



"I have read with interest," writes W. N. Boyd, of Corpus Christi, "the announcement in the last issue of the Leaguer of the proposed conference for school councils. Such a conference should be of great benefit. We contemplate the organization of such a council in the North Side Junior High School."

O. A. Fleming, Superintendent of Schools, Freeport, writes: "I noticed a comment on the front page of your March Interscholastic Leaguer stating that you would like to get in touch with all schools in the state, which have a student council. We have had one for several years. At times it has been highly successful."

(See—Letter Box—Page 4)

## DIRECTOR SOLVES HOMONYM TROUBLE

### Coaches Spelling Pronouncers in Advance of the County Meet

(By Virginia Bedford, Superintendent of Schools, Thornton)

THE lists of homonyms which have appeared in the LEAGUER last year and this, are interesting. As director of spelling in this county for the past three years, I have asked spelling coaches to watch out for words which proved confusing to their students and to provide me with lists of them before the contest. These lists were then given to the pronouncers in the various divisions, and they were asked to mark them on the bulletins they intended to use when pronouncing.

### Coaches Pronouncers

I have also secured pronouncers some time in advance, and have requested each one to consult the Dictionary on all except the simplest words. This enables us to answer in advance the old complaint that the word was not pronounced correctly, for I tell the contestants of the preparations we have made, and ask that they consult a Dictionary before blaming the pronouncer.

I believe that the concluding sentence in your editorial, "The contestants' papers always reveal whether or not the pronouncer has 'made a 100,'" is too strong a statement. For one thing, students are often working under a tension which not only causes them to miss words they know how to spell, but also causes them to misunderstand the word given out. For another, students are frequently trained for the contest by teachers who do not make fine distinctions in pronunciation. How, then, can the children be expected to recognize such distinctions even if the pronouncer makes them?

### Where Is Yegua Creek?

There is one word on your list for which our Dictionaries offer no help. It is "Yegua" in "Yegua Creek." I should call it "Yägüa," offhand, but I want to know what the compilers of your list consider correct. Also, I should like to be

\*We included in the list this year the names of creeks and rivers having an annual average runoff of more than 200,000 acre-feet. Yegua (pronounced 'Yägüa') has an annual average runoff of 225,000 acre-feet. It is, therefore, one of the largest creeks in Texas and carries more water than many so-called rivers, four times as much as the Blanco River, for instance.

(See—Homonym—Page 4)

## Students Participation In School Control Conference



Elbert K. Fretwell



T. H. Shelby

DR. ELBERT K. FRETWELL, Professor of Education, Teachers' College, Columbia University, will lead the First Annual Interscholastic League Conference on Extracurricular Activities, May 7 and 8 at the University of Texas. He is generally acknowledged as being the outstanding authority in this field in the United States. The particular activity to which this Conference will be devoted is "Pupil Participation in School Control." A detailed program will shortly be issued and a copy will be sent free on request.

Dean T. H. Shelby will preside at this Conference, and has undertaken the direction of general organization of the enterprise.

### PORT ARTHUR COMING

I WAS very pleased to read in the last Leaguer that Dr. Fretwell will be present in Austin on May 7 and 8. There are many teachers in Texas who wish to hear him. I believe it will be well to announce the schedule of the whole meeting as soon as possible.

We have recently published a student hand-book. We shall be glad to send you a complimentary copy. If other schools wish to purchase them, they can be secured for ten cents plus postage.

T. Q. Srygley, Principal, Senior High School, Port Arthur.

### Use the School House

It is of great importance to the future of our democracy that ways and means be devised to engage the maximum number of young people and adults in a continuous, fearless and free discussion and study of public affairs. This should be the natural postgraduate program of all citizens whether they leave the full-time school early or late. We have meeting places in every community, built by the people and used for day school work. Thousands of new buildings have been erected in the last few years. We now face the problem of promoting educational programs to make the most of our physical and human resources. The planning of such programs is a major responsibility of the educational profession. The result of such programs will be to strengthen the fabric of democracy.—Franklin D. Roosevelt.

## Dallas Pledge-Card Helps Control Unapproved Clubs

FRATERNITIES and sororities in high schools of Texas are coming in for some serious consideration. Open break with school authorities occurred recently in one of the larger high schools of the state; and there was introduced a bill in the Texas Legislature intended to outlaw these organizations, patterned after laws in a number of other states in the Union.

The Dallas schools have met this problem face to face, and are credited with success in handling it satisfactorily. Each pupil upon registration signs a pledge-card containing the following items, attested by parent or guardian:

"I, \_\_\_\_\_, in order that I may be considered a student in good standing, do now declare upon my word of honor:

"First. That I have not been and am not now a member or 'pledge' of any fraternity, sorority, secret organization, or club not approved by the principal of the school, local, state or national, composed in whole or in part of school students.

"Second. That I will not join such an organization, or attend as a visitor, guest, or in any other capacity any open or closed meet-

(See—Pledge Card—Page 4)

## HIGH SCHOOL HAS A "CITY MANAGER"

### Waco Constitution in Continuous Operation Since 1924

WACO High School has had a city manager form of student participation in school control in operation for nearly fifteen years under the original constitution drawn at that time. H. T. Torrance is at present sponsor of the School Government organization. Items in the LEAGUER announcing the forthcoming Conference on student participation in school control, Austin, May 7 and 8, has brought the following letter from Paul Haines, City Manager:

"We have in our school the city manager form of government, which is conducted entirely by the students with a teacher acting only as an advisor. Twice each year an election is held to elect commissioners who hold office for their entire senior year. The election is conducted strictly according to laws, and poll taxes must be bought before a student is eligible to vote. The judicial branch of our government is composed of a chief justice and five associate justices who meet every Tuesday to try all cases brought before them. The city manager is the executive office of the government and all appointments and removals are made through this office with the approval of the commission. The chief of police, traffic sergeants, and numerous minor officers constitute the remainder of the government, making it, we believe, the most democratic and efficient government possible.

"Our system of government was originated in 1923 and we have been operating under the same constitution since 1924. To my best knowledge our school government has been operating under the same constitution longer than any school government in the state and probably longer than any in the south."

### Truth in Advertising

The American Chemical Society recently urged Federal enactment of laws enforcing truth in advertising dealing with food, drugs and cosmetics.

Speaking editorially through its publication, Industrial and Engineering Chemistry, the society said the "exploitation of science in the interest of business ballyhoo is a source of continual irritation to thousands of customers." Dr. Harrison Howe is editor.

### Coach Asks Clearer Rule on Eligible Declamations

(By Mrs. E. T. Pittard, Anson)

THIS is no protest against a decision, but I'm very anxious for a definite statement from you. I believe that unless you express your opinion about this in the LEAGUER, you will be swamped with protests.\*

A new book of declamations has been published containing "The Sacrifice of Sidney Carton," which is a cutting from Dickens' "Tale of Two Cities." I saw a statement from you in which you said that it should be all right, because the book was by a good author, and from a reputable publishing house.

A college speech teacher states that this has been a winner in many contests, but I have found that things college teachers tell us cannot always be applied to our high-school meets. It has been a winner in other states and in college contests, but I do not believe it has been in our state high-school meets. I have coached for years, and have had many winners in county, district, regional and some at state, but I have never heard a story of this kind used for senior declamation. I have judged in two contests in Alabama, in which they used dramatic selections, and this one was given.

