



The following power for the living, in this case, Dr. Harry G. Barnes, comes from Superintendent O. A. Fleming, of Freeport: "I want to compliment the League on the Breakfast, and especially the speaker. To my way of seeing it he is the best speaker I have ever heard at any of our League meetings."

D. A. Shirley, for many years Director General of Interscholastic League District No. 1, writes as follows concerning League Survey bulletin just issued:

"I am just in receipt of your card and also a copy of Bulletin No. 3522. As one who was directly connected with the League from 1915 until about 1927, I know that the bulletin will be very interesting reading. Since 1927 while not directly connected with the work, I have still been interested, and three or four times each spring have been asked to act in the capacity of judge or official. When one looks back at the very modest beginning and then sees what the scope of the work is at present, one is inclined to say that the days of miracles are not passed."

H. F. Estill, President, Sam Houston State Teachers College, writes concerning the same bulletin:

"This publication is certainly a comprehensive and valuable statement."

(See—Letter Box—Page 3)

ATHLETICS AND SCHOOL BOARDS*

II. SUPPORT SCHOOL PROGRAM

By Roy B. Henderson, Athletic Director, Bureau of Public School Interests.

*Conclusion of address delivered at meeting of the Texas Association of School Trustees, Dallas, Texas, Oct. 26, 1936. Initial installment appeared in the November issue of the LEAGUER.

NOW with regard to more "first things," and in the light of Dr. Fretwell's thesis that the school must guide athletics, how should the board of trustees proceed in securing the most lasting good from inter-school athletic contests? First, last and all the time the board certainly is responsible for the manner in which athletics are conducted. More and more I am becoming convinced that athletics are good or bad in a particular town depending upon the attitude of the school board.

Function of Board

While the school board should not in any sense deteriorate into a rubber-stamp board it should confine itself chiefly to the formulation of broad policies designed to serve best the educational needs. The board should depend in large measure upon the recommendations of the superintendent who is, or should be, and is in 99% of the cases, the best trained and best qualified school expert in the community. If the board has done its first job well, i. e., selected a well trained, well qualified superintendent, and if it follows his leadership, it will not lose much sleep over the athletic situation.

This question of selecting and supporting the superintendent is important. Get the best man you can for the job, hold him responsible for results and back him up. As Dean Shelby of the University puts it, "The board should stand as a bulwark between the superintendent and the community." Especially is the superintendent in need of the support of his board

(See—Athletics—Page 3)

ATHLETICS: FOR BETTER OR WORSE

I have just read "Athletics: For Better or Worse" by Dr. Flint. It is the best discussion of the whole matter that I have seen in print. Please send twelve (12) copies for our school system.

W. E. Chalmers, Principal, Gainesville High School.

Members in "Voting Down" Mood at Nov. 27 Meeting

Two Motions Fail to Pass. Barnes' Address Ordered Published

THE Seventeenth Annual Breakfast and Section Meeting convened in the Venetian Ball Room of the Blackstone Hotel, Fort Worth, November 27, with approximately 250 school executives, coaches, and teachers present. Due to the fact that the program was devoted to a speech topic, a larger percentage of speech teachers were present than usual, the meeting being held jointly with the Texas Speech Association. Dr. Harry G. Barnes, of the State University of Iowa, delivered an address entitled, "A Vital Problem in Education," at the conclusion of which it was announced that the address would be printed for distribution to the entire membership of the League.*

The meeting was then adjourned, and after a short intermission, a group re-assembled for discussion of League rules and regulations, and for recommending action to the State Executive Committee. Only two motions were entertained, and both of them were lost. One was

*A portion of this address appears in another column of this issue.

(See—Breakfast—Page 3)

Under League Rules When Is A First Grade First?

(By J. T. H. Bickley, Supt., Iraan)

In the INTERSCHOLASTIC LEAGUER of November under "Official Notices," I find a ruling which says that a "primer grade" is called a "first grade." This does not answer my question definitely which I asked some time ago. We have this year changed the names of our grades all through the school system, the sixth grade being called the seventh grade, the seventh grade the eighth, etc. We are, therefore, moving up one grade in filling the requirements for spelling, etc. If we did not do this we would have one grade, say the eighth grade, which would not be eligible to compete in interscholastic league work since it is not a high-school grade on the four year basis. Therefore, the question I want answered is this: In spelling, is it all right to use grades five and six instead of four and five, and grades seven and eight instead of grades six and seven, and grades nine and above instead of grades eight and above. Another school near here uses a teacher for work below the first grade but does not call it "first grade" or "primer grade." There has been no dissension or argument between the schools and probably will not be, but I can see wonderful possibilities for dissension here.

96% College Debate Squad Former League Contestants

POINTING to the number of former Interscholastic League debaters on The University of Texas debate squad of the past season, T. A. Rousse, debate coach and assistant professor of public speaking, emphatically answered in the affirmative the question of whether the League succeeds in giving valuable training to high school speakers.

Former League Captain

Of twenty-four debaters comprising the 1935-36 University squad, all but one are former League contestants. Simon M. Frank of San Antonio, who debated for Brackenridge High School, is captain of the squad. Leonard Frank of San Antonio and John Stephen of Houston are former State high-school champions. With the captain of the squad and Lanier Cox of Harlingen, also a former Leaguer, they helped materially in winning the Missouri Valley Forensic Tournament at Norman, Oklahoma. Texas carried away first honors in debat-

T.A.F.C.W. Convention Adopts 11 Resolutions

THE Texas Athletic Federation of College women met October 22, 23, and 24, at the Southern Methodist University, Dallas, Texas. Sixteen colleges of the State were represented at this meeting with approximately one hundred delegates and sponsors present. Reports and discussions of athletic problems were given, and the following resolutions were passed:

1. Resolved that inter-collegiate and inter-scholastic relations are desirable when emphasis is placed on social contact and enjoyment of the activity.
2. Resolved that skills in physical activities for women be improved and the number of women participating be increased.
3. Resolved that those activities which may be adapted to the needs of adult life be promoted.
4. Resolved that as far as possible women instructors and officials be used for physical activities of girls and women.
5. Resolved that an annual medical and physical examination should be required for participation in all physical activities.
6. Resolved that assistance should be offered in the promotion of a constructive program of physical activities for high school girls.
7. Resolved that the commercialization and exploitation of women's sports be opposed.
8. Resolved that a recreational program in which men and women may participate together should be promoted.
9. Resolved that the giving of symbolic awards rather than material awards be recommended.
10. Resolved that the substitution of any extra-curricular activities for physical education credit be opposed.
11. Resolved that the participation of high school and college girls in activities which are organized primarily for men be opposed: as football parades, bands, demonstrations, etc.*

*In connection with this resolution note editorial in this issue of the LEAGUER on the "Lightness of the feminine touch."

Loyalty Oaths

I am aware that questions about the meaning of democracy and "the American way of life" cut deeply into controverted issues, and that there exists a more or less deliberate attempt—of which teachers' loyalty oaths are one example—to deter educators from even thinking about such questions. In spite of these facts, indeed to a considerable extent because of them, I urge that except as teachers reflect upon such questions, the relation of public education to the maintenance of a democratic way of life will remain drifting and undirected.—John Dewey.

Speech Education Theme at League Meeting in Ft. Worth

NO EDUCATOR will deny that the traditional three "R's"—reading, writing, and arithmetic—are basic and fundamental processes. No educator can deny that speech is likewise a fundamental process. The speech act occurs more frequently in everyday living from babyhood to old age than any or all of the three "R's." That training in speech for all pupils, if it exists at all, is less systematic than training in reading, writing, and arithmetic is clear.

Speech and Social Adaptability

Modern educational trends emphasize the importance of the development of a curriculum which is more conducive to the acquisition of habits which make for greater social adaptability. The modern educator conceives of a school which adjusts its program to the needs and abilities of its students in terms of the solution of problematic situations in the immediate as well as the more remote environment. Training in speech

(See—Debate—Page 4)

BRIGANDAGE AFTER GAMES CRITICIZED

Lawlessness of Camp Followers Bringing Football Into Disrepute

(Editorial in Electra News, November 19.)

