

THE STUDENT HANDBOOK

IV. WHAT SHOULD IT CONTAIN?

By W. F. Sylvester, Principal, Thomas Edison High School, San Antonio.

EDITORS have a neat job in organizing the material that goes into a handbook; but without proper organization, the book is of little value.

Objectives

The following general heads are found convenient for grouping the material which should go into the Student Handbook:

I. Our Objectives and Ideals.—The "codes" have a place here. The Superintendents' and Principals' greetings, history and traditions, in short, all that goes into the making of the morale of the school.

II. Our School Administration.—Here comes factual material. Statistics concerning building, grounds, schedules, report cards, and all rules and regulations which the administration imposes in the interests of the school as a unit.

III. Our Courses of Study.—This is a formal, concise presentation of the academic offerings of the school.

IV. Extra-Curricular Activities. Here the same concise and formal treatment is desirable as that

(See—Handbook—Page 4)

Shorthand Teachers Ask For Rule Interpretations

MISS Florence Stullen, Director of the Interscholastic League Shorthand and Typewriting Tournaments, is receiving many inquiries concerning the new contest in shorthand.

Question 1: I see in the Constitution and Rules that two tests are to be given—one at the rate of 60 words a minute and the other at 70. What type of material is dictated?

Answer: Congressional Record material is used in these tests.

Question 2: Does this material cover the entire twelve chapters of the Gregg Manual and Speed Study?

Answer: Yes.

Question 3: Is the material dictated and then immediately transcribed on the typewriter; or, are the contestants given a few minutes to look over their notes before transcribing?

Answer: The contestants may look over their notes but this time is to be deducted from their transcription period.

NOTICE

Principals of 9-grade schools having more than 4 teachers and members of county executive committees are directed to the official notice in this issue of the Leaguer providing for an all-round championship for this type of school under certain conditions and circumstances.

State Executive Committee.

STATE WINNER 16 YEARS AFTER



Above: Mrs. Lucille LaRoe Wilborn. Above Left: Lucian Wilborn. Lower Left: Lucille LaRoe receiving State Declamation cup sixteen years ago.

1921 Addresses 1937 on How It Feels to Take State Cup

COUNTY LEAGUES 200 IN NUMBER

If Your County Does Not Appear Herein See That It Is Reported at Once

COUNTY OFFICERS are being elected each week end, but they are not being reported promptly in all cases.

Only those appearing below have come in so far. It is impossible for the State Office to keep county officers informed unless their names and addresses are reported.

The following county organizations were reported in the October, November, December and January issues of the LEAGUER:

- Anderson, Armstrong, Austin, Bailey, Baylor, Bee, Bell, Bexar, Blanco, Bowie, Brazoria, Brazos, Brown, Burleson, Caldwell, Calhoun, Callahan, Camp, Cass, Chambers, Cherokee, Childress, Clay, Cochran, Coke, Coleman, Comanche, Coryell, Crane, Crockett, Crosby, Dallam, Dallas, Dawson, Deaf Smith, Delta, Donley, Duval, Ellis, El Paso, Erath, Falls, Fannin, Fayette, Fisher, Floyd, Ford, Fort Bend, Franklin, Freestone, Gaines, Galveston, Garza, Glasscock, Goliad, Gonzales, Gray, Grayson, Gregg, Harrison, Grimes, Guadalupe, Hill, Hill (Rural), Hood, Hood, Hopkins, Houston, Howard, Hudspeth, Hunt, Irion, Jack, Jackson, Jefferson, Jim Wells, Johnson, Jones, Karnes, Kaufman, Kent, Kerr, Kleberg, Knox, Lamar, Lamb, Lampasas, Lee, Leon, Limestone, Lipscomb, Live Oak, Lubbock, Lynn, McCulloch, McLennan, Marion, Mason, Matagorda, Milam, Mills, Mitchell, Montague, Montgomery, Morris, Moore, Neches, Neches, Navarro, Nueces, Oldham, Panola, Parker, Rainey, Reagan, Red River, Robertson, Runnels, Rusk, Sabine, San Augustine, San Patricio, San Saba, Scurry, Smith, Stephens, Swisher, Tarrant, Taylor, Throckmorton, Titus, Tom Green, Travis, Trinity, Tyler, Van Zandt, Victoria, Upshur, Walker, Waller, Washington, Webb, Wharton, Wheeler, Wichita, Wilbarger.

(See—County Leagues—Page 4)

Career Proves Adage, "If at First You Don't Succeed," Etc.

SIXTEEN years ago a bright and vivacious young miss about 14 years of age, came to the State Meet as a representative of the White-wright high school in junior girls' declamation. She and Billy Ball, junior boy from the same school, excited a good deal of attention, for they were both quite young, very good looking, superior speakers, and both from the same school.

It occurred to us that declaimers this year might like to know how it feels "sixteen years after." So we found the present name and address of Lucille LaRoe, 1921 state winner from Whitewright, and asked her to write this year's contestants a letter. We asked her also for her picture. She responded promptly with both, and here they are, with a photograph of young Lucian, whose declamation is still rather inarticulate, thrown in for good measure.