This is my point—if this selection is eligible, will you please change the instructions in the book of rules so that all of us can feel safe in using similar selections. Pupils giving orations or cuttings from speeches cannot compete with such stories as this. One teacher said that it came under the head of good citizenship because one man, who was immoral, gave his life for one who was a better citizen. If that is the way it may be interpreted, then "Jean Valjean and the Good Bishop" from "Les Mis-

\*We have discussed the subject editorially in this issue.

(See—Coach Asks—Page 4)

## THE STUDENT COUNCIL

### Veteran in Work Outlines General Plan Found Successful

(By M. V. Peterson, Superintendent, Prairie Lea)

Since you asked me to give you an account of my experience with the student-council idea, I will attempt to do so in a rather brief way. I sent you a copy of our present constitution. It contains my idea, for a beginning, of about what the average high school student would be able to understand thoroughly and put into practice.

There is one provision in the constitution that I think is absolutely necessary, and that is: "Any measure adopted by the council shall become effective only when approved by the superintendent or principal of the school." That section of the constitution guarantees the harmony and co-operation of the council with the policies of the school.

Now, how to organize, or get a beginning, has always been my hardest problem. Many times it is as difficult to "sell" the idea to

(See—Student Council—Page 4)

## AWARDS QUESTION

### Small Schools Find Expensive Awards Very Burdensome

In a recent letter, M. V. Peterson, of Prairie Lea, calls attention to some unfinished League business:

"The question of 'sweaters' was discussed at the League breakfast last May. I am wondering if we will ever get something agreed upon that will make it possible for the smaller schools to meet the 'requirements.' (Customs make law.)

"We worked out a plan whereby the school gives one sweater in senior year, and gives letters and certificates of award in other years. But so many other schools give sweaters for each year that our 'younger athletes' become dissatisfied. I think a debater, or declaimer, or ready-writer, or participation in any literary event is as deserving of some recognition as one who participates in athletic events.

"I realize that the executive committee of the League cannot make 'rules' for every situation that may arise, but I believe that a suggestion from the committee might help. The expense to the school for sweaters each year is a burden on the school that has small gate receipts. Any relief from this 'distressing' situation

(See—Awards—Page 4)

## Veteran Educator Dies



R. D. Green



L. E. Dudley

SUPERINTENDENT of the Abilene Schools for 20 years, R. D. Green (left), died of heart attack February 15. At the time of his death he was Director General of Region Eight of the Interscholastic League, and had served the League in one capacity or another for the past twenty years.

L. E. Dudley (right), formerly principal of the Abilene High School, succeeds Mr. Green as Superintendent of the Abilene schools and as Director General of the Regional Meet held yearly in Abilene.

## Picture Memory Test Service Is Highly Praised by Teachers

THE theory of the League Picture Memory test-service is that if you can induce children to study pictures intently (really put some effort into it), they will gradually come to enjoy pictures, and will continue to enjoy genuine works of art perhaps throughout life. The contest is therefore organized to induce this activity. Children who like to engage in a contest may begin the study with the intention merely of "beating somebody else," but before long the charm of the pictures begins to assert itself, and the "beating somebody else" becomes a secondary consideration.

To aid teachers in presenting the subject, the League a few years ago began circulating sets of pictures as "sample tests" with key for grading made out and copy of the same accompanying each set. Demand for these "sets" has grown. Pictures of the great-

ful hints to make summer sport more enjoyable

(See—Picture Memory—Page 4)

## COACH CONDEMNS READING DEBATES

### Would Remedy by Forbidding Use of Previously Prepared Notes

(By Walton Hinds, Debate Coach, Galena Park High School)

ALLOW me to express my appreciation for your having selected the debate question so early for next year. My younger teams have already begun their study of the

(See—Reading Debates—Page 4)

## POSTURE AND DIVING

### Helpful Hints to Make Summer Sport More Enjoyable

(By Thelma Dillingham, Instructor in Swimming, The University of Texas)

SO OFTEN in high school, one thinks posture is just a health lesson idea, and has heard little or no proof that it adds anything to athletic ability, except perhaps beauty of line from an artistic viewpoint. That is certainly not true in our experience here at the Women's Gymnasium in teaching students to dive, or in improving their diving. The girl who has a good mechanical balance in her standing position, who distributes her weight correctly on her feet, has a great advantage in a beginner's diving class, whether or not she has ever seen a diving board. We have to spend a great deal of "swimming time" teaching posture which should have been learned in high school, or even in the elementary grades.

As to what the advanced diver has to say, I quote Miss Alice Brain, 18-year-old Gulf State Champion, and who is a member of Turtle Club, organization for swimmers and divers at The University of Texas. Miss Brain says, "Posture training, if one is not blessed with an excellent natural posture, is of paramount importance as a preliminary step to spring-board diving. The head position is particularly related to body positions in the air. A forward head is neither beautiful on the board, nor as dependable as the well placed, poised head position one sees in those who stand and walk with body segments in correct alignment."

Almost everyone has to be taught posture. Too many daily bad habits preclude your acquiring it "naturally." Ask your physical education instructor to help you and give you a better start to those athletic performances which interest you. Work at it in your everyday life until it is natural and you can give your whole attention to the elements of skill you want to learn.

## ALL SENIORS HELP IN COMMENCEMENT

### Bowie (El Paso) Graduating Class of Mexicans All Participate

(By Mrs. Lillian G. Imle, Bowie High School, El Paso.)

WHEN I returned from the University a year ago, I found that I had been given the Low Senior Class to sponsor through their entire senior year. I was very thankful then, and even more so later, that I had Ed. 465a while in the University in the summer. Because of the large number of students who drop out during the high-school course, we have a graduating class that seems small in comparison with our enrollment of almost a thousand Mexicans. I thought that our program might be adaptable to other groups the same size or a little larger.

### Students Formulate Aims

When we began plans for our Commencement program, the Class President appointed a committee of six to be working on plans. After gathering all the material that they could find on types of commencement programs, they set up three aims for the program that they would plan. (1) The program must be of an entirely new type. (2) The program should honor the Seniors. (3) If possible, each Senior must have a definite part on the program. (4) The program should present the life of the school to the parents and other members of the audience.

After much discussion, the theme of the program was chosen. It was to be entitled "Bowie Builds," and the talks were to designate the major things that the school attempts to build. Six topics for two-minute talks were chosen. These were: (1) Health, (2) Vocations, (3) Use of Leisure Time, (4) Home Life, (5) Citizenship, (6) World Fellowship. The order of topics was chosen to spread out-

(See—All Seniors—Page 4)

## INTERSTATE CONTESTS

### Editor Raises Questions About Bigger and Bigger Meets

(Editorial, May, 1935, in Illinois High School Athlete.)

SPORTS promoters are interested in making sports events bigger. Many of them think, insofar as they give the matter any thought, that the worth of a sports event is in proportion to its size. As a result there have been periodic attempts to promote interstate, inter-sectional, national, and even international meets and tournaments in the various sports.