DEPREDEATIONS committed by student groups in recent weeks in Electra and other towns in the district, following football games or other tours have proved embarrassing to their sponsors, to say the least.

The young people who carried away merchandise from Electra stores Friday night deserved to be punished for shoplifting just the same as any other person caught taking things in the same way. The group which takes silverware, napkins, or other articles from a cafe or hotel, needs to have a sense of responsibility or, to put it stronger, a sense of honesty, instilled in their minds. The football team which raids a wayside stand and takes from a dozen bottles to a case or more of soda pop is reflecting discredit on their school, their community, and their parents. The same goes for other groups or individuals. The plain term for such acts is theft, and the moral responsibility is the same, even though the thing is done in the spirit of fun or misplaced humor.

If Electra boys and girls have been guilty of raiding stores or cafes in their visits to other towns, it is a matter of grave concern for the community and the school. It is up to the parents to investigate these things and we favor old-fashioned woodshed sessions for the guilty ones.

Interscholastic League officials have sought in every way to keep high school athletics on a high plane. Every effort is made to keep down any tendency toward lowering the standard of behavior at games. The matter of drinking at games or going to football games in an intoxicated condition brought forth an urgent plea to the citizens and press to create public sentiment against such actions. Surely it should not be necessary for the Interscholastic League to make a rule through which a team or school would be forced to forfeit any game which was followed by shoplifting tours by students from the visiting school.

We hope that we have heard the last of such misbehavior on the part of young or old persons in the name of having a good time. We would hate to see the liberties enjoyed by our young people curtailed. We like to see them enjoy

(See—Brigandage—Page 3)

Speech Education Theme at League Meeting in Ft. Worth

Curricular Deficiencies Noted in Critical Address

By Dr. Harry G. Barnes, Associate Professor of Speech, The State University of Iowa.

NO EDUCATOR will deny that the traditional three "R's"—reading, writing, and arithmetic—are basic and fundamental processes. No educator can deny that speech is likewise a fundamental process. The speech act occurs more frequently in everyday living from babyhood to old age than any or all of the three "R's." That training in speech for all pupils, if it exists at all, is less systematic than training in reading, writing, and arithmetic is clear.

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(See—Speech Education—Page 3)

A MAGNIFICENT OBSESSION

SARA LOWREY, Director, Department of Speech, Baylor University and President, Texas Speech Association

LOYD DOUGLASS wrote a book in which the leading character believed that if one gave to those in need "not letting the left hand know what the right hand doeth," and without any acceptance of material return, the reward in personality would far outweigh the value of the original gift. Many people on reading that book feel so strong an inspiration that they go forth with a determination to apply literally the principles which motivated the *Magnificent Obsession*.

Barnes a "Dynamic Spirit"

We have recently experienced a speech convention which many have termed the "best and most helpful convention I ever attended." Dr. Harry G. Barnes, a dynamic spirit from the speech department of Iowa University, outlined before the Interscholastic League his views of Speech in the elementary grades and high school. The superintendents who heard Dr. Barnes were so interested in the ideas set forth in his talk that they requested copies for more careful study later. The information which was fired at us for forty-five minutes without time for amplification was entirely too broad in scope, too profound and too significant to be passed off as "just another speech."

Mr. Bedichek, who is ever awake to new and progressive ideas for his well ordered Interscholastic League, has agreed to place a copy of Dr. Barnes' address into the

(See—Obsession—Page 3)

Make Extemporaneous Speaking Extemporaneous

A CORRESPONDENT wishing to be supplied with a "complete list of topics" in the extemporaneous speech contest, received from the State office the following reply:

"Please read Paragraph 4, page 36 of the Constitution and Rules for partial answer to your inquiry of the 9th. The point of the contest is that it shall be extemporaneous. It would fail of being extemporaneous if specific topics were issued prior to the county meet, for many pupils would memorize their speeches if supplied in advance with topics. The contest calls for preparation in a given field, so that the pupil may have the necessary information out of which to make a speech. Then he is given a specific topic in the field, and is allotted half an hour in which to formulate his outline, which means merely assembling his information in an orderly manner for presentation to an audience. This procedure is real training in extemporaneous speech and prevents the affairs from degenerating into a mere declamation contest.

"So, let us take an illustration. Pupils are supposed in the foreign field, to be familiar with the Spanish Revolution. A topic in that field this morning might very well be 'The Attack on Madrid,' or 'The Siege of Oviedo,' or 'Personalities of the Spanish Revolution.' You see, if the topics were announced in advance, the pupil would naturally memorize. If given a field of study, he will absorb as much information as possible and practice outlining and delivering his talk in an extemporaneous fashion.

"We have plenty of declamation contests for those pupils who think this contest is too difficult or too much trouble."

(See—Farm Tenancy—Page 4)

TOO MANY MEETS WRITER DECLARES

Regional and State Meets and Championships Severely Criticized

(By C. W. Bingman, Superintendent of Schools, South Park, Beaumont.)

I AM writing to express my approval of the criticisms of the Interscholastic League as submitted in the unsigned article published in the October number of the INTERSCHOLASTIC LEAGUER, page 1, col. 1, entitled, "League Program Needs Revision":

I should like to add as point seven the advisability of discontinuing all regional meets, both athletic and literary. Also, as criticism number eight, eliminate all football championships beyond the district in both the A and B classifications. Ninety per cent of the evils of high school football in Texas can be traced directly to the setup leading to the state championship decision.

I am writing as a loyal and enthusiastic supporter of the League, and I am suggesting that fifty per cent reduction in league activities will result in one hundred per cent benefit to the schools of the State.

*The eliminations which the writer has suggested would amount to perhaps a two percent reduction in League activities, not a fifty percent reduction.

CALDWELL CO. HAS A SOCCER LEAGUE

Game Proves Fine Substitute for Football in Small Schools

EDITOR'S NOTE: Here's an account of a sound sports development in Caldwell County by M. V. Peterson, a veteran Texas school superintendent.

I AM thoroughly convinced that this school and many others have no business trying to play football.

After school opened and we had canvassed our available football fodder we found that ten boys was all that we could muster, so we decided to play fair with everybody by declaring ourselves to be incompetent to enter the football conference. I met the representatives of our C Conference in Austin early in September and asked that Prairie Lea be left out of their plans, and that they elect their chairman for the year. I supposed that they had made a report to your

(See—Soccer—Page 4)

BULLETINS TO GO IN REMOVAL SALE

Accumulation of Years Offered for Price of Postage

By E. J. Mathews, Registrar, The University of Texas.

IN GETTING ready to move to the new Main-Library Building we have become particularly aware of bulletin accumulations. During the years many issues have had a surplus to remain in our shelves. The most of them are old, but are doubtless of some value. We shall be glad to give them to you, as long as they last, if you will pay the postage. In the list below the estimated postage (or express) is given after each item.

The English Bulletin. Many numbers. 10 cents (express).

The Foreign Language Teachers' Bulletin. Several numbers. 4 cents.

The Texas History Teachers' Bulletin. Many numbers. 10 cents (express).

Latin Leaflet. Many numbers. 9 cents.

The Texas Mathematics Teachers' Bulletin. Many numbers. 10 cents (express).

Suggestions for the Teaching of History and Civics in the High School. By A. C. Krey. 1 cent.

A Problem in the Use of Parallel Source Material in Medieval History. By F. Duncaif. 1 cent.

Trigonometry in the High School. 1 cent.

Biology in the High School. I. M. Lewis and Carl Hartman. 1 cent.

Should the Teacher of Latin Know Greek? G. M. Calhoun. 1 cent.