Dear Contestants:

As I turn back the pages of time sixteen years, I recall with much pleasure my first declamation contest. I was utterly new at that sort of thing but with the tireless coaching of my teacher, Mrs. Howard Brodhead of Gainesville, Texas, I was able to win first place in the local, county and district meets. My, how proud I was, and I'm afraid I had just a wee touch of the big head. However, with the State meet all of that vanished for

(See—1921-1937—Page 4)

Speech Teaching: Philosophy And Program of Instruction

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

UNDERLYING principles of a sound and workable philosophy of teaching speech may be stated in a form similar to the eight organismic laws proposed by Wheeler in his "Science of Psychology."

- 1. The speech act, normally evolves, as a whole. 2. Effective speech is more than a combination of separate attributes, qualities or skills; it possesses characteristics and exhibits behavior which the separate attributes, qualities or skills developed alone do not exhibit. 3. Any reaction of the speech mechanism is a unified response

to a total situation of some kind. Any response of a part of the mechanism is made in relation to every other part and in terms of the whole. 4. The parts of the speech mechanism derive their properties from the nature and structure of the whole. 5. Existing physical and feeling states in the bodily mechanism influence the functioning of its parts. 6. Refined and specific skills evolve from gross or general skills through a process of individuation. 7. Speech habits once established cannot be easily or quickly supplanted. New and desirable habits are not acquired by suggestion alone. Each student must be sufficiently motivated to exert the maximum energy necessary to acquire them. When existent, this motivation occurs in the form of tensions toward specific goals.

(See—Speech Teaching—Page 4)

TENANCY TOPICS ARE PRESCRIBED

Ample Bibliography, Many Items Free, for Extempo Speakers

FARM TENANCY is one of the subjects upon which extemporaneous speakers are supposed to be prepared this season. The following topics are issued under this head, on suggestion of W. H. Darrow, Southwest Representative, Division of Information, Department of Agriculture:

- 1. What is bad about the present tenancy situation? 2. What improvements can be made in our tenancy system without new legislation? 3. Should an attempt be made to wipe out all tenancy? 4. Should the Government sell worthy tenants land on a long-time repayment plan? How? 5. What steps should be taken to prevent present or future land owners from losing their farms?

Mr. Darrow also has kindly supplied a bibliography on this subject, as follows:

Should Farm Ownership Be a Goal of Agricultural Policy? DS-3 Agricultural Adjustment Administration, Washington, D. C., or Extension Service, College Station, Texas.

The Ownership of Tenant Farms in the United States. H. A. Turner, U. S. Department of Agriculture Bulletin 1432. Superintendent of Document, Washington, D. C., 1926, 10c.

The Collapse of Cotton Tenancy. W. Alexander, E. R. Embree, C. S. Johnson. University of North Carolina Press, Chapel Hill, N. C. 1935, 35c.\*

The Ownership of Tenant Farms in the North Central States. H. A. Turner. U. S. Department of Agriculture Bulletin 1433. Superintendent of Document, Washington, D. C., 1926, 10c.

(See—Tenancy—Page 4)

CURRICULUM IN ITSELF

Commends League Activities Especially for Smaller Schools

(By Floyd W. Parsons, Superintendent Calallen Public School)

MANY school communities are prone to criticize the Interscholastic League on the basis that the preparation for the various contests requires too much of the pupil's and teacher's time. They argue that the customary routine of class work is broken into to the extent that drill in the Interscholastic League activities is placed above the pursuance of the adopted curriculum. This argument, of course, has little or no foundation in the larger school systems of the state; but I daresay that in the small systems that have few pupils and keen intra-school competition, this condition sometimes exists.

But even though routine classes are sacrificed to some extent to drill in the county meet contests, the pupil gains rather than loses therefrom. After all, the Interscholastic League contests compose a well-planned and well-balanced athletic and academic school program, and it adds the zest of competition to the whole life of the school.

A few years ago the school of which I was principal won first places in the following events in the county meet: three divisions of declamation, two divisions of spelling, choral singing, picture memory, 3-R contest, arithmetic contest, music memory, and girl's playground ball. A short time after the county meet, a patron of the school inquired as to my opinion regarding the educational advancement of the pupils in our school. To his inquiry, I truthfully replied:

"Considering schools in our size-class, we have the best singers, the best spellers, the best readers, the best writers, the best arithmetic workers, and the best girl athletes of any school in the county."

In my opinion it would be a difficult task to find a better criterion upon which to judge the success or failure of a school's athletic activities and academic pursuits than the inter-school competition that is sponsored by the University Interscholastic League.

Ready Writers Winner 1935 Now in College



P. W. Chunn, Jr., of Corsicana

CONCERNING this contestant who won second place in the Class A division of the State Ready Writers contest in 1935, as a representative of the Corsicana High School, O. P. Douglas, Principal, says: "Chunn was graduated from our high school in 1936. He was one of our most desirable students and ranked in the first quarter of his graduating class of 120 members. At present he is enrolled in Baylor University, Waco, preparing for the ministry."