### Olympic Basketball

The latest stimulus to the movement, is the inclusion of basketball as a sport in the Olympic games. This movement is being held up as a progressive step and one which will be a fine thing for the sport. The assumption is that the worth of such a spectacle is in proportion to the number who attend, the size of the territory represented by the teams and the amount of space devoted to it in the various publications. In reality there is probably little relationship between the two. Size, per-

(See—Interstate Contests—P. 4)

## Song Books Cheap

ALONG with many other bulletins, a number of which were listed in these columns last month, we have on hand a song book that many of you would doubtless like to have. It was printed several years ago, and sold at 25c a copy. It was compiled by Professors A. Caswell Ellis and Frank LeFevre Reed and is entitled "The University of Texas Community Song Book." It contains 108 pages, with both words and music. Before we move to the new building you may have them at 12c per copy.

E. J. MATHEWS, Registrar, University Station, Austin, Texas.

## Calendar of League Meets And Tournaments for 1938

- February 11 and 12—County and City Basket Ball Tournaments.
- February 18 and 19—District Basket Ball Tournaments.
- February 26—Regional Basket Ball Tournaments.
- March 4 and 5—State Basket Ball Tournament.
- March 11 and 12—First week-end for County Meets.
- April 1 and 2—Last week-end for County Meets.
- April 8 and 9—First week-end for District Meets.
- April 15 and 16—Last week-end for District Meets.
- April 23—Regional Meets (one day only).
- May 6 and 7—State Meet.
- May 6 and 7—Class B State Track and Field Meet, North Texas State Teachers College, Denton.

## Cary Wins 17th Annual Tournament



CAREY HIGH SCHOOL BASKET BALL TEAM

Left to right: Fate Gresham, Carroll Faust, Jim Middleton, W. J. Redwine, Harbour Middleton, Troy Hunt, Milburn Smith, Coach.

## MIDGETS BATTLE FOR FINAL GAME

### Two Smallest Schools of Basket Ball Tournament Finalists: Carey Wins

THE Seventeenth Annual State Championship Basket Ball Tournament held in Gregory Gymnasium, Austin, March 5 and 6, will go down in League history as the tournament in which the mighty battle of the midgets occurred. Carey and Gober, two schools each with fewer than 50 boys enrolled, went to the final after eliminating the six other schools having a combined en-

rollment of more than six thousand students.

In the championship game Gober took an early lead, being ahead 6 to 2 at the end of the first quarter. In the second quarter Faust, Redwine and Company began firing and the half ended 12 to 6 in favor of Carey. Carey held its lead from this point and finally won 22-18.

At the close of the meet Governor James V. Allred presented the cups and medals, third place going to Polytechnic of Fort Worth by reason of their victory over Livingston in the consolation game. In addition to introducing to the crowd by calling them upon the stage, the three winning teams,

Governor Allred made special mention of the Livingston team which had on its roster four full-blooded Alabama Indians. Dean T. H. Shelby presided at the presentation ceremonies in the place of President Benedict, who was confined to his home by illness.

Complete results of the tournament follow:  
 First round—Carey 31, Dublin 26; Polytechnic (Fort Worth) 28, Harlingen 12; Gober 32, Thomas Jefferson (San Antonio) 30; Livingston 28, Fort Stockton 17.  
 Semi-finals—Carey 27, Polytechnic 10; Gober 23, Livingston 26.  
 Final—Carey 26, Gober 18.  
 In the play-off for third place Polytechnic of Fort Worth 43, Livingston 27.



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ROY BEDICHEK Editor

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EVERY regional meet should be a one day affair. The hour of beginning should be late enough to permit the most distant delegation to arrive from home, starting not earlier than seven o'clock. No region in the State is so large, with the exception of Region VIII, that this cannot be done. It saves the contestants and delegates the expense of a night away from home, which is considerable. Advice from J. H. Vordenbaum, Director General of Region VI, states that the Regional Meet will begin at the Southwest Texas State Teachers College, San Marcos, promptly at 10 A.M., April 24.

ONE of the most interesting commencements of the socialized order that has come to the attention of the LEAGUER is that of the Bowie High School, El Paso, whose student-body is made up of about 1,000 Mexican boys and girls. The theme of Commencement of 1936 was: Bowie Builds. What does Bowie build? The answer to this question makes up the various numbers on the program, as, 1. Health; 2. Vocations; 3. Use of Leisure Time; 4. Home Life; 5. Citizenship; 6. World Fellowship. Five students are assigned to each of these topics, and they plan their speeches and elaborate the topic in their own way. Mrs. Lillian G. Imle describes in another column of this issue how the class planned this Commencement.

STUDENT participation in school control is the central and most important project in any well-organized program of extracurricular activities especially in the secondary school. In establishing the extracurricular conference, which the League hopes to make an annual feature of its state meets, it was thought wise to center upon this one activity. Dr. E. K. Fretwell will lead the Conference, which will be in the form of a panel discussion, participated in by a group of Texas school men and women who have been chosen on account of their interest and experience in the field. A full program of the Conference is now in press, and a copy will be sent anyone interested free on request. The Conference will begin Friday afternoon of the State Meet (May 7) and continue and be concluded Saturday, May 8.

WE HAVE the following complaint from a District Director concerning conflicts in dates of invitation meets with the elimination meets of the League:

"I am writing concerning a problem that has, I know, been brought time and time again. In the spring of every year the colleges promote many independent meets in athletics, music, dramatics, public speaking, etc. They will fix the dates of these independent meets to conflict with the published dates of the district and regional Interscholastic League meets. I do not believe they are showing a cooperative spirit with a great State-wide enterprise. If you have no objection we are going to raise this question at the meeting of the Texas Association of Colleges at Lubbock, with the request that the institutions decide to fix these independent meets at a time that will not conflict with the Interscholastic school activities."

In another column of this issue we publish the League calendar for 1937-38. It is to be hoped that publication of these dates a year in advance will help harmonize the League calendar with dates chosen for invitation meets.

SUPERINTENDENT R. D. GREEN, for twenty years in charge of the Abilene public schools, died of heart attack February 15. He was President of the Texas State Teachers Association in 1926, and has been identified with every important educational movement affecting the public schools in Texas for a quarter of a century. The profession feels his loss keenly. He was an "old-timer" with all the sturdy qualities which that affectionate designation implies. The growth of the Abilene schools in size during his tenure was due, of course, to the rapid growth in population of this thriving western city; but the superior organization of the school system, its enterprise in adopting up-to-date methods and procedures, the splendid teaching talent which was drawn into the system, and the excellent showing its graduates have made in the colleges to which they have gone—these were not the result of the city's growth, but have come largely as a result of the careful and intelligent supervision which Mr. Green has furnished. His service, first as district director and then as regional director in the Interscholastic League, covering a period of twenty years, is rated in the League office as exceptionally efficient. Indeed, he accepted many responsibilities quite aside from the regular duties of his position and gave to them the same careful attention that he bestowed upon his professional work. He lived a full life and a useful one.

THE custom of spreading the county meet over successive week-ends, and chasing it over the county from place to place, is arousing grave concern among school executives who have some conscience about devoting too much school time to the extracurricular activities fostered by the League. Writes one superintendent: "March 11, we sent a bus load of tennis players to a far corner of the county; on the 13th we had a county-wide volley ball tournament; on the 16th came the one-act play tournament; on the 17th choral singing; and finally, on the 18th and 19th, we had the county meet proper." There is not an unusual number of schools in this county, and it is not a particularly large county. But for "conflicts" the whole county meet could be disposed of in a day and a half. It is the desire to spread the meet so as to accommodate the same youngsters in two, four or half a dozen different contests that causes the condition of which this superin-

tendent complains. Each school wants, naturally, to put its best foot forward, and if it has a track star who is at the same time a good tennis player, and a volley ball player who is a good debater, it wants these contests spaced so as to permit the same contestants to enter both. We should seek exactly the opposite. We should spread participation just as much as possible. The only way to do this is to limit severely the number of contests any one pupil may enter, say one literary and one athletic. This would spread participation and cancel the temptation to spread the meet. The slogan should be, "spread participation; don't spread the meet." It would be as fair for one school as for another.