(See—Bulletins—Page 4)

Writer Discusses Ends and Aims of Dramatic Contests

NOW, what are some of the main objectives of play contests?" asks G. Harry Wright, Dept. of Speech, Kent State University, Kent, Ohio, in the May-June issue of *The High School Thespian*. He proceeds to answer this question, as follows:

"First of all, one of our most important objectives is to raise standards of dramatic production—bluntly stated, to put on better shows. After all, drama is presented before an audience for the audience's pleasure, and if it isn't good it has no right to exist. The great curse of school drama is that no matter how bad it is, public kind-heartedness allows it to go on.

Contests Raise Standards

"At present, under the stimulus of Thespian contests and others of like nature, standards are going

Extemporaneous Speech

THE general fields of study for this season's contest in extemporaneous speech are outlined in Rule 4, page 36 of the current issue of Bulletin No. 3332, "Revised for 1936-37 Contests." Following is a more definite delimitation of the three general fields of study:

1. Texas History will be confined to "The Period of the Republic," which is Section IV of "Texas History Syllabus," Bulletin No. 3544. This section contains four general topics, and specific topics for extemporaneous discussion will be taken under one or another of these five general topics. A preparation on this period with the outline as a guide will furnish the pupil subject-matter for discussion of any topic which may happen to get in the Texas History field.

2. More definite assignment of State News will not be made until the Legislature meets. The principal measure, or measures, before the State Legislature will be made the basis for topics to be discussed.

3. The National News field will be confined to the news of farm tenancy, conditions, causes of present conditions, especially Texas conditions, efforts to alleviate; the Bankhead bill intended to cure farm tenancy, and any action taken or discussed in the National Congress on this matter. The reader is referred to a reprint of this issue of the LEAGUER for an illustration of the kind of news to look for.

4. Foreign News will be devoted to the Spanish War. Pupils will be expected to know background, causes of present conflict, forces and ideas behind each group, and current happenings.

Principal Urges Special Blanks for Team Entries

CONCERNING the number who should compose a picture memory team, a principal indulges in the following sarcasm:

"It is really surprising as to (a) the number of teachers who do not read the rule book, or (b) who can not figure simple arithmetic." This sarcasm was the result of circumstances which he outlines as follows:

"Our County Meet Director of Picture Memory asked for enrollment from the various schools before the contest. After the contest he checked up on the teams and found that all except ours lacked from one to two team members per team. No change was made, however, in the final award of points, as the other schools concerned found that they had turned in the wrong number of enrollments. However, I made no protest as I only wished to get the matter settled for the benefit of future contests."

This correspondent, a constructive critic, makes the following suggestion:

"Have a place on the official entry blank for the Principal or Superintendent to give the proper enrollment for both Picture Memory and Music Memory teams. (Also Arithmetic.) There could then be no possibility for error as to the correct number of team members."

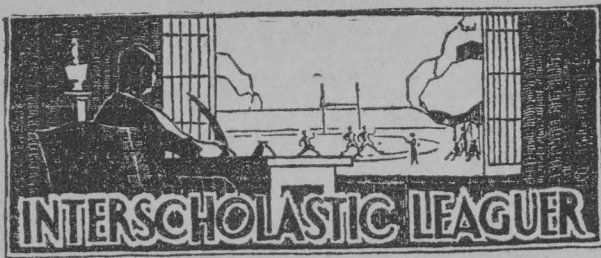
Rule 2, to which this correspondent refers, is published on page 53 of the Constitution and Rules.

Our schools, we say, are free; and yet are free while the teacher must think twice before he mentions the soviet, fascist, or socialistic theories of government, let alone any good features of such systems?—Karl T. Compton.

FOOTBALL AWARDS STUDY

A FEW copies (mimeographed) of a study by E. S. Farrington and Committee remain in the League Office. A copy will be mailed anyone who requests one and encloses a legal-sized envelope, stamped and addressed.

(See—Dramatic Contests—P. 4)



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ROY BEDICHEK Editor

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Vol. XX DECEMBER, 1936 No. 4

ATTENTION is called to the bulletin sale announced by Registrar Mathews in another column of this issue. Run your eye over the list and you may be able to get for a penny a publication you wouldn't take a dollar for.

THE spelling list this year contains the names of streams of Texas which have an average annual flow of more than 225,000 acre feet run-off at gauge showing maximum run-off. Yegua Creek is one and we are asked how to pronounce "Yegua." It is pronounced, by the natives, Yá-wah.

MALAKOFF public schools have won during the past nine years twenty-seven county championships in spelling. The superintendent, M. P. Willis, asked how this remarkable record was made, replied, "Early request for copies of the spelling list and intensive drilling of those who are interested." Mr. Willis went on to say that the Malakoff school system, using Interscholastic League work as a basis, has been developed from a non-classified high school to a school of twenty-seven accredited units.

THE light feminine touch is seen in this season's sports reviews. For instance, here is a sentence or two from the *News-Week's* column: "Women played an active part this season. The University of Nebraska obtained police matrons to eject overly offensive feminine inebriates; a riot after a bitter game between two California high schools was composed entirely of face-scratching, hair-pulling girl rooters; and in Amarillo, Texas, an all-girl eleven was formed and a standing challenge broadcast for a game with any similar team in the State." Apparently, California, Nebraska, and Texas compete for the lightness of the feminine touch.

THE Texas Plan, unifying all interschool contests, is taking root in other states. The *Kansas Athlete*, October, 1936, reports progress in Kansas, as follows: "The Unification Committee which was appointed last spring to work out a plan whereby all interschool activities could be unified and supervised through one association, rather than by means of separate agencies, is at work on the plans to be submitted for approval at the next annual meeting in February. At the annual business sessions of the athletic and typing associations and the debate league, the unification idea was approved unanimously and the music supervisors and declamation teachers of the State asked that their activities be included in the plans for the final set-up."

B. M. DINSMORE, faithful secretary of the League Breakfast and Section Meeting for the past ten years, was at his post during the seventeenth annual session at Fort Worth, although it was rumored that his friends were running him for President of the Association. He is now rounding out twenty years of service in Electra. Let there be flowers for the living. One of his friends wrote the LEAGUER the other day, as follows: "When Dinsmore came to Electra it had one small school building with an enrollment of probably three or four hundred students—about sixty in high school. The school was not classified at that time. During his twenty years, the Electra schools have reached an enrollment of more than two thousand students—six hundred and fourteen in high school this year—one hundred and two in Senior Class. It is recognized throughout this district that Mr. Dinsmore brought to this district a great interest in athletics. He was superintendent and coached for many years. He coached two state champion track teams. I believe that I am correct when I say that Electra is the only school in Texas which has won the track championship as many as three times. Dinsmore has always emphasized clean sportsmanship and probably is the father of Interscholastic League in our northwest Texas."

SMART New York editorial writers and other eastern sophisticates have a great time poking fun at the so-called Bible Belt, where, they claim, academic liberty is so circumscribed that a professor of biology can't present the theory of evolution without serious danger of losing his job. They go off into peals of laughter concerning such monkey business in the Bible Belt. But we wonder if they are so happy over the discharge of Dr. Jerome Davis from Yale's Divinity School because he writes a book which John Dewey says gives such a solid and clear exposition of the relations of the capitalistic system to our culture as to make it invaluable to every teacher and director of schools; or because he invited Gerald P. Nye to the Yale campus to talk about war; or because he wanted Senator Borah on another occasion; or because he sympathized with the writings of Sidney B. Fay and Harry Elmer Barnes against war; or because he intimated there was some crookedness in the Insull promotions. A very respectable committee reporting on the discharge of Dr. Davis seems to think that these items had much to do with President Angell's considering him "an increasing nuisance." It seems that infringements of academic liberty may occur outside the Bible Belt, but no sounds of hilarity issue from eastern editorial sanctums.