NO NEUTRAL FIELD

Lockhart Would Make Rule Forcing Games on Home Grounds

WE take pride in boasting that the major purpose of the athletic contests in the Interscholastic League is to foster good sportsmanship. But, when we permit two teams to meet on a neutral ground, we deny the existence of good sportsmanship.

Again I contend that one team should be the guest and the other the host, and each should take pride in its treatment of its guest team, so that both players and fans will feel that a square deal was given to the visitors. We have now reached the point in our athletic contests, especially football and basketball, where the gate receipts are ample for the paying of competent and unbiased officials.

Most of the dissatisfaction has arisen on the ground of incompetent referees and umpires, but that argument is no longer sound. I have heard no complaint of the treatment that Amarillo received this year at Abilene, nor from Fort Worth or Kerrville at Amarillo. This playing on a neutral court is bunk.—Professor W. E. Lockhart, West Texas State Teachers College.

Health Authority Points to Need of School-Bus Survey

State Departments of Health and Education and State Conference of School Superintendents Join in Study of Conditions

Carl A. Nau\*

THERE are now more than six thousand school busses in our State carrying ten times as many children each day as there are people riding our trains and commercial busses.

In spite of this, we have done very little about the control of school busses—a condition brought about to a large extent by the sudden increase in the number of busses. The State Department of Education, the State Department of Health, and the recent State Conference of School Superintendents have joined hands in making a survey of conditions. In this survey it is proposed to assemble the following data:

- Data Desired: 1. Name of School. 2. Location of school. 3. Superintendent. 4. Bus number. 5. Operator. 6. Contract. 7. Car or chassis detail. 8. Make. 9. Model. 10. Year. 11. Body of bus: Steel. 12. Wood. 13. Glass: Safety. 14. Shatter. 15. Brakes. 16. Lights. 17. Horn. 18. Tires. 19. Exhaust system. 20. Leakage at: O.K., Gasket, Muffler, Tailpipe, Heater, Heatriser. 21. Capacity of bus. 22. Children per load. 23. Number of miles of longest run. 24. Power prover readings. 25. Percentage of carbon monoxide in bus: Idle. Running. 26. Remarks.

The reasons for the first twelve sections are apparent. I should like to discuss the possibility of carbon monoxide poisoning. This gas is one of the most common and insidious poisonous gases known, killing thousands each year. It is colorless, odorless, and tasteless, and its presence can not be detected by any of the senses. It may be produced when any carbon-containing compound, such as gasoline, wood, coal, natural gas, or manufactured gas, is incompletely

\*Texas State Department of Health, Division of Industrial Hygiene.

(See—School Bus—Page 4)

ASSEMBLIES GAIN FAVOR

Hebbronville Unites School and Community in "Sing Night"

ENCLOSING a batch of hand-drawn programs, very attractive, and without doubt the work of pupils in the school, C. H. Spence, superintendent of schools, Hebbronville, reports assembly activities, as follows:

"We had some interesting, spirited and worth-while discussions on how to use the assembly period in our classes, last summer." The assembly, to me, has always been the one place where the school was alive and expressing itself. I am enclosing four sample programs of assemblies recently held in this school. Three of them were presented by departments of our local school and the other, by guest students from our neighboring school, Benavides. It is our policy to feature all departments and all activities in our assembly programs.

About once in each two months' period, we have a community assembly for the purpose of community singing, and we call it "Sing Night." Such organizations as the local Rotary Club participate and have song numbers. These "Sing Nights" are proving very popular; and we are having quite a few members of the general public attending our weekly programs, which are given each Thursday morning.

A Panel Discussion. Trinidad High School used what is called Panel Discussion by the class, as follows:

- 1. Footprints on the Sands of Time. 2. Against Whatever Odds There Are. 3. Up and Doing (Story of Achievements of Trinidad High School). 4. As the Twig Is Bent. 5. That Sees Beyond the Years. 6. I Am the Captain of My Soul.

The demonstration type has been used since 1904. This form is developed from the curriculum of the school. Hull-Daisetta High School used this type of program. The subject was "The Spirit of Education."

(See—Commencement—Page 3)

TEXAS COMMENCEMENTS

III. SAMPLE PROGRAMS

(By Superintendents N. P. Shankle, Point, and H. J. Jackson, West.)

BOWIE High School of El Paso, had a very interesting program that was given in January, 1936. The exercise, as stated by Mr. W. W. Wimberly, High School Principal, was as follows:

Our January exercises included several brief talks by graduates on various subjects which these young men and women took as courses in high school. One student talked on "The Value of Science," another on "The Value of a High School Education," another on "English," and another "The Value of an Education Generally." Each talk was about four minutes in length. Four graduates worked two or three months preparing these brief discussions on their outstanding impressions in high school.

El Paso's May program was given in the form of a Tableau.

- 1. "Health" (Valedictorian). 2. "Vocation" (Salutatorian). 3. "Use of Leisure Time." 4. "Home Life." 5. "Citizenship." 6. "World Citizenship."

Mr. Wimberly says that, "we consider the May, 1936, program one of the most outstanding that the school has ever put on."