THE Speech Institute described in another column of this issue is an interesting enterprise. It attempts to assemble the more ambitious coaches and directors and the more gifted pupils for an intensive six weeks work in speech. Much inspiration will be generated by the mere gathering together of such a group. The Texas College for Women has provided sound instruction and with ample facilities, we see no reason why this experiment should not prove to be a great success. Emory G. Horger, who will direct dramatic activities in the Speech Institute for high-school play directors which will be held at the Texas State College for Women, June 1 to July 10, has taken part in the activities of the Interscholastic League since he competed in Junior declamations. His connection with the one-act play tournament dates from the year this contest was inaugurated when he served as tournament director of the Central Texas region at Belton, Texas. He later served for a number of years as tournament manager of the North Texas region. For the past several years he has taken active part as judge in county, district, regional, and state tournaments. Mr. Horger has had wide experience in the public schools of the state over a period of fifteen years. He has worked in the capacity of teacher, principal, and dramatic director and his experience includes grammar school, high school, and college teaching. As a director, Mr. Horger has worked for two seasons in community theater. For two years he was director of a Children's Theater and for four years directed dramatics in high school. For the past seven years, Mr. Horger has been director of the College Theater at the Texas State College for Women.

THERE is the usual confusion this year regarding the eligibility of declamations. The rule is very definite in giving the judges of a particular contest the responsibility for disqualifying a selection which does not conform to the requirements prescribed in Rules 4 and 5 of the declamation rules. Rule 4 concludes with this statement:

"In case selections of the prescribed character are not chosen, the judges shall disregard such selections in grading and the decisions of the judges shall be final."

The concluding statement of Rule 5 is the same. This power is given the judges on the supposition that it is only when a declamation is heard that a reasonable judgment may be formed as to its eligibility. For illustration, almost any declamation which contains dialogue may be turned into an impersonation, and if it is, the rules say that it is ineligible in the junior division. Another requirement is that the poem shall not contain dialect. Sometimes a selection which contains a little dialect in the printing is rendered orally without dialect. Our old friend, unhappily worn threadbare, "Home," by Edgar Guest, is an example. Some teachers, having had trouble with this rule, think that the League should proclaim each year a list of eligible selections. This would be an easy settlement, but it would penalize the energetic teacher who hunts down selections just suited to the talent which she has. Many fine selections would thus be debarred. Again, any lengthy list of prescribed declamations, taken here and there, would require purchase of a number of books, expense of which would be onerous, especially upon the smaller schools. Proponents of the plan for prescribed selections meet this by proposing that the League publish the prescribed declamations in bulletin form. This has the difficulty of barring out many copyrighted selections, for the League could scarcely afford to pay the exorbitant fees demanded by some publishers for reproduction of copyrighted material. The selection which is causing most trouble this year is "Sidney Carton's Sacrifice," a cutting from Dickens' "Tale of Two Cities." Since this is prose it may be used, if at all, only in the Senior division. The provision which should receive especial attention from the judges in considering this selection, or any other which, it is alleged, is a dramatic reading, follows:

"The purpose of these contests is to train pupils as public speakers and not as dramatic readers or mere entertainers."

In another column of this issue we publish a letter from Mrs. E. T. Pittard discussing this selection in detail. We shall be glad to receive comments pro or con or neutral on the proposals suggested above: 1. Publication in the Constitution and Rules of a prescribed list of declamations; and 2. Publication by the League of eligible declamations in bulletin form.



(Editor's Note—Official notices printed in this issue during the present school year: (1) error in price quoted on Bulletin 3332, should be ten instead of 15 cents; (2) Article III, Section 2, penalty \$600 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 1935 and withdrawal Union Grove in football 1936; (5) "primer" grade interpreted to mean "first" grade for application in all grade contests; (6) Art. VIII, Sec. 15, 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; (8) two interpretations of choral singing rules; (9) Art. VIII, Sec. 8; (10) interpreting Art. VIII, Sec. 14; (11) error in announcement of Ward Ready Writers State Award in Appendix II; (12) error title page of Three-R Bulletin; (13) printing conditions under which championship for 9-grade schools are established.)

9-Grade Championship

In those counties in which 9-grade school all-round championship has been authorized, the county committee takes following basis for counting points: the 9-grade championship is based on the schedule of points appearing on page 24

testants, because in these contests the winners in the county are permitted to go on to the district. It requires, therefore, the winning of first, second or third place in one of these contests against the whole field in order for a 9-grade school to count points toward all-round championship.

Music Memory

Early printing of the music memory score-sheet failed to provide a place for scoring the one folk song contained in this year's list. The late printings correct the error, and test-sheets furnished county meets will have under "composers" a square for scoring this selection.

Shorthand and Typewriting

It will be noted that one director serves both these contests. This director is authorized to appoint as many assistants as may be necessary to conduct these contests efficiently.

Choral Singing

If the song "Frog he Would A-Whoing Go" is chosen as a contest selection, the singing of three verses will be sufficient.

Recruiting Defined

The term "recruiting" as used in rule 6 (e) of the Football Plan means offering any inducement, directly or indirectly to a football player or to a prospective football player to enroll in a given school. An inducement may be actual cash, remission of tuition, board or lodging, free transportation, a job for which remuneration is above that normally paid for such services, or other valuable consideration.



When: Friday and Saturday, May 7 and 8.

Where: On the campus of The University of Texas.

Who: You and all other journalists and sponsors working on school papers enrolled in the Interscholastic League Press Conference.

What: Are invited to the annual convention of the Conference.

Why: To learn how to improve your school paper; to hear interesting talks and discussions about problems of school newspaper production; to make friends with 200 other high-school journalists from all parts of the state; and to have a good time at the banquet-dance, the reception, and on the trip.

How: Just drop a note before April 20 to DeWitt Reddick, University Station, Austin, telling the names of your delegates. No charge is made by the Conference except for the banquet-dance. Each delegate, except those who are to take part in the state journalism contests, will furnish his own transportation to Austin, his lodging, and his meals.

Be sure to come to the convention, if possible. We feel certain that you will have an enjoyable time and will profit by the program.

Improve Page 3

One weak spot in regard to make-up which is found in a number of our school papers is the third page. In some papers the third page is filled with long, unbroken columns of type, topped by inconspicuous news headlines or small special column headings.

To strengthen the appearance of Page 3, if this page in your paper needs improving, we suggest the following principles:

1. If no advertising is printed or if the amount of advertising is sufficiently small, an effort should be made to lay out the top-page make-up in a manner somewhat similar to that used for the first page, except that smaller heads may be used.

2. Advertising, if used, should be arranged in a half-pyramid, centering outward from the lower right-hand corner. This arrangement, used by most daily newspapers, permits the upper left-hand columns to be used for important news stories and leaves the tops of the other columns free for news stories, too.

