enhanced, unsullied.

In this I have already anticipated my other exhortation.

2. Keep up the sportsmanship ideal; promote it; build it; "sell" it, perennially, unceasingly.

Discouraging—ah, but youth will respond. "The nobleness that lies in other men, sleeping but never dead, Will rise in majesty to meet thine own."

Youth's latent idealism is tremendous, though deep-lain, and once stirred, even hardened adults will bow before it.

Our hope is in youth, fired by high purpose and pure ideals; their present cynicism and ennui are encouraging, being indeed an invitation to a crusade for sportsmanship.

The Coach

The coach is the spear-head of this attack and must be a marshal of the crusade. With a moulding influence surpassing that of any one other, if not of all others combined, what manner of man must he be! Athletics—for better or worse! Which? Page the coach.

May their guild ever stand for the highest and only the highest, and unremittingly purge its own ranks of the commercialized, the coarsened, the cynical, the arousing, the exploiting, the compromising, the win-at-any-cost, the shade-the-rules, tricks-of-the-game demoralizer of sportsmanship and despoiler of youth.

We seek much (too much) in one man: technical skill commensurate to his task; general culture which makes him the peer of his faculty colleagues commanding their respect as well as that deeper respect of his boys; that peculiar personality that inspires and can lead; social graces and refinement that appreciates the best and is at home in the best homes; high moral convictions and stamina with an unswerving honesty and keen unsullied sense of honor, chivalry and nobility.

Our boys are worthy of all that; we seek the nearest approach we can find and continue our insistent demand for more and more of the better class.

Back of such men should be marshaled the whole school, the faculty ungrudgingly and without jealousy, sympathetic with him and his efforts; the administration loyal and unstinted in his defense and encouragement; the community in time and under tutelage led to a higher pride in his character and influence than in any number of games won, and gratified most of all that its boys have such a mentor.

Our Assignment

Quite an order have we laid out for ourselves, a long hard road but not impassable. That is our particular sport assignment for "aggressive fighting for the right is the noblest sport the world affords." (Theodore Roosevelt.)

Editor's Note: Dr. Flint's address, published in the LEAGUER in three installments, February, March and April, is now available complete in a brochure which just fits a legal-sized envelope. Copy will be sent free on receipt of stamped and addressed legal-sized envelope. Address: Interscholastic League, P. O. Box 1090, Univ. Sta., Austin, Texas.