The tableau on Home Life included the speaker dressed in cap and gown and the five assistants standing on the platform, one each

\*A more detailed description of this commencement will be published in an early issue of the LEAGUER. The author, Mrs. Lillian G. Imie, was sponsor of the Low Senior class through the entire year and hence was largely responsible for the program, dressed as nurse, carpenter, cook, gardener, and dressmaker.

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(See—Commencement—Page 3)

Editor Raises Questions As to Twelve-grade Plan

THE move to lengthen the public school course in Texas to 12 years seems to be gaining impetus. In most other states the 12-year plan is already in effect. The obvious benefits of it, plus the prevalent feeling among Texas educators that they must make Texas' educational methods conform to those of other states, are likely to develop much support for the plan.

One question that many Texans would like to have answered before any definite steps are taken is that of how the additional year is to be financed. It will call for more teachers and more equipment and a resultant increase in school budgets. How can Texas schools assume the additional financial burden when so many of them are already failing to measure up to accepted standards? Aren't there a great many things that Texas schools need much more sorely than an additional year of instruction?

We would like to see Texas make the existing arrangement more efficient before adding another year to it. A state that has as many underpaid teachers as Texas has, that has as many one and two-room rural schools where educational opportunity is sharply restricted, that needs as many things to make its 11-year schools effectively serve its youth, should not be in haste to take on an additional burden.

The 12-year plan has merits that make it highly desirable, but Texas should first make certain that it can afford the change.—Austin American-Statesman

Strong Schedule for 'Varsity Debaters



Top row, left to right: Daniel, Foxhall, Petry, Neal, Ragsdale, Hughes. Second row: McCutchan, Alford, Watkins, Davis, Harvin, Nolen, Miller. Bottom row: Goldberg, Tharp, Garrett, Burney, Edwards, Stephen, Garcia, captain of the squad, and Rouse, coach of the team.

On this squad are five former members of Interscholastic League state winning teams as follows: Stanley Alford, San Antonio; and Billy Harvin, Jim McGoodwin, Kay Nolen, Jno. Stephen, all of Houston.

HOMONYMS IN LIST

Words of Same Sound and Different Spellings Are Noted

Homonyms not designated in the current edition of the League spelling list for Grades IV and V follow:

- vice, evil habit, Column 1; alle, troubled, Column 1; bald, uncovered, Column 2; burro, an animal, Column 3; pedal, of a bicycle, Column 3; lax, not tense, Column 9; clause of a sentence, Column 11; sores, infected wounds, Column 11; dose, to nap, Column 12; flocks of birds, Column 15; earns a salary, Column 12; mantle, head covering, Column 14; graze on grass, Column 12.

Homonyms not designated in the list for Grades VI and VII follow:

- less of glass, Column 1; mince pie, Column 2; bask in the sun, Column 4; tide of the sea, Column 6; bean, a dandy, Column 9; pact, agreement, Column 15; naval officer, Column 23.

We are indebted to Miss Velma Smith, of Groves, for this valuable list. The LEAGUER will welcome citation to other homonyms not designated in the League spelling list. We shall also be grateful for citation to any typographical error.

Texas and Kansas Teams to Debate Munitions Question

All Members of Squad Are Former League Debaters

TWENTY-FOUR debaters comprising The University of Texas intercollegiate debate squad, all former League participants, selected from the eighty contestants in the fall try-outs, have been practicing for the last three months in preparation for the numerous debates which will be held beginning the third week in February, according to an announcement issued by Professor T. A. Rouse, debate coach.

Open With Kansas. The University debaters will open their season with several con-

tests against the University of Kansas and Oklahoma University on the current League question, "Resolved, that the manufacture of arms and munitions should be a government monopoly." The debates are to be held in several Texas cities, and League participants should read newspaper announcements for the exact place and time of each debate.

These contests are being held so that League debaters will have an opportunity to listen to college teams discuss their question. Some of the contests may be broadcast, Professor Rouse said.

The annual Southwest Invitation Debate Tournament will be held in Austin on February 18, 19, and 20. The League question will be the topic for debate and the public is invited to hear these tournament contests.

A team from the University will

(See—Debate—Page 4)



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ROY BEDIKHEK Editor

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Vol. XX FEBRUARY, 1937 No. 6

**NEWS ITEM:** "Each of the 22 lettermen was given a sweater, gold football and a gold watch and chain. Head Coach was presented with an automobile and his assistants each received \$100."

It's about time for that report of E. S. Farrington to be acted upon, and its recommendations put into effect.

**SURPRISING** as it may seem, the League has a steady customer for certain of its publications in the firm of Maruzen Company, Ltd., Tokyo, Japan. Ordering 24 copies of the League Debate bulletin, "The Nationalization of Munitions," N. Yamasaka, Director of the Company, says: "In future you will please keep us furnished with early information as to your new publications so that we may place orders for any necessary items in good time."

**ONE-ACT** play entries should all be in by February 1. However, the usual three days of grace is allowed, and no entry will be denied that reaches the State Office with a clear postmark showing that it was mailed no later than February 3. All entries postmarked February 4 or later will have to be rejected, and all received at the office later than February 3 with a blurred and indecipherable postmark will be rejected.