LESSONS in program management might be of benefit to those individuals, teachers and others, who are sometimes called upon to plan and carry out public meetings. The manager or presider often finds himself in a delicate position. He has a duty to the audience, and one to the individuals who give the program. What shall he do with the distinguished visitor not on the program who arrives late and gives every evidence of wanting to "appear"? What shall he do with Mr. Buttinsky, pleasing chap, whose enterprise has a profit motive with an educational excuse? He wants to make merely an announcement, but when he gets going there's no hook sufficiently horse-powered to drag him off the stage. Shall the presider interlard the numbers with flattering remarks—flattering introduction and flattering conclusion, regardless of the performance? If an emergency arises and someone just has to be accommodated on a program which has been prepared, printed and timed to the last minute, where shall the emergency number be inserted: at the beginning, in the middle or at the close? Which do you prefer, a good-natured presider who lets things rock along, whose chief function seems to be to placate and to please, or the hard-boiled type who seems to have a terrible respect for the clock? Program planning and program execution make up quite a study. It's a science and an art.

BIBLE study is offered pupils in the Dallas public schools as one-half unit credit towards graduation. The Bible Study Course, prepared for the Dallas School Board, is used as a text. Pupils applying for credit in this course are required to assemble in classes in a suitable room in which to conduct class work, and be under the direction of a teacher who has had at least a high-school education and complete the course at least one-half year before graduation. Moreover, the attendance record must be kept accurately, and the class must meet a minimum of 80 class periods of 45 minutes net teaching time, or sixty 60-minute periods, or forty 90-minute periods, net time. At the end of the course the pupil takes an examination prepared not by the teacher, but by examiners under the supervision of the School Board. It is an objective test which fairly measures the pupil's familiarity with the Bible as presented in the Bible Study Course. Of the 444 pupils who took the examination last spring, 404 made passing grades. The teaching and examination functions are dissociated. Granting that the field of knowledge is as cultural, say, as United States or Texas history (and there would be few, indeed, who would not grant this), it seems to us that this is a neat solution of a problem that has vexed school administrators for many years. It is certainly cheap instruction, bearing lightly upon the school budget. It seems fair to the various denominations in that each may prescribe its own instructors and use its own time and methods. The school standards are in no danger, since the School Board, through the examinations, can enforce any standard it desires. Of course, there might be some embarrassment if a group of Mohammedans demanded the same consideration for the Koran as is accorded the Bible, or Japanese parents presented a course in Shintoism for high-school credit. But in Texas communities, which are luckily rather homogeneous, the danger of such embarrassment is quite remote.

A DEBATE query questionnaire, or ballot, will be circulated in the near future, and the question for 1937-38 definitely determined. In order to make a preliminary survey of the field, we are now circulating a request for suggestions. Principals and superintendents are urged to consult debate coaches. Really, this is a technical matter. The average debate coach knows much better than the average school executive the requirements for a good debate query. We have often reiterated criteria we think should govern:

1. A debatable question, preferably involving a governmental policy, excluding questions propounded and discussed solely for propaganda. For illustration, the State League of Virginia is debating this year the consolidation of counties into larger administrative units. This, in our opinion, is a poor question, because there is no argument against it. Of course, our present county government is an anachronism; of course, it is wasteful; of course, it is positively idiotic. And so, to debate it is futile and turns the purpose of debate from education to propaganda. Local patriotism, local land values, local vested interests make the change impossible. Another depression ten times worse than the one now happily disappearing, or another war coming close home, or some other magnificent catastrophe, possibly a dictatorship, will be necessary to blast out the hordes of private greed and give us a sensible county government. It can't be done in these piping times of peace; "it can't happen here," and there's an end on it. So no matter how dear a cause is to our hearts, it does not, therefore, make a good debate query. The first demand is that the query shall have two sides.

2. The debate query should have ramifications that involve serious study—the more, the better. Too tight or too narrow and constricted an issue is undesirable.

3. A debate query should touch closely the interests of our own State. One fault with our present query is that it is strictly national. Close home issues, on which pupils may secure first-hand information, are desirable.

4. A debate query for adolescents should have some emotional appeal. Cold, statistical questions are not good. There are some questions, however, that are too hot for high-school debates. Prohibition is a question of such feverish temperature as to render it undesirable. "Resolved, That the abdication of Edward VIII was justifiable," is another case in point—susceptible to too great emotional appeal to say nothing of international complications that might ensue.

5. A question for debate in an organization as large as the Interscholastic League should be one upon which there is abundant published material, and preferably one on each side of which there is a good, well-financed promotion organization.

In short, let us keep in mind the purpose of the debate. It must not be a mere propaganda question. Its main issues should be within the mental grasp of the brightest and most intelligent and studious ten per cent of the high-school population. It should involve things close home, preferably something the local or State government could do if convinced of its advisability. Only a short time will be given for answers to the questionnaire now in circulation.



Suspension—Granger
At a meeting of the State Executive Committee October 21st, the Granger High School, upon recommendation of the district executive committee of football District 26, Conference B, was suspended in football for the remainder of the 1936 school year on account of use of ineligible men.

Withdrawal—Union Grove
The Union Grove High School, Gladewater, was granted permission by the State Executive Committee on October 21, 1936, to withdraw from League football. In the list of schools circulated September 24, 1936, Union Grove was listed as a participating school in District 12, Conference C. All member-schools are hereby notified that Union Grove is not a participating school in League football.

Grade Contests
The Committee interpreted the so-called "primer grade" to read "first grade" in all schools, the question having arisen whether or not a school might have a primer grade and then a first grade. This interpretation was made for the clarification of rules governing "grade contests" such as spelling, arithmetic, music memory, picture memory, etc.

Basketball
League basketball games will be played under the official rules adopted by the National Basketball Committee of the United States and Canada representing the National Collegiate Athletic Association, the National Federation of State High School Athletic Associations, the Canadian Intercollegiate Athletic Union and the Canadian Amateur Basketball Association. In Spalding's athletic library the guide is known as No. 700R.



SERVICE to the school is one of the primary objectives of the school paper. Such service comes primarily through a thorough coverage of news events in the school. After this news coverage is established, however, the staff members may devote part of their energies to projects that arouse student interest, increase school spirit, or perform some practical service for the school.

Some of the activities of I.L.P.C. papers this fall are as follows:
The Master Builder, Masonic Home School, Fort Worth, issued a special number devoted to the fight against tuberculosis. All except six stories in the issue dealt with the disease and methods of combatting it. Perhaps other school papers would find special issues dealing with worthy projects of value and interest to the school. Suggestions for special issues may include: an issue devoted to work in the various departments of the school; a "news behind the news" issue, depicting how the school functions behind the scenes—how textbooks are selected, how affiliate credit is secured, what are the duties of the school board, interesting incidents in the day's activities of the superintendent and the principal, a description of teachers or office workers compiling the honor roll, how many hours the teachers spend in grading papers, etc.; a Texas heroes issue for the spring.

Contests Held
The Rabbit Tracks, Atlanta High School, offered a free subscription to the student who guessed the correct score or nearest to the score of the coming game.
The Pony Express, Sweetwater High, to encourage students to read the advertisements, concealed a locker number in the ads. The student having the locker number was given a pass to a local theater.
El Nopal, Sidney Lanier High, San Antonio, conducted a comic strip contest among its students.
The Scott Scribes, Milby High (Houston) press club, have adopted as their fall project the printing of a directory containing the names, addresses, and telephone numbers of all students and faculty.

Subscribers Cavort
The Milby Buffalo staff gave a "Round-Up" outdoor entertainment for all subscribers—a subscription ticket or 25 cents in cash was required for admission. From the story in the paper, it sounds like a grand show. Wish we had been on it.

Victoria High School, which is just beginning to publish a paper

this year, conducted a contest for the naming of the paper.

The Navasota LaSalle kept an account of expenditures of high school students with local merchants for two and a half days. The 216 students spent \$97.75 in that time. These facts give the advertising solicitors an excellent selling point.