Use a Starter

3. Each page should have a "starter"; that is, a headline sufficiently large to attract the reader's attention when he first glances at the page. The page, then, needs to be planned outward from this "starter." In less technical language, this arrangement generally means that a fairly large news headline is placed in Column 1, which is considered the most important column on the page. Sometimes a two-column head may be used in the upper left-hand corner.

4. Moving to the right across the top of the page from the "starter," the make-up may follow one of two general principles of arrangement: The order of contrast may be used, whereby cuts or boxes are placed between news headlines at the top of the columns. The order of descending importance may be used, whereby the size of the headlines

GENERAL PROGRAM

of the  
27th Annual State Meet  
of the  
University Interscholastic League

Thursday, May 6, 1937

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

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

Friday, May 7

8:30 A.M.—One-act Play rehearsals continuing throughout the day on schedule arranged by John Sucke with respective directors.

8:30 A.M.—Journalism Conference, Union Building, Room 315.

9:00 A.M.—Track and Field contestants assemble on Texas Memorial Stadium Field.

Rural Pentathlon contestants need not report until Saturday, 2:00 P.M.

Ready Writers contestants assemble in Reading Room, Old Library.

9:15 A.M.—Announcements and photograph, Track and Field.

11:00 A.M.—Journalism, news-writing contest, Auditorium, Architecture Building.

2:00 P.M.—Tennis—First round in boys' singles and doubles. Report Freshman Courts, southeast Gregory Gymnasium.

Tennis—First round in girls' singles and doubles. Report at Women's Courts, 24th and Wichita Streets.

Journalism, second conference, 2d floor, Union Building.

2:30 P.M.—Debaters, both girls, and boys' divisions, assemble in Room 101, Waggener Hall, for drawing. Immediately following, first round in both divisions.

4:00 P.M.—Journalism, copy-reading, Reading Room, Old Library.

4:30 P.M.—Journalism, headline-writing contest, Auditorium, Architecture Building.

Typewriting: contestants must have machines set in Room 216, Waggener Hall, ready to begin contest following morning at 9.

5:00 P.M.—Journalism, proof-reading contest, Auditorium, Architecture Building.

Declamation contestants assemble in Biology Building Auditorium, for drawing, instructions, and photograph.

Extemporaneous Speech, girls' and boys' divisions, assemble for photograph and instructions, Biology Building Auditorium.

7:30 P.M.—Debate semi-finals, girls and boys, assemble in Room 101, Waggener Hall.

8:00 P.M.—Declamation finals, girls' and boys' divisions, High School Class, Garrison Hall, Room 1.

Declamation finals, girls' and boys' divisions, Rural School Class, Room 105, Home Economics Building, north side of campus. (Enter west door and take first corridor to the right.)

Extemporaneous Speech, boys' division, Geology Building Auditorium, Finals.

Extemporaneous Speech, girls' division, Auditorium, final.

One-act Play, preliminary, Group 1, Hogg Auditorium.

Saturday, May 8

7:30 A.M.—Breakfast, Junior Ballroom, second floor, Union Building, followed by State Meeting of Delegates.

8:15 A.M.—Journalism, editorial-writing contest, Auditorium, Architecture Building.

9:00 A.M.—Typewriting, assemble in Room 216, Waggener Hall. Photograph by Official Photographer. Please cooperate with him.

Art—contest, Room F26, University High School, Red River Street between 19th and 21st.

Art: contestants assemble in Library, second floor, Architecture Building.

One-act Play, preliminary, Group 2, Hogg Auditorium.

Tennis—Semi-finals, boys and girls, singles and doubles, Penick Courts, north of stadium.

Girls' division, final debate, Garrison Hall, Room 1.

9:30 A.M.—Journalism Conference, last session, second floor, Union Building.

10:00 A.M.—Shorthand; contestants report Room 116, Waggener Hall. Photograph by Official Photographer. Please cooperate with him.

11:00 A.M.—Boys' division, final debate, Garrison Hall, Room 1.

2:30 P.M.—Track and Field finals, including Rural Pentathlon, Texas Memorial Stadium.

Tennis finals, boys' and girls' doubles, Penick Courts.

4:00 P.M.—Tennis finals, boys' and girls' singles, Penick Courts.

8:00 P.M.—One-act Play, final, Hogg Auditorium.

Student Cooperatives Grow

FOR the past two years college students increasingly have been running their own bookstores, cafeterias, valet and laundry services, houses and clothing shops. Today there are more than 150 orthodox cooperatives owned and operated by undergraduates. One hundred and thirty-seven of these recently have formed the National Committee on Student Cooperatives, dedicated to the furtherance of consumer cooperation on the campus.

137 Units in 112 Colleges

During the school year of 1934-1935 these 137 units in 112 colleges did a business of \$2,758,800. Savings on cooperative projects ranged from 10 to 65 per cent and gross sales in various branches of the cooperative movement ranged from \$15,000 in the cleaning and pressing business to \$1,874,300 in book stores.

To date, only a small percentage of the collegiate population has been involved in these projects. At Bennington College 95 per cent

of the students enrolled are members of the cooperative general store, but on most campuses the percentage runs from 5 to 35. But the interest in them is said to be far greater than current membership would indicate. No student conference can now be adjourned without a discussion on methods of initiating co-ops.

In addition to saving considerably on goods purchased, adding to the number of undergraduate jobs available and experimenting in an improved method of distributing products, students like the responsibility of running things themselves. Their courses of study and methods of recreation are for the most part laid out for them. Here is an outlet for their initiative, an opportunity to do something of value for themselves and by themselves.

Adopt Rochdale Plan

Although college cooperatives were previously familiar on the American campus, it is only since 1933 that students have taken to consumer cooperation along strict Rochdale lines (the Rochdale pioneers evolved one of the first successful cooperative systems). In the Fall of that year thirty undergraduates at the University of Washington were driven together by economic necessity. The crisis had cut their budgets to a point where education became a luxury. They started with a single cooperative dwelling in Seattle on the outskirts of the university. Within a year they had developed an organization with more than 250 active members, leasing and occupying eight large houses, providing meals and laundry service. Board and room were available at \$20 a month, three-fifths the average rate of living on the campus.

COMMENCEMENT

I. Class Is Center of Interest  
By Mary Hyman  
English Teacher, Stephen F. Austin High School, Bryan

COMMENCEMENT exercises, a survival of the formal and impressive ceremonies at Oxford and Cambridge by which selected scholars were "commenced" as bachelors, masters, or doctors in the profession of teaching, have been definite parts of American school programs since their introduction into Harvard in 1642. Now almost three hundred years since that date, at a time when we hear so much about "the changing social order," "the new curriculum," surely it will be well for us to investigate modern trends in these exercises in our public schools.

Old Style

All of us know far too well the typical high school graduation program—music, the welcome by the salutatorian, the long address by some out-of-town professor or politician, the farewell by the valedictorian, and the presentation of the diplomas. One writer has viewed it in this way:

"A panoramic view of the minds of the audience during a program of this kind would reveal in some an apathetic state of indifference and in others an antagonistic spirit of endurance, not necessarily because the speaker is incapable or his subject inopportune, but because the program is off-center. Commencement is a circle with but one center of interest—the graduates themselves."