**BULLETIN No. 5** of the Oklahoma High School Athletic Association announces a referendum on lowering the age-limit to 20, effective 1938-39, also on the inclusion of the following provision: "In the last preceding semester or term a contestant must have had passing grades in studies requiring a minimum of fifteen regular school recitations per week in work accepted for credit by the North Central Association."

We think all the state leagues will finally see the light, and stiffen up eligibility requirements in order to insure the benefits of interschool competition to bona fide high school pupils.

**POISON** gas is the most atrocious weapon that science has devised for the use and destruction of combatants in a war-mad world. And so it shocks us to be told that we are probably "gassing" our school children. The State Department of Education, the State Department of Public Health and the recent State Conference of School Executives have directed public attention to the menace of carbon monoxide gas in school-buses of defective construction. In another column of this issue Carl A. Nau, of the State Public Health Department, Division of Industrial Hygiene, outlines a survey which is being undertaken in this important field. It should be read carefully by every school executive who is in any way responsible for the operation of a school bus.

**THE** picture memory and music memory test-services still obstinately refuse to pay for themselves. We thought when these services were instituted a few years ago that they would finally become self-supporting; but each year we have to meet a deficit and we are beginning to fear that it is a service not in sufficient demand to merit continuance. By reference to the League financial statement published in Appendix I, Constitution and Rules, Page 90, it will be seen that the music memory test-service subscriptions for last year amounted to \$182. To be charged against this is postage, records, and labor-cost of mailing. Each school which subscribes is entitled to twenty packages, and the one-way postage averages 15 cents per package. Orders average twelve packages per subscriber, so the average postage cost per subscriber amounts to \$1.80. One clerk can inspect, pack, wrap and address the packages for mailing at the rate of about ten per hour. This kind of clerk-hire is forty cents an hour, making the labor-cost of mailing a given package four cents, and the cost of mailing 12 packages to a subscriber \$.48. Add this \$.48 to \$1.80 postage, and we have a cost of \$2.28 per subscriber, and, since the subscription is only \$2, we are losing \$.28 on each subscriber. The cost of the records themselves has still to be taken into account, amounting to not less than \$.20 per subscriber. The picture memory service does a little better, but is not self-supporting. Unless the books begin to show a better balance, we shall be forced to discontinue both these services.

**THERE** is now quite a varied assortment of extra-curricular activities in the average high school. Social activities, semi-curricular activities (language, mathematics, history clubs, and so on) athletics, music, art, public speaking, and many others are all competing for pupil patronage. Which one of the activities offered attracts pupils of highest intelligence? Which attract pupils of next highest intelligence? Into what activities are those of lowest intellectual caliber drawn? These are interesting questions to the teaching profession.

George Baxter Smith, of the University of Buffalo, has undertaken to answer them; and a very ingenious solution he has offered in the November issue of *The School Review*. He assumes that degree of intelligence is indicated by the percentile ranks on a battery of psychological and college-apptitude tests given to all entering Freshmen at the University of Minnesota during the years 1922-25. While we

consider this a rather violent assumption, still, for want of a better, it may be taken as a working basis. Let us, therefore, grant the assumption, and follow the Professor's argument. The study is based on data gathered for 512 students in six high schools in Minneapolis, Minn., covering their high school years and their respective performances in the University of Minnesota. For the purposes of this study, activities are classified under the following headings: athletic, semi-curriculum, dramatics, music clubs, religious organizations, publications, student government, and social clubs, and none. Median percentile ranks on college-apptitude tests achieved by these 512 men and women engaging in the nine above named types of extra-curriculum activities in high school indicated dramatics drawing the group of the highest intelligence, publications next, and the other activities as follows, arranged in order of less and less intelligent groups attracted: social, religious, none, semi-curriculum, student government, music and finally, athletics.

Curiously, the same technique develops one startling change when applied to the same group of men after they come into the University; music jumps from eighth place to first, but the other activities remain in about the same order, as follows: dramatics, publications, student government, social, semi-curriculum, athletics, religious, none. The women in high school, tested on the same plan for ranking activities in order of relative intelligence of groups drawn into them, produce the following ranks: publications, dramatics, religious, semi-curriculum, none, music, student government, athletics, social. Women in the university show the activities ranked as follows: dramatics, publications, student government, none, social, athletics, religious, semi-curriculum, music.

The study develops some surprises: note how consistently dramatics and publications stay at or near the top whether in high school or college or whether men or women. Note that music takes first rank in college among the men and last rank in college among the women. Notice how athletics stays in the cellar. It should be noted that this is in no sense a measure of the comparative value of the activities themselves but it is merely an effort to determine the type of student (measured or classified by a given test) which prefers a given activity. It is not in any way conclusive, for the range of the experiment is too narrow: six high schools and one university. But after all it does suggest a method which, if applied in a field sufficiently large, might develop fairly conclusive results.