Popularity Wins
Popularity contests, always a good method of arousing student interest, have been held by the Dallas school papers with their "Football Queen" contests, *The Hamilton Trail*; *The Yellow Jacket*, yearbook for Stripling High, Fort Worth; *The Mineral Wells Tattler*; and a host of other papers.

The Austin High Maroon, sponsor already this year of weekly newscasts over the school radio system, an amateur frolics night, and a date bureau, received an enthusiastic response to another type of contest. Two theater tickets were offered to the writer of the best "daffy." What is a "daffy"? You've got me there. Perhaps the winning daffy will explain:

"What's your business?"
"I operate a grocery and meat market."

"How's business?"
"Don't eggs me. It's no butter and I think it's worst."

More projects are waiting to be mentioned, but space does not permit. If your paper has not yet been mentioned in High School Press, keep looking for it; we will get to every I.L.P.C. paper eventually, we hope.

Abilene Is Host
The journalists of Abilene High School have undertaken an enterprise for the benefit not merely of their school but of high school journalists all over the state. When it became apparent that the T.H.S.P.A. convention, usually held at Mary Hardin-Baylor College in December, could not be held there this year, Abilene High volunteered to be host to the convention, which has been postponed until February 12 and 13.

T.H.S.P.A. has performed many noteworthy services for the school papers of Texas. Abilene deserves the support of Texas journalists as it works to prevent T.H.S.P.A. from dying. Won't you do your bit to help?

A number of papers which are enrolled in the I.L.P.C. are not being sent to us. Don't forget to send us a copy of each of your issues. If you have not enrolled, remember that January 15 is the final date.



The Private Manufacture of Armaments. Volume 1. By Philip Noel-Baker, M.P., London: Gollancz, 1936. (J. M. D.P. in the *Manchester Guardian, Manchester*.)

THE many people all over the world who believe that peace and disarmament can never be reconciled with the private manufacture of arms have until now been handicapped before their governments by lack of authoritative evidence.

There have been able pamphlets written and books with a propagandist aim; the Royal Commission on Arms Manufacture in this country and, still more, the Senate Commission in the United States have done something to remedy the want; but there has as yet been nothing to compare in thoroughness and authority with Mr. Noel-Baker's great work.

Book on Grand Scale

One should say at the outset that this is a book on the grand scale. On his own admission, Mr. Noel-Baker has spent over ten years in its preparation. This, the first of two volumes, is nearly six hundred pages in length, and one could not estimate the number of reports, speeches, letters, and articles from which quotations have been taken. More than half the book consists of documents, for it is, above all, an attempt "to substitute fact for feeling" and to prove what in the nature of things can only be proved by circumstantial evidence. It is an arsenal of facts which should in future years furnish politicians, leaders, and pamphleteers with enough ammunition to end the private traffic in arms.

There are, one may say, three lines of argument against the private manufacture of arms: the moral, the military, and the political. Of these the last is by far the most important and forms the subject of this first volume. The moral argument, which more than any has helped to stir public feeling in this country—the feeling that it is wrong for men to profit by the death of their fellow-creatures and wrong for British soldiers to be killed by British

guns, as happened at Gallipoli in the last war—Mr. Noel-Baker dismisses briefly:

System Wrong
"The paradox lies not, as some readers may perhaps hastily assume, in the wickedness, hypocrisy, greed, or self-deception of the manufacturers of arms. It lies deeper than the weaknesses of individual men. It is inherent in the system in which we are all alike enmeshed, a system which leads, in the modern world, with the inevitability of mathematics, to a conflict between the public interest of the nation and the sectional interest of private individuals and corporations."

The argument that it is, in fact, inadvisable to rely on private firms since foreign countries have the benefit of their manufactures is to be discussed in the second volume; in the first Mr. Noel-Baker has been content to mention some striking illustrations. In 1934, for instance, Hadfield's Ltd., produced a new armor-piercing shell, and Sir Robert Hadfield told his shareholders that "his new shell will pass through 15 inch armor—as thick as any armor the navy now possesses—and travel on unbroken a further distance of nine miles." He claimed that this shell "has now removed the last outstanding difficulty in the attack of armor under modern conditions." Sir Robert further told his shareholders that the "Hadfield-Clerke relieved-base armor-piercing projectile . . . has been patented in eight different countries." The governments of eight different countries, therefore, know how to make it.

Major Evils
But all this is irrelevant to the "major evils." As Mr. Noel-Baker shows, so long as Government trust to private manufacture of arms, they must encourage these private firms to export arms in order to maintain their business. What matters is the policy the private firms adopt to run that business:

"Peace and good understanding, the faithful observance of international law, the friendly settlement of international dispute by arbitration, the reduction and limitation of national armed forces, the removal by mutual concessions of the causes of friction or war, the sentiment of friendship, confidence, and security among the nations of the world—all these are factors which must inevitably increase the 'sales resistance' which the private manufacturers of arms must overcome."

How they manage to overcome them Mr. Noel-Baker proceeds to show in chapter after chapter of documentary examples. Two of the most interesting chapters are on the control of the press by arms manufacturers and their influence in "patriotic" societies.

Not only does Mr. Noel-Baker show conclusively that private arms manufacturers try to influence public opinion against peace and disarmament and towards unsettled conditions which lead to war, but he shows that their efforts are often successful:

Munitions Methods
"Ever since the League of Nations came to life in 1920 private arms firms have been employing again the methods which they adopted in the years before 1914. They have been soliciting orders, bribing Ministers and officials, selling arms in whatever market they could find, playing Governments off against each other, subsidizing armament propaganda, purchasing and otherwise influencing the press, creating scares and panics that keep the peoples in a constant state of anxiety and alarm. We have seen them scoffing at the League of Nations, joyfully proclaiming that disarmament is dead, supplying the arms for the conduct of Covenant-breaking wars, spreading the doctrine that great wars must follow small ones, that pacts are only 'scraps of paper,' that safety lies in national armaments alone."

But it is impossible to show the value of this book by quotation for the very reason that its value depends so much on quotation in the first place. Eloquent and moving though the final chapters on the failure of disarmament are, it is not they but the many chapters of solid, even of dull, reading, in which the evidence is collected and analyzed, that gives it its great importance.

By his calm attitude, without exaggerating the part played by private manufacture in causing war, and by refusing to consider manufacturers as a race of out-cast Yahoos, Mr. Noel-Baker has made his indictment doubly impressive. He relies on the facts, and only on the facts, and no national being who reads through this first volume will ever again defend the private manufacture of arms if there is any possible alternative, or will refuse to applaud the famous phrase of a traveler for an American firm who described his trade as "one hell of a business where a fellow has to wish for trouble so as to make a living."



THE MADONNA PICTURES

EACH year as the strains of "Silent Night, Holy Night," fill the air, the world turns again to the vision of a tiny babe in his mother's arms. Probably no other theme has inspired so many famous paintings as has that of the virgin mother and her child. Practically every Italian artist sought to tell the story in his own way.

Because the madonna pictures seem especially appropriate to the Christmas season, most teachers prefer to present them at this time of the year. This subject is always popular with children and the teacher can do much to enrich the child's understanding of the madonna pictures which have been recognized as masterpieces.

Quantity of Madonna Pictures
In a civilization which was, for lack of the printed page, largely dependent upon pictures for educational advancement, and in a religious atmosphere built around the personalities of the Virgin Mary and the Christ Child, it is natural that every artist should cherish the desire to paint this subject beautifully. This probably accounts for the fact that madonna pictures are so numerous.

Sources of Material
It must be remembered that Italian artists painted for the purpose of meeting definite needs. These needs were the religious education of the masses and the decoration of the churches. The only reference material was the teaching of the priests and the religious training of the home. Because artists depended upon the people they found about them for models, the figures resemble Italian more than Hebrew types. In like manner, most of the costumes bear marked characteristics of Italian dress. El Greco's "Holy Family" shows Spanish types and Spanish dress for the same reason.