Occasion Inspirational

And these graduates are on that night passing one of the milestones in their lives—and a very important milestone, too. When they receive their diplomas, they experience the thrill of being a part of a "great" community affair arranged in their honor. Should it not also be an occasion when along with the thrill, they can also receive inspiration, which is education's supreme gift—when they can look back over what has been done and forward hopefully to the world of promise that lies before them? Stilted, memorized speeches from commencement manuals, and bombastic, poorly understood words of outside orators cannot do this for them.

In order to remedy the evils of the old exercises, educators have been experimenting with several new types of programs. In all of these we see attempts to make the commencement exercises a part of the socialized school program—to make it a program planned, arranged, and presented by the seniors themselves, assisted in many instances by the whole school.

Survey Texas Practice

In answer to letters of inquiry sent out by the Bureau of Public School Interests of the Division of Extension of The University of Texas, 164 high schools of the State sent in copies of their commencement programs. Of this number only 12 have been classified as belonging to the traditional type. 41 show signs of breaking away from tradition in one form or another, the majority still retaining the practice of having the address by a speaker with Dr., Hon., or Pres. before his name. A wider variation is shown by 62 schools. And 49 have discarded the old idea entirely. They center their programs around a central theme, prevalently "Texas" in tone in this Centennial year. A few have used the pageant form. Just a reading of the programs is an interesting experience, revealing in slight degree the possibilities of making one night "the culmination of the inspiration fostered by the school, not only for the seniors, but also for their parents, their teachers, the alumni, the lower-classmen, and even for those persons in the community who are not connected with the schools."

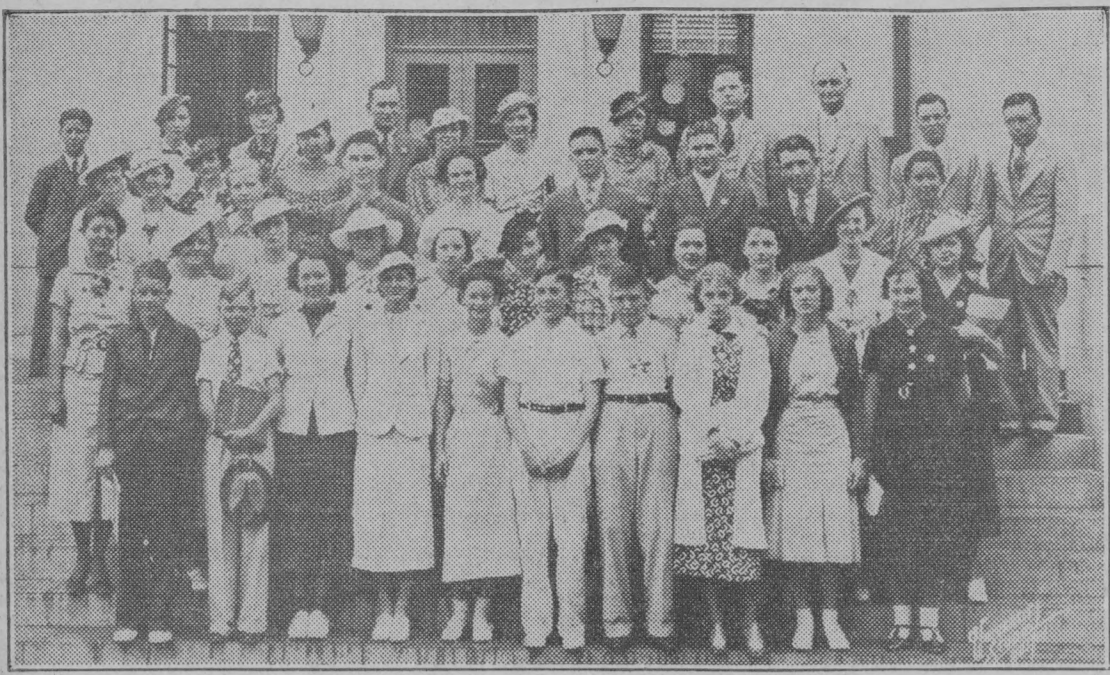
EDITOR'S NOTE—The next installment of this series will deal with the united theme for commencement.  
\*Jones, Gertrude, Commencement.  
†Study made June 30, 1936.  
‡Gertrude Jones, op. cit.

Number Sense Scores

"I am enclosing the League Number-Sense test sheets, series 37, of our two county contestants," writes John C. Marr, superintendent of Gulf schools. A Mexican boy, Edmond Sanchez, thirteen years old, made the score of 330. Ralph Callahan made the score of either 215 or 205. "I believe these scores are unusually high—at least they are the highest ever made in this county. Please notify me if they are high for the state. If either or both of the boys have set any kind of a record, I will be glad to cooperate with the League in making an announcement in the LEAGUER. The boys were coached by Mr. E. J. Myers."



# Ready Writers Assembled From Eight Regions to Compete for 1936 Honors



Contestants and Teachers, 1936 State Meet

An essay contest is easy to promote. That's why tire manufacturers so often resort to an essay contest for advertising purposes. Face cream manufacturers do the same thing, and countless other trade interests, not concerned with teaching pupils to write, but intent primarily upon advertising their wares.

An "open" contest in writing is, of course, honest and should not be condemned. But a restricted contest is quite likely to be thoroughly dishonest. If you advertise that the best essay produced by a high school in the State of Texas will be awarded a cash prize of \$5,000, and make no provision for supervising the production of the essays so as to be sure that only high school students compete, you will find yourself with thousands of essays on any topic you may prescribe, but you will also know that about ten per cent of them were not produced by high school students, but by teachers, literary mammas and papas, local attorneys, and by commercial bureaus which make a business of writing "essays to order" for entry into cash prize contests. The prize will likely be awarded in the 10% dishonest group; thus putting a premium upon dishonesty instead of on good writing.

The term "essay" suggests a serious and formal sort of composition and implies research in connection with its preparation. The Interscholastic League formerly scheduled an "essay" contest, until teachers pointed out that the term is a misnomer. Essays are not written on the jump. It is a slow process, laborious, and can only be done creditably by full knowledge and thorough investigations in the field. The League's contests take subject-matter for granted. Topics are prescribed "within the range of the average pupils study, observation and experience." Previous research in a specific and previously announced field is not expected, as for instance, in the extemporaneous speech contests. The compositions are all produced under supervision, and topics assigned are not presented to the contestants at all until they are assembled and ready to begin work. Two hours time is allowed. Thus the rules place stress on writing ability, on "interest, organization, and correctness of style."

A composition produced under such circumstances is bound to be the work of the contestants offering it in the competition. It does not give the 10% who will fudge any advantage. But the composition can hardly be called an "essay." So a few years ago, the League changed the name of this contest from "essay contest" to "Ready Writers." It is not designed to test research ability, but writing ability, or more properly ready writing ability; the kind of writing ability, by the way, that is demanded in probably 90 per cent of the life situations in which writing ability is called for at all. It is a bright and capable lot of youngsters that this contest brings to the county, district, regional and state meets of the League every year. They are pupils with special aptitudes: imagination, fluency, keen powers of observation, alive with interest, and well developed logical faculties. When it so happens that one of these especially talented pupils has also the gift of energy and application and falls under a competent teacher, ready writing of genuine excellence results. It is interesting to note that boys and girls in about equal numbers win their way to the state meets in this contest. The above cut is made from a photograph taken just before the 1936 contestants went into the contest which resulted in first, second and third places being awarded, respectively, as follows:

Marian McDonald, Falfurrias; La Merle Quilan, Pleasanton; Winifred Anderson, Austin high school (El Paso), in Class A division. Dorothy Jane Day, Pampa; Gamabiel Draper, Valentine; Ruth Curl, Chireno, in Class B. George Morrison, Gillicotho; Venelle Markussen, Sinton; Charles Bill Bell, Valentine, in the Ward or Grammar Grade Class. Doris Harvard, Huffman; Rosalyn Coker, Kent School, Quitaque; Therna Barrett, Weesatche, in the Rural Class.