(Editor's Note.—Official notices previously published during the present school year: (1) error in price quoted on Bulletin 3832, should be ten instead of 15 cents; (2) Article III, Section 2, penalty 50% amount of fee; (3) alteration rule 4, Three-R folder, Bulletin No. 2639, to prevent skipping, change having been made in late editions of this bulletin; (4) suspension Granger football 1936 and withdrawal Union Grove in football 1936; (5) "prime" grade interpreted to mean "first" grade for application in all grade contests; (6) Art. VIII, Sec. 13, allowing attendance in school system to count in satisfaction of "one year's attendance"; (7) prescribing rules under which League basketball games shall be played. All of above notices appeared in full in January issue.)

#### Choral Singing

Question: Is it permissible to vary the tempo of a song during the choral singing contest, or must all songs be sung in strict tempo throughout?

Answer: Follow the tempo in the record as nearly as can be.

Question: Is it permissible to have a part of the group sing part of a stanza and the rest of the group sing in answer?

Answer: No. See definition of "unison singing" Paragraph 9, Page 51, of the Constitution and Rules. Humming the melody instead of singing the words is not permitted under this definition.

#### Art. VI, Sec. 6, 3rd Paragraph

"If, however, there are two or more such independent districts in a given county, they shall be grouped together," etc., means that if there are two or more such independent districts choosing to exercise the option, they shall be grouped together, etc. This paragraph is not meant to deprive any city of the privilege of exercising this option because another city in the same county refuses to exercise the option. But if two or more such cities do exercise the option, they must be grouped together into one unit with a common set of officers.

Of bulletin No. 3632, "The University Interscholastic League, A Survey of Its Organization and Administration," Jno. M. Scott, Superintendent of Schools, Buffalo, says: "This bulletin contains much information about the League that I have always wanted. I have not had time to read it thoroughly, but the parts that I have read are very well written, and the author is due much credit for the very fair way in which he presents his findings."

#### Choral Singing

In all cases in which music of the song book is different from the music of the corresponding record, directors should follow the record.

#### Art. VIII, Section 14

To the paragraph entitled "Section 14, One-year Rule," page 100, Constitution and Rules the State Executive Committee at its meeting January 7, 1937, directed that the following be added: "Furthermore, Article VIII, Section 14, shall not operate to render pupils ineligible in a school to which they are changed by order

of the County Board and to which their tuition money has been transferred, in accordance with the law providing for transfers from one district to another."

#### Error in Appendix II

Award for Ward School Class in Ready Writers is announced by mistake. This division is no longer conducted at the State meet.

#### Error in Bulletin 2639

On the title page of the 3-R bulletin, second line of sub-title, read "rural" instead of "one-and-two-teacher."

#### 9-Grade Championship

At the January 6 meeting of the State Executive Committee, direction to county committees was issued to create a class for all-round championship for 9-grade schools on the following terms and conditions, to wit:

1. That at least four nine-grade schools in the county each having more than four teachers petition for such class and agree to compete for such championship;

2. That such class be called "Class C," for purposes of competition in the county meet;

3. That such 9-grade schools compete as a unit, that is, merging grammar grades and high school grades together, as is done in the rural class.



#### SOME PICTURE GAMES

**NOW** that teachers are bringing to a close their preparation of children for the Picture Memory Contests, suggestions for interesting methods of introducing the necessary drill on facts about the pictures are much in demand. The following ideas for games are presented for the purpose of helping teachers to stimulate thorough study:

#### What Picture Is This?

One child is selected for leader. The leader selects another child who whispers to the leader the name of a picture and then proceeds to suggest to the class, by means of posing, sound or action, some part of the picture he has selected. After the manner of the game "charades" children in the class try to give the name of the picture that is being represented. When the correct name has been given the leader writes it on the board. The child who gave the correct name is the one to represent the next picture. Ordinarily children will select pictures which contain figures and represent them by means of reproducing the pose of one of the figures. More original thinkers will use their hands to indicate the direction in which the eye follows the main lines of the picture or imitate the sound produced by some animal or object in

the picture. A forest is sometimes suggested by imitating the sound of wind passing through the trees, a dog by a barking sound and a train by a "toot." Any device which leads to the giving of the name of the picture should be accepted.

#### "We Are Thinking of an Artist"

One child is sent out of the room. The other children agree upon an artist's name. The child who went out is called in and may ask any question he wishes which can be answered by "yes" or "no." When he thinks he knows what artist has been chosen he asks, "Is it \_\_\_\_\_?" If he names the correct one the child of whom he asks the question takes his place. A child giving a wrong answer may be challenged by the other children and as a penalty asked to take the place of the one who goes out of the room.

#### Picture Relay

The class is divided into two or more teams. Each team should have the same number of players. Each team lines up, one player behind the other. A picture is held before the group in the manner of flash cards in other drill games. Children who are first in each line compete with each other to see which will be first to give the name of the picture. There is a score keeper and one point is given to the team whose member is first to name the picture. The child who wins is permitted to keep his place at the head of his line. The others must go to the back of their lines and await their next turn. This game may be played with the names or nationalities of the artist substituting for the names of pictures.