Symbolism in Madonna Pictures
Because the religious leaders of the day were anxious to associate certain personalities of the church with the religion of the people, there was a tendency to introduce figures of the saints. Even though the saints were born hundreds of years after Christ, they are shown in the same composition. In like manner, objects unrelated except for their symbolic significance are used extensively. In "The Magnificat" Botticelli did not hesitate to show a book of modern design although the scroll was used at the time of Christ. In the same picture, the crown held over the head of the Virgin is a symbol of the fact that she is to be regarded as a queen.

Types of Madonna Pictures
In the contest this year there are five pictures which may be definitely regarded as madonnas. Among these can be noted a number of varieties of composition. Fra Angelico's "Madonna and Angels" is the most formal of all. Both sides of the composition are practically alike and the figures have a rigid, decorative quality. The use of the gold background adds to this effect. Botticelli's "Magnificat" retains something of the formal aspect but is much more casual. We feel that this madonna is more like a human mother and child. The Virgin in Raphael's "Sistine Madonna" has nothing to suggest royalty except her own dignity of bearing and the worshipful attitude of the saints. Her face is soft and lovely yet far from worldly. In "Holy Night" Correggio gives us a madonna that belongs to our own world. The angels seem like visitors from another realm and the Virgin and Child seem more like the earthly figures in the picture. As compared with Italian paintings, El Greco's madonna seems light and airy. The Virgin is neither of earth nor of heaven but represents something intangible and almost gay, in harmony with the spirit of Spain.

Children's Interpretation
As children study the madonna pictures they sometimes feel inspired to attempt their own interpretation of this theme. Teachers should encourage such effort as the task is not as difficult as some suppose. Children should receive help and suggestion for composition but should not be held to extremely high standards of accuracy in drawing. Their products should be looked upon as decorative compositions rather than as realistic representations. Such an attitude inspires creative thinking and deepens the child's understanding of the achievements of artists of another day.

The first feature in the corruption of manners is the banishment of truth.—Montaigne.



TEACHERS' GUIDE TO GOOD PLAYS

Wedding Spells, by James F. Stone. Dramatic Publishing Co. Chicago, 50c.

'Let Every Heart' by Mary Katherine Reely. Dramatic Publishing Co. Chicago, 35c.

'Association Copy,' by Robert E. Keighton. Penn Publishing Co. Philadelphia, 25c.

The Automatic Murder, by Len D. Hollister. Samuel French. New York, 35c.

Short Plays From Dickens. Dramatized by Daisy Melville Vance. Samuel French. \$1.00.

A Play For Every Holiday, by Sylvia C. Wolfcheck. Samuel French. New York, 50c.

Plays For Club, School and Camp, by M. Jagendorf. Samuel French. New York, \$1.50.

The Blue Boy, by Jay Tobias. T. S. Denison & Co., Chicago, 50c.

The Joyous Christmas Book, by Dorothy M. Shipman & Others. Dramatic Publishing Co., Chicago, 50c.

The Great Choice, by Fred Eastman. Samuel French, 35c.

Another Spring, by Priscilla Wayne and Wayne Sprague. Dramatic Publishing Co., Chicago, 50c.

Death Takes a Bribe, by Ronald Elze. Dramatic Publishing Co., Chicago, 35c.

The Rise of Jerico, by Edwin Scribner. T. D. Denison & Co., Chicago, 50c.

A Certain Just Man, by Anne Coulter Martens. Dramatic Publishing Co., Chicago, 35c.

The Glamour Girl, by Peggy Fernway. Samuel French, 35c.

Large Sales of Tear Gas To Industrialists Shown

MAYBE one side or the other in the debate contest on Government ownership of munitions factories may find some argument in the following news item which appeared under a Washington date-line, September 24, issued by the Associated Press:

Large sales of tear gas to industrialists in nearly every state were revealed today by a senate committee investigating alleged civil liberties violations in labor disputes.

Testimony that his firm had sold almost \$500,000 worth of gas and equipment to corporations and individuals between 1932 and 1934 was given by A. S. Ailes, vice-president of the Lake Erie Chemical Company, one of the nation's three gas manufacturers.

A "gas map" of the United States, showing concentrated sales in industrial districts, was spread against the marble walls of the hearing room by investigators for the La Follette committee.

Largest purchases of the gas, commonly used in strike breaking, were shown in the steel and rubber regions of Eastern Ohio, industrial districts of New York and Louisiana and California, scene of longshoremen's strikes.

Lucky Day, by Eloise Keeler. Samuel French, 35c.

Romance While You Wait, by Percy Wentworth. Frederick B. Ingram Publications. Rock Island, Ill. 50c.

Ellen's Elopement, by Robert Housum. Samuel French, New York, 35c.

The Blue Boy, by Jay Tobias. T. S. Denison & Co., Chicago, 50c.

The Joyous Christmas Book, by Dorothy M. Shipman & Others. Dramatic Publishing Co., Chicago, 50c.

Another Spring, by Priscilla Wayne and Wayne Sprague. Dramatic Publishing Co., Chicago, 50c.

Death Takes a Bribe, by Ronald Elze. Dramatic Publishing Co., Chicago, 35c.

The Rise of Jerico, by Edwin Scribner. T. D. Denison & Co., Chicago, 50c.

A Certain Just Man, by Anne Coulter Martens. Dramatic Publishing Co., Chicago, 35c.

The Glamour Girl, by Peggy Fernway. Samuel French, 35c.

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Speech Education

(Continued from Page 1)

as properly conceived is vital to the realization of this goal.

A general view of school curricula in terms of modern educational philosophy leads me to the conclusion that the development of an adequate speech program throughout the school, a speech program that begins in the pre-school and progressively affords instruction throughout the elementary and intermediate grades and through the junior and senior high schools, a speech program that corrects and prevents the acquisition of bad speech habits, that promotes a general facility in meeting speaking situations through training in the fundamental processes of speech, a speech program that begins with the individual and provides the optimum conditions for a normal development of the speech function, a speech program which tempers art with utility—the development of such a speech program is a vital problem of public education.

Let's Dogmatize a Little There is neither time nor is it the occasion to argue, to convince, to instruct. For those of you who may question, doubt or disagree, I must ask your indulgence. I hope to raise questions, stimulate thought, promote discussion.

Some well founded observations are in point.

1. Speech is a complicated neuromuscular phenomenon dependent upon an integrated functioning of diverse parts of the bodily mechanism, the primary functions of which are to exercise other more vital bodily functions than speech.

2. The speech act is acquired only through learning.

3. It is learned under diverse, uncontrolled, unsystematic conditions.

4. At any grade level the child who does not have some form of speech pattern, imperfect though it may be, is rare indeed.

5. Because the child speaks at school age and thereafter, it cannot be assumed that he speaks well or even adequately.

Speech Deficiencies Common 6. Individual diagnoses have revealed that at any grade level extending into the college and even the graduate college that large numbers of pupils have speech defects and deficiencies; that few speak well. Some of the speech sounds are made incorrectly by large numbers of pupils; a larger number make many of the sounds inaccurately in connected discourse.

7. Rare is the classroom where speech in its more common forms—conversation, group discussion, comment, question and answer, reading aloud from the printed page, telling stories extemporaneously, reciting poetry and prose from memory, talks, reports, demonstrations—dies not occur.

8. Deplored is the fact, that many teachers do not present adequate speech habits. Even more deplorable is the fact that most teachers are ignorant of the most elemental facts concerning the growth and functioning of the mechanism in the production of speech. They have no conception of normal speech. They do not recognize the common speech deficiencies. They know not where to begin nor how to proceed, hence they do nothing but hope that maturation will undo what it has already brought about.