For each of the speeches, there was to be a background tableau depicting the things in the school that help the school to build Health, etc. For the talk on Health we used a basketball player, a football player, a trackman, girl in gym suit, and a girl in uniform of school nurse. Each was dressed to suit the part.

For Vocations we used typist, bookkeeper, carpenter, auto mechanic, and farmer. For Use of Leisure Time we used photography, tennis, art, music, and dramatics. For Home Life we used sewing, cooking, gardening, manual training, and first aid. For Citizenship we had five students dressed in white with streamers pinned across the chest with such things as Class President, Senator, etc., on the streamers. For World Fellowship we had five students in the native costumes of United States, Japan, Russia, Mexico, Spain, with the flags of the nations.

## INSPECTION OF BUSES

List of Items for Proper Bus Inspection Is Submitted

E. D. Anderson, Director of Transportation, Edinburg School District, submits a list of suggestions for inspection of each school bus in operation. He says: "I find this list very helpful in my department, and I believe that if it were conscientiously used in the inspection of buses, it would lessen the number of accidents." The check-list follows:

1. Ability of operator.
2. Condition of brakes.
3. Horn.
4. Lights.
5. Windshield wiper.
6. Ventilation of bus.
7. Condition of body.
8. Condition of top.
9. Exhaust leaks.
10. Condition of tires.
11. Steering control.
12. General mechanical condition.
13. Appearance of bus.
14. Appearance of operator.
15. Red signal flag.
16. Duties of operator.
17. Assistance rendered by officers of the law.
18. Length of route.
19. Condition of roads.

## All Seniors

(Continued from Page one)

ward from the individual to the whole world.

The next problem was the selection of the speakers. It was decided that the Class President should make the short speech of welcome and that the Salutatorian and Valedictorian should be two of the speakers with first choice as to the topics that they preferred to speak about. The other four speakers were chosen by members of the class after recommendations were made by the English and Speech teachers. Those who were to speak were to do so in the regulation cap and gown.

## Illustrative Tableaux

For Vocations we used typist, bookkeeper, carpenter, auto mechanic, and farmer. For Use of Leisure Time we used photography, tennis, art, music, and dramatics. For Home Life we used sewing, cooking, gardening, manual training, and first aid. For Citizenship we had five students dressed in white with streamers pinned across the chest with such things as Class President, Senator, etc., on the streamers. For World Fellowship we had five students in the native costumes of United States, Japan, Russia, Mexico, Spain, with the flags of the nations.

## Program in Two Parts

The program was divided into two parts. The curtains were closed when the audience came in. For Part One the five students in each tableau stood on a pyramid-like formation. The change was made quickly each time the curtain was drawn after the two-minute speech. The speakers each time stood at right front of stage.

At the close of Part One the curtain was drawn, and the Orchestra furnished about five minutes of music. When the curtain was drawn back for Part Two, there was a large arch at the back of the stage. At the top of it were the words "Bowie Builds" and the date 1936. Down the sides of the arch were terms such as Character, Citizenship, Health, etc. Instead of a long procession, the Seniors came from backstage through the arch to take their places on the stage. The second part of the program contained only a solo, awarding of honors and diplomas, and a class song.

The entire program consumed one hour and fifteen minutes. It was a hot night, but the audience seemed to be interested the entire time. The comments on the program were all enthusiastic, and we felt that we had really accomplished something. Each Senior was gratified to have had his own part on the program, and the parents were more than pleased.

Prescribed Declarations  
"May I say that I heartily agree with the suggestion in a recent issue of the LEAGUER in regard to declamation," writes Ruth Hagan, of Marshall. "Let the state committee choose the group of selections to be used in contests for both high school and ward school. The judges all over the state will be more able to render fair decisions. When selections are almost equally well done the one having the greatest appeal invariably wins in unprejudiced decisions. A selection of declamations in prose and in poetry of the same definite type and appeal will enable a better contest to be held."

Interstate Contests  
(Continued from page 1)

se, is no criterion by which to judge worth. Value in a sports event must be sought in its effect on all of those in the group affected who participate in the sport and on the institutions represented by them.

Bigger Meets  
High school basketball is a case in point. Educators, if they chose

to be sports promoters, could build sports departments in their schools that would have the same relation to the educational system as would the World's Greatest Circus in the lot across the street. To produce such departments they would sponsor bigger and bigger meets and tournaments so that teams would finally devote most of their time to the sport, traveling from state to state, from section to section and from nation to nation. The ultimate aim would probably be a high school section of the Olympics until such time as interplanetary travel might be developed. This is the program that many sports enthusiasts would recommend on the grounds that it would do away with all wars, produce a super-healthy race and otherwise serve as a panacea for most of the ills of the human race.

Values Questionable  
Such propaganda has a plausible sound when sprinkled with such terms as, "brotherhood of man," "educational advantages for boys in the backwoods country" and "advertising value to the school." In practice the brotherhood value is probably nil, those who have the chance to make the lengthy trips are usually sophisticated boys who have already seen the tall buildings and the museums and the advertising given the school is of doubtful value. To offset these slight values the school as a whole suffers through disorganization as the result of absences of students and faculty members from depletion of funds in providing expenses, from devoting a disproportionate amount of time to a small number of students and from having the administrative authority of the school dissipated and distributed among those hero worshippers who believe that popular champions can do no wrong.

Due Proportion  
Sports and a reasonable number of exciting contests probably have a place in a school program but educators have concluded after long experience that school organizations need not serve as promoters of sports but rather as promoters of the values that come from a limited and well regulated school sports program. They have further concluded that these values have little relation to the size of the sports events. It is not probable that the high school basketball program will be affected in the least by the inclusion of the sport in the Olympic games unless it be through requests to help raise funds to send a group of players, coaches, managers and trainers on the world trip or unless the rules makers who determine the type of high school game should let their decisions on rules be influenced by the effect such decision might have on the international contest. It is a natural tendency to give more weight to a Madison Square Garden game or to the infrequent Olympic contest than to thousands of less publicized games that are just as important to the institutions which are directly interested.

National Meets Prohibited  
It is not probable that any high school team or individual high school player will be asked to go to the Olympic games unless some sports enthusiast introduces an interscholastic section of the meet. This is not beyond the realm of possibility. Such a movement would be considered retrogressive rather than progressive by most educators. National meets have been prohibited for several years and most interstate or inter-sectional meets have been discontinued. They have many claimed values but few actual ones. There is sufficient competition in the various leagues or other local organization and interest in the major school sports does not need the artificial stimulation that comes from scheduling a team at a distance of a thousand miles. When such games are scheduled they open up the same possibilities for evil as are to be found in national meets. Sooner or later the demand for trips of greater and greater length will result in loss of limiting authority by the school administrators and neighboring schools will find it difficult to refuse to compete in the race to establish a record for distance traveled or to refuse the request of various clubs and firms to send a team where and when they choose.