#### "What Do You Paint?"

The children are arranged in a circle. Each child takes the name of an artist. One child stands in the center of the circle. The child in the center approaches any player he wishes and asks, "What do you paint?" The child approached replies, "I paint \_\_\_\_\_." In place of the blanks the child names any objects he wishes provided the first letter of each object named is the same as the first letter of one of the names of the artist he has chosen. For example, a child might take the name of Joshua Reynolds. He might say, "I paint jars and rugs." The child in center would say, "You are Joshua Reynolds and you painted Age of Innocence." This completes the transaction and the child in the circle must change places with the one in the center. If the child in the center does not know the name of the artist or cannot name a picture painted by that artist he must remain in the center asking different children until he finds an artist's name that he can match with a picture.

#### Suggestions Invited

The Interscholastic Leaguer will be glad to receive suggestions for games and other picture activities which you are willing to have published. Such contributions should be sent to Miss Florence Lowe, Art Department, Sam Houston State Teachers' College, Huntsville, Texas.

#### COMMENTS ON SERVICE

##### Many Express Appreciation of Visual Instruction Slides and Films

Mrs. Charles Joe Moore, Chief, Visual Instruction Bureau of the Extension Division, collected out of several days correspondence the following comments on service furnished by her Bureau:

C. E. Hughes, Denison: "Film No. 3010 'Micro-Organisms of A Hay Infusion and Reproduction' very good to illustrate motion-protoplasmic activity. Action in several cases shown which could not be obtained in one chance out of a thousand with a microscope. Film No. 115 'Through Old Lands of Europe and Africa—Poland, Greece, and Egypt' is an unusual film. As good as any rental subject and better than most. This film should be listed as one of your treasured possessions. It was appreciated greatly by all."

##### Colored Prints

Mrs. G. R. Newcomb, San Antonio: "Colored Prints." "We enjoyed the pictures very much. They helped the study of our lesson a great deal."

John C. Jenkins, Slaton: "The oil picture was very interesting and educational. We used it for History and Geography. The corn picture was used for Vocational Agriculture. Very good."

G. S. Crenshaw, Bryan: "Film 'Singing and Stinging,' No. 928 enthusiastically received by both pupils and P.T.A., who saw the picture. Shown to two classes and P.T.A. meeting."

G. M. Roberts, Lamesa: "Set No. 73, 'Evangeline' is a very fine set of slides."

Miss Emma Gutzeit, San Antonio: "Film No. 891, 'Oxidation and Reduction,' is a cracker-jack film. No. 303, 'Land of the Giants,' is an excellent auditorium film. Film No. 378, 'The Bad Master,' is a good fire prevention film for

any grade. The film, No. 814, 'Teeth,' should prove very satisfactory for third through sixth grades. The subject matter is good and the film definitely serves its purpose in teaching a lesson in the care of the teeth."

Mrs. C. A. Struve, Anson: "Films 'China Across the Bay' and 'Southward Away' were greatly enjoyed by both members and guests. Pictures were very good."

##### Texas Missions

Spencer Stoker, Denton: "Slide Set No. 117, 'Some of the Missions of Texas,' was enjoyed very much."

Rev. Kermit Gibbons, Blanco: "Slide Set No. 136, 'Yellowstone National Park,' is one of the best sets I have used."

Hubert H. Bratcher, Pampa: "May I thank you for the promptness with which you filled the order for picture and your fine choice in selecting substitutes for the pictures which were out. We are using these pictures in a type of social service work in two small churches in the suburbs of the oil town of Pampa. As the program grows we plan to reach hundreds of boys and girls who are underprivileged. As we reach them we try to give them something of real value by way of character training, etc."

W. G. Clarke, Sales Manager, Texas Utilities Company, Mexico: "The film 'Saving Seconds' was an excellent film and we believe that our organization enjoyed it thoroughly."

Willis E. Collins, Sanitary Engineer, City-County Health Unit, El Paso: "We wish to take this opportunity of thanking you for this excellent educational material (Set No. 421, 'Need For Safe Plumbing'), which has been of invaluable assistance to us in our work."

make-up with a few larger headlines at the top, just as though they were planning the front page of a three-column paper?

#### Book Helpful

3. Staff members of mimeographed papers and of school papers printed in local newspapers should know most of the fundamental principles of news story writing, headline writing, and make-up. To help them learn these principles they should have available for reading some good book on high school journalism. We recommend "Journalism for High Schools," by Otto and Marye or "How to Publish a School Paper," by Bessie M. Huff.

For mimeographed papers we will add a few more suggestions. Be sure to use a good grade of mimeograph paper. A number of our mimeographed papers use a poor grade of paper that looks like that used for a printed newspaper. As a result, the mimeographing shows up poorly and often smears. Choose white paper, not gray, of about the weight called "20 pound paper." The *Lorena Leopard*, the *Barbers Hill Eagle*, and many other papers are mimeographed on the right grade of paper.

#### Home Town Needed

Every paper, printed or mimeographed, should have the name of the high school on a line under the title on the front page. A few papers on our exchange lack this name, and as a result it is hard for one unacquainted with the paper to tell where it is published. Preferably, also, the line under the title should include the Volume Number and the Issue Number.