Bad Speech Habits Crystallize 9. It cannot be assumed that maturation alone can eliminate or even minimize a speech deficiency, but rather through maturation the habit may become more firmly ingrained. Neither can it be assumed that by merely providing opportunities for the pupil to speak that proper habits are apt to be developed when bad ones exist. For proper habits to be acquired the approach must be specific and systematic in terms of immediate and remote goals known to both pupil and teacher.

10. Speech habits are personal, intimate, individual. They are an expression and summation of heredity, the influences of environment and the maturation of the individual in terms of social growth. It must be emphasized, that at any grade level, though group tendencies exist, individual differences are wide and varied.

11. Group tendencies in speech performance at any grade level, as a basis for the building of units of instruction with specific aims and objectives can be determined. The range and peculiar nature of individual differences within the group can be ascertained. Both must be determined if teaching is to be made specific to individual needs and abilities, if it is to be efficient,

economical, progressive. A serviceable, reliable, valid, diagnostic technique is the first and most important requirement of those who would improve the speech habits of their pupils.

Speech in the Curriculum 12. The subject of speech when offered separately as part of the regular high school curriculum erroneously follows the pattern of other subjects as to magnitude of course content, measurement of achievement, size of classes, frequency and length of class periods.

13. Too frequently the speech program consists solely of extracurricular activities, debate, declamation, extemporaneous speaking, the production of one-act plays organized as ends in themselves, motivated by school spirit, in which the individual is exploited for purposes of winning a championship emblematic of the exhibition of rare skills that often are non-existent. An occasional long play is produced to finance the junior-senior banquet, buy athletic equipment, or provide a memorial to the class involved. As such, these activities include but a small percent of the student body, usually the more talented. Even these pupils are not sufficiently grounded in the fundamentals of good speech, are not sufficiently mature to absorb and make their own the refined habits required. They are literally poured into a stylistic mold to become artificial, mechanical and unnatural in performance.

Manners of speaking thus acquired either remain to torment future teachers and audiences or are forgotten as rapidly as the birthdays of authors, algebraic formulas, or the names of Roman generals. Do not misunderstand, I am not one to deny the value of the contest program. Many benefit greatly from participation in it. Long may the principle of the speech contest remain, but let us not be too complacent.

The second installment of Dr. Barnes' address will appear in an early issue of the LEAGUER. The complete address will eventually be issued in pamphlet form.

Brigandage (Continued from Page 1)

to the fullest extent the many pleasures afforded through inter-school and inter-city meetings, athletic or otherwise.

In connection with the incident here Friday night, we here and now compliment the Electra officers to whom a painful duty was given. They were courteous, firm, yet showed an understanding of the mass psychology which evidently prompted the misdemeanors.

Athletics (Continued from Page 1)

when that too-prevalent misguided element in the community rises in protest because so-and-so, the star of the team, was declared ineligible on account of scholastic deficiencies, just before an important game.

Importance of a Game This brings up another very important point. What is an important game and what is important in the game? What is important with respect to the many factors that make the game possible? Is the winning of the game of paramount importance? In order to gratify local vanity of a certain type must we import players? Must we let the stars get by with a feeble pretense of attending classes? Or is it important that our athletic policy shall demonstrate to the student-body that in order for a pupil to represent the school on the gridiron, diamond, court or track, he must show that he is qualified to represent what the school stands for—its scholarship; its honor; its traditions?

Some other "first things" in athletics that the school trustees should be informed about and for which they have a definite responsibility are:

Health Program 1. The whole health and physical education program.—If the school is to "guide athletics," inter-school contests must grow out of a complete, well-rounded physical education program that touches every boy and girl in the school. This means health and physical examinations; advice and assistance to pupils suffering from poor eye sight; defective teeth, bad posture and other physical and organic defects and weaknesses as well as adequate physical exercise, games and recreation. If a school cannot have both a good physical education program and inter-scholastic athletics, cut out athletics.

2. The limitation of school time

to be devoted to inter-school games. —If we are to have inter-school athletic contests, each team must travel part of the time. Since schools frequently are dismissed for circuses, for special picture shows, for local celebrations, etc., I cannot get excited over the cry that athletics should not consume any school time. If it is justifiable to have athletics at all; if there are values to be derived therefrom, it is better that they consume some school time, if necessary, than to discontinue them entirely. My plea is that we use discretion; that we consume as little school time as possible in arranging games with our natural rivals; that we set a limit on the amount of school time that may be used for sports during a sport season. In Texas we are used to thinking in terms of immense distances but even so, there is little or no excuse for a team traveling six or seven hundred miles for a football game.

The Coach 3. The selection of the coach.—It is a splendid thing to have a good football team; a basketball team that can defeat its traditional rivals; a baseball team that can lead the league and track and field and tennis contestants who can win district, regional and State honors, but there is something more valuable than these; something more important, more fundamental, finer and deeper and that is the development of good character. I believe the coach has a greater influence for good or evil than any other person connected with the school. A school board that attaches any importance to this point will not employ a coach solely on his reputation to win games.

One other thing while we are on the subject of the coach. Surely no one begrudges the amount of money a coach is able to secure for his services. Perhaps not one is paid as much as he deserves; perhaps no teacher is, but if athletics are to be guided by the school and for the best interests of the school, the salary of the coach should be kept in line with the scale paid in that system. As sound educational procedure this point is not debatable.

Please don't think I am criticizing the coach. No coach should be blamed for getting as much money as he can. I would do the same thing and so would you. If any coach's salary is out of line; if any coach gets as much or more than his superintendent, or if he is paid a percentage of gate receipts—a most vicious practice—there is only one place where the blame may be placed, and that is on the school board.

Academic Standards 4. High academic standards.—It is necessary only to mention this point for surely no one will quarrel with the idea that a school should hold up high academic standards. One way to make sure that your academic standards are not being dragged in the dust is to see to it that teachers are protected from intimidation or influence of any kind with regard to grades awarded athletes for scholastic work. Forward passes should be earned in the classroom as well as on the football field. Do you know that a sub-committee of the committee on classified and accredited schools in the State Department of Education is now investigating the charge that "organized athletics are over-emphasized resulting in lowering the standards of academic subjects?"

5. The athletic council.—There are athletic councils and there are athletic councils. There are councils composed of students, councils composed of faculty members, councils composed of school trustees, councils composed of business men and councils composed of combinations of these groups. "By their fruits ye shall know them." It is just as wrong to say all councils are bad as it is to say all are good. Like gun powder, they may be good or bad depending upon how much power they have and how skillfully they are used. Unlike gun powder, however, the better an athletic council is the greater the explosion and the more disastrous the results.

The opinion of leading school authorities is that there is no justification whatsoever for an athletic council with discretionary powers and authority composed of individuals not officially connected with the school. An advisory council is a different thing entirely, and is comparatively harmless.

Game Belongs to the School 6. Keeping the game a school affair.—By keeping the game a school affair I mean not to fall into the easy error of permitting outside organizations or individuals to use the occasion of the game to emphasize, glorify or advertise anything foreign to the school. The occasion is a school occasion. The game is a school game. The school should be kept prominent as the feature of the day. Even the players, bands and pep-squads should remember they are not representing themselves as individuals, but on this occasion, they have the honor and responsibility of representing the school.

The whole affair should be blended into a beautiful picture exemplifying the true spirit of the school.

Perhaps the following story, a true story and a personal experience, will indicate the type of thing which should not occur. There are, of course, other instances.

The adolescent boy and girl are idealists. They revel in idealism. They love loyalty and they want something to be loyal to. The school quite naturally fills this need and the game, with all of its glamour and romance, presents the opportunity for the expression of this loyalty. Don't ever think for a minute it is not important. Aren't we losing something very much worthwhile when we fail to make the most of such opportunities? How can our boys and girls be loyal to a school when they feel that the football team, for example, does not truly represent them? They want representatives, not impostors. You can fool some of the pupils all of the time and all of the pupils some of the time, but you can't fool all of the pupils all of the time. What does it profit a school to win State championship and lose the love and respect of its own pupils?

Obsession (Continued from Page 1)

hands of every school superintendent in Texas. This speech was followed up with more detailed information in the sessions of the Texas Speech Association. The teachers of speech who gave eager attention to Barnes in further addresses which far exceeded one hour in length and then plied him with questions for a second hour, went away filled with inspiration and determination to supplement their teaching with the vigorous and practical methods outlined by Barnes. What will be the result I wonder?

Virtue of Sharing Al Carder,* a restaurant proprietor in Chicago, had an idea which was a near relative to the Magnificent Obsession of Lloyd Douglass. Carder believed that any man who entered an industry and took for his own all the benefits which it offered him, owed that industry something pretty definite in return. He thought it only fair to maintain the highest standards possible and in addition add something as partial payment for all the industry had given to him in methods of management, standards, and ideals. So when Al Carder invented the Sizzling Steak platter, he refused to accept any royalty. Of course you know the sizzling steak platter which brings your steak to the table so hot it sputters and crackles as if it were yet in the broiler. The secret is the heavy cast-aluminum platter on which the steak is served. The platter is just as hot as the broiler, a teaspoon of melted butter trickles down and sizzles as it strikes the metal, so the steak remains hot.

When the manufacturer asked Carder what royalty he wanted, Carder thought a minute and said, "Sell all you want, I don't want a royalty."

"You're crazy! We'll sell 'em by the thousand, and you should be paid for your idea."

"I have been paid already," Carder went on to explain that for seventeen years he had been in restaurant association work, that he had benefited by the kindness of all the best restaurant men in the whole country. After all the ideas he had taken gratis he would consider it gall to try to make money from them by reason of contributing one little idea.

Good Business to Give Actually, at the rate suggested at the time, he would have had \$50,000 in royalties by now—assuming that the platter would have had the same sales volume at the slight advance in price which this would have compelled. "But," said Carder, "defending the sole use of the idea, as the manufacturer subsequently did, would have cost me a good deal of money. My attention would have been taken from my restaurant business, and this would also have cost something. Moreover, I would not have earned the gratitude of the thousands upon thousands of restaurant men who use the Carder steak platter. Why, during the Century of Progress—our Chicago World Fair—we had literally hundreds of customers come in every week and tell us they had been sent by restaurant men in their home towns. Most of them knew our place as the home of the sizzling steak."

"Don't tell me I could have made more money by taking a royalty on that platter! I know I'm better off right now, in cash, than if I had accepted \$50,000 over the intervening years. And as for friends in the industry—we get several customers every day, visitors from other cities, sent by restaurant men who feel thereby they are acknowledging the benefits from the sizzling steak."

Carder strongly feels that the salvation of any industry, and the improvement of the earnings of the individuals in the industry,

depend upon just this type of industry-wide thinking. The laggards are those who do not recognize their debt to others, even to direct competitors, and these laggards hold back the progress of all. The man who takes a place of leadership among his colleagues thereby benefits his own affairs as well as the other fellow. Putting aside all sentimental considerations, it pays in coin of the realm.

Let's Have Speech Courses I, too, have a Magnificent Obsession. It is that within the next few years we can have well-planned and efficiently-taught courses of Speech in every affiliated high school in Texas. Furthermore, Speech training may be recognized as a part of the training of every elementary school teacher in Texas. As Dr. Barnes pointed out, we already have Speech in the elementary grades, the teachers and superintendents just don't know what to do with it. Look at our Interscholastic League work. In organization and ideals, it far exceeds that of most of the other states. Why then is the child not manifesting true development? It is because the teachers into whose hands is placed the training of the child, are versed in mathematics, history, Latin, English or whatever they are employed to teach, but they do not know the principles underlying good speech, reading, or acting.

We find all of the speech activities already in our schools. There is reading, story telling, conversation, even public speaking! But this most important of all activities, the activity of speech, is left to haphazard methods. The child who stutters continues to do so and grows more and more embarrassed over his condition as he advances in years. The child who has "baby talk," lisps, or is unable to make certain essential speech sounds continues to drill on his defects and suffers the ridicule of his fellows. He becomes so drilled in his defects that it is well nigh impossible for him to correct them later. Not only does the child fail to get help with his bad speech habits under the present system but he is inclined to imitate the faults of his teachers.

Trained Teachers Needed Because imitation plays so large a part in voice production the teacher actually leads her children astray by her bad example. Not only is the child with bad voice quality given no aid in improving this important personality trait but the child with a natural, beautiful quality too often imitates the teacher's strained nasal twang, harsh or breathy quality. The teacher herself is ignorant of the simplest principles in voice production. She cannot lead the children because she herself is guilty of the crudest errors. I agree with Ruskin, "No one has a right to teach little children who is not by nature and training a beautiful speaker." Surely every teacher in the elementary grades should have thorough training in speech as a part of her preparation for such a position.

A magnificent obsession cannot make a good president of a state speech association. Nor can a president, alone, bring about constructive changes in the speech training of a state. The inspiration received at a speech convention will fade and die unless the speech teachers over the state assume their share of the responsibility of putting definite, constructive and practical ideas into working form. Can we not in the teaching profession adopt the ideas of Al Carder, namely, that each of us has been given something by our profession and therefore owes something to that profession in return? We have inherited high ideals and standards which make it possible for us to work happily in our profession. To be specific, we are given higher salaries, a better organized school system, and a more flexible course of study with which to meet individual needs. Do we not owe something to this profession which gives us an opportunity for self-expression, for economic welfare and for influence and prestige?

Raise Standards In simple re-payment I am asking you speech teachers and all of those who take part in training speech activities for the Interscholastic League in Texas first to hold high standards in your work. Spend a portion of your income on books and magazines, read them and put into practice the new ideas which you receive. Seek a summer school which offers courses in speech training which will better fit you for the position you hold. Second, join the Texas Speech Association or the Speech Section of the State Teachers Association. By so doing you add your support to a cause in which I am sure, you believe. You will also gain information, inspiration, and prestige in your profession. Third, use your influence with and express your ideas to the officers of your organization, the school men with whom you have opportunity to work, and the public in general to create a better understanding of and a clearer insight into the principles of good speech.

*The Botanist, September, 1936.

Letter Box

(Continued from Page 2)

ment of the history and activities of the Interscholastic League. It shows conclusively the educational value of the organization. I congratulate you and Mr. Dupre."

URGES CO-OPERATION

I am exceedingly glad that those who were present at the Interscholastic League Breakfast requested copies of the Barnes address for further study. I should also like to have copies for all members of the Speech Association and the Speech Section of the State Teachers' Association. That will mean about two hundred copies.

We appreciate very highly the interest and cooperation which you have shown toward the Association. I hope that we may be of more value to you and your work in the future. As I stated in a letter last year, you have a splendid organization and we have a knowledge of speech which should be helpful to those who train for the speech activities in the Interscholastic League. Any suggestions which you have to make to the Speech Association would be greatly appreciated.

SARAH LOWREY, Director, Department of Speech, Baylor University.

"We are a little late getting into the work," writes Mrs. Ethel Skinner, of Bowie, "but we have been hindered by the harvesting of crops. Please send me a copy of the Constitution and Rules; also please send a copy of the Spelling List. My pupils and patrons are very much interested in this work; and although we won just one white ribbon in the County Meet, they are anxious for us to enter again this year. Don't you think it would be better if we used Girls' Rules in training girls for Volley Ball? The work is not so

"I find this service on unfamiliar pictures most helpful in the training of my pupils in the Art Appreciation course," writes Mrs. J. H. Allen, of Anderson. "My pupils have won first place in the county in the past two years. I think Picture Memory is one of the finest contests in all the Interscholastic League work."

*For elimination play, and if we are to have a champion we must have elimination play, we can't use the girls' rules.

All rulers are subject to the law of diminishing intelligence.—D. C. Coyle.