Many devices are available for making the mimeograph paper attractive. Letter guides, shading screens, mat drawings, colored inks, and other such aids may be secured from any large store which handles mimeograph supplies. If you have not been using such devices, get a copy of *The Lions Roar*, Leverett's Chapel School, Overton; or *The Cowboy World*, Lubbock Junior High; or *The Broadcaster*, Henderson Senior High; or *The LaGrange Hi-Standard*, or a dozen other of our mimeographed high school papers that are made very attractive through proper use of materials. After looking at these papers, you will be able to get suggestions for enlivening yours, if such enlivenment is needed.

This month we are beginning to assemble our papers and to appoint committees of judges to select the twenty-four best high school papers in the State. We'll tell you more about that later.

#### Extemporaneous Speakers Find This Book Valuable

**EXTEMPORANEOUS** speech contestants will be interested in a book reviewed in the April (1936) issue of the LEAGUER, entitled "The Collapse of Cotton Tenancy," by Charles S. Johnson, Edwin R. Embree, and W. W. Alexander, published by the University of North Carolina Press, Chapel Hill, N. C., and sold postpaid for 35 cents per copy.

This book is highly recommended by competent authority as describing the basic conditions of cotton tenancy in the South, and will therefore furnish an excellent background for preparation on this subject which is one of those prescribed this year in extemporaneous speech.

#### Economic Servitude

"The plight of the cotton tenant farmer has long been a concern not only with thoughtful southerners but for all who are genuinely interested in the welfare of American agriculture. For years it has been evident that for sharecroppers, who make up the bulk of the tenant class, a condition approaching economic servitude is rapidly developing.

"This small volume is an excellent digest of those conditions responsible for what the authors term 'our greatest social humiliation.' No clearer analysis, no more pointed statement, no more vigorous indictment of the whole tenancy situation could be desired. Along with a tragic devotion to a single cash crop and an iniquitous credit system, the authors recognize the deadening effect of the plantation tradition as one of the primary factors in the collapse of cotton tenancy. When the cotton market collapsed a situation already grown desperate was accentuated. From their consideration of these factors the authors have been led to conclude that southern farming must undergo sweeping changes 'if millions of former plantation workers are not to be completely wrecked—if the region itself is not to suffer violent ruin.'

#### AAA Failure

"The dismal failure of Triple A millions to reach those who most needed help convinces the authors, as it does all realistic students of

#### God made man a little lower

than the angels and he has been getting a little lower ever since.—Will Rogers.



#### Short Stories of American Music

Fannie R. Buchanan, Follett Publishing Co., Chicago. 48 pp. paper. Price 15 cents per copy postpaid, per dozen \$1.50, in quantities of 100, 10 cents each.

**T**HIS little pamphlet was gotten out particularly for use of 4-H clubs. Ray Turner and the U. S. Marine Band give a music program the first Saturday of every month over the National Farm and Home Hour, N.B.C., and this is the same Ray Turner who selected the nine songs with the music that are published in the concluding pages. Miss Buchanan furnishes interesting stories of American music, calculated to enlist and increase the interest of either children or grown-ups in music that is distinctly American. Beginning with the "Music of the Wigwam and the Pueblo," and closing with the "Woody" music of Macdowell, the stories follow one another in historical order. Of particular interest in Texas and the Southwest are two chapters: "Music of the Frontier and the Pioneer," and "Songs of Plantation and Cabin."

#### Our Music in Story and Song

Robert Foresman, New York, American Book Co. 1935. 351 pp. State contract price, 72 cents.

In this single volume are some 250 songs, a short history of the development of music, brief biographies of eminent composers, a discussion of the folk songs of many nations, and descriptions of the instruments of the modern orchestra and band. The songs include folk songs, hymns, spirituals, cowboy songs, and masterpieces by the composers discussed. They range in difficulty from the simple tune for the first grade to favorite selections from opera. The simple piano accompaniment provided with many renders unnecessary the purchase of a supplementary volume. As a whole, the volume will serve as an admirable introduction to song literature, which is the avenue through which the child enters the realm of music. As this is a state-adopted text, it is available to public school teachers and students without expense.

#### Ear Tests In Harmony

Wood. New York, American Book Company. 1936. 77 pp. \$1.50.

This text provides objective tests that will measure achievement in the recognition of the tonal combinations involved in the study of Harmony. It furnishes a means by which the high school teacher can readily determine how much of the subject matter is being absorbed. By its use, the study of Harmony, so often mere paper work, develops the mental and aural skills which make possible a richer musical experience. A work book for the student is also available.

#### Basic Songs for Male Voices

William Bridman, A Capella edition. New York, American Book Company. 1936. 314 pp. \$1.40.

Here is a splendid collection, chosen from a wide field, of over 200 songs that have a distinct appeal to male singers. The new arrangements take into consideration the problems of both the changing and mature voices, are melodious in the various parts, and are so adapted that many of the songs may be sung in unison or in two to four parts. Accompaniments are available in a supplementary volume. The work is to be recommended to directors of glee clubs who will find here a varied assortment of material adapted to their needs.

#### L. S.