A limited amount of competition in school sports is desirable;—an extreme amount is detrimental. If this statement is accepted as axiomatic, the problem is to determine the proper limit.

Coach Asks  
(Continued from Page 1)

erables," "The Going of the White Swan," and many other beautiful readings have even closer connection with citizenship.

I hope that you will not only answer this personally, but that you will write a statement for the LEAGUER, because I feel that teachers all over the state would want to know if it is permissible to change the nature of the selections for senior declamation.

Student Council  
(Continued from Page 1)

the teachers as it is to the students. If you do not have the hearty support of the teachers in putting over the plan, you had just as well write "failure" at the end of the constitution and throw it away. But, if the teachers will do their part as members of the

## Picture Memory

(Continued from Page 1)

est artists are chosen, all of them large size 8 x 10, and the very finest prints that are made in America are secured. That this service is meeting a long-felt need is evidenced by letters of appreciation being constantly received at the State Office. We publish herewith a few of these "thank you's."

L. G. Kammerdiener, Superintendent, Perrin Schools, says: "I would be ungrateful, indeed, if I failed to express our appreciation of the splendid service you are rendering by your unique service of the unfamiliar pictures. We have been a user of this service for the last three years. We won first place at the county meet all three years. We feel the service was responsible to a great degree for our success."

Mrs. J. Y. Humber, Pearland: "We thank you for the excellent service and hope you will continue giving it next year."

J. L. Hill, Superintendent of Schools, Follet: "We have derived a great deal of good from the unfamiliar pictures, and appreciate the service very much."

Mrs. Jennie B. Fisk, Christoval: "The children have enjoyed the study of the fifty pictures, but they have gotten real thrills out of the study of the unfamiliar ones. We thank you for all favors and promptness given us."

Mildred Holt, Snyder: "The unfamiliar pictures have been a great help. I surely appreciate the service you have given."

Mrs. J. H. Allen, Anderson: "I certainly do believe in this unfamiliar picture service. Again, for the third consecutive year, my pupils have won first place in county in Picture Memory. This is a contest I certainly do believe in."

Mrs. Eugene McInroe, Stephenville: "Although our county meet is over, please continue the picture test service. I shall use it in my regular art classes."

Juanita Dickey, Ovalo: "I greatly appreciate this service. My pupils have received great help from it."

Pearl H. Graves, Principal, St. Hedwig School: "I am using helps unfamiliar tests in picture memory. I find all of your helps invaluable. I have never tried anything that has given such splendid results in reading as your reading tests."

Awards  
(Continued from Page 1)

will be appreciated by all 'money-bound' schools."

## Evils of Present System

(Continued from Page 1)

Let me first present the evils of our present system in order that I can justify the change. From 50 to 75% of the teams send off and buy for about \$2.00 some commercial debates. These debates, speeches and rebuttals are copied on cards and read with various degrees of ability through the entire season. They do not even go to the trouble to memorize the cards very well. In many cases it sounds like "Ned in the second reader." Now I'm asking you, what have they accomplished in the way of debating?

My teams have attended nearly every large meet held in the state this year and they all use a free-handed extemporaneous method of speaking. Yet in three-fourths of the decisions we have lost have been to teams that didn't raise their eyes from their cards until the last rebuttal was in. One prominent Texas coach has beat me by "remote control" so many times in the last three years, sending out speeches and having them read against my teams, that I am about to develop an inferiority complex even though my teams have won five county championships in the last three years. Poor judges will give a decision to a smoothly read debate a large majority of the time rather than to an extemporaneous speech in the inferior English of a high school student. What I want is for the other student to have to get out in the middle of the floor and give us an equal chance.

Forbid Notes and Manuscripts.  
My proposal is this. Have the debaters enter the debate with only their bulletins and other printed pamphlets and blank cards. That wa, they would have to learn their speech by heart at least.

You might say that this would be too hard a task for a high school student to plan his speech and rebuttals. But look at extemporaneous speaking. They enter with only blank cards, not even a printed matter. I admit they are not in controversy but this year's extemporaneous subjects contain a range of subjects that would cover 10 debates. The unicameral legislature, our question for next year, is an ex-

temporaneous subject, the sales tax, security, etc., all as large as a debate question.

I don't think my contention is out of the question. I do think children are greatly damaged by the present methods of reading speeches and no matter how "punk" their speeches would be, it would be of more practical value to them.

My "young uns" are "not so hot" but they will stroll out in the middle of the floor without a singel card and rough and tumble with any and all comers on their own terms.

Please let us give this our serious consideration. I'm probably "cracked," but this thing has been smouldering in my cranial cavities and has demanded expression.

Pledge Card  
(Continued from Page 1)

ing thereof, or any dance, smoker, or other social function given for or under the auspices of any such organization.

"Third. That I have not contributed and will not contribute funds or other things of value thereto.

"Fourth. That I will not directly or indirectly participate in any activities of such organizations.

## Reading Debates

(Continued from Page 1)

I make a very distinct difference between student self-government and student government of the school. All of the governing that I ask of a student is that he will do his best to govern himself according to the regulations adopted by the school.

This in brief has been my plan for getting the cooperation of the students. They are very willing to help up over whatever they have had a part in planning.

"Writing articles for the school paper.

"Taking part in the senior play or other plays.

"Graduating with honor.

"Receiving Linz pin or Everts award.

"Receiving diploma publicly at graduation.

"Participating in assembly program.

"Being a member of band or orchestra.

"Serving as office helper or library assistant.

Attending high-school dances or socials.

"Enrolling as a post-graduate.

## Federal Government Will Help Recreation Program

RECREATION projects have become a part of the WPA, and under certain conditions communities may receive federal aid, according to the following letter from the State Supervisor, Walter S. Knox:

"For your information I am sending you some facts concerning the state WPA recreational program and set-up. My official title is State Supervisor of Recreation, WPA, Smith-Young Tower, San Antonio, Texas.

"The Federal Government in accord with its plans for providing employment for people in accordance with their particular qualifications and also in terms of projects which may be of most value to the community have set aside a portion of the WPA funds to aid in the promotion of community recreation. Communities which desire and need help in setting up a recreational program may secure workers from the WPA to aid in carrying on this work, provided there are people in a district on the district rolls who are qualified to take over this type of work. Any community which is interested in securing federal help for a recreation program should write to their nearest WPA District Director for details and information as to how this project can be set up. It should be clearly understood that these recreation projects may in no instance replace organized recreation projects but may supplement such and under certain conditions aid other communities in starting recreational work."

Joseph Tillman, negro, describing to the jury the fight in which he fatally shot Alfonso King, negro, wore white tie and tails. Tillman explained he wanted the jurors to see him as he was the night of King's death.

The ivy-leaved duckweed weaves itself into a latticework pattern.

Internal harmony is the very essence of spiritual health.—Sir John Adams.

## Wants Junior High Schools Eligible in Choral Singing

(By R. C. Lee, Principal Junior High School, Henderson)

REGARD to junior high schools entering the choral singing contest: You say in your recent letter that "it would be quite unfair to allow a junior high school to compete with ward or grammar grades in choral singing."

I do not agree with you at all. I think that if the chorus were open to pupils in 7th grade and below there would be no inequality whatever. For instance, Overton has a ward school with 6th and 8th grades. Why would it not be fair for a chorus from my 6th and 7th grades to compete against theirs?

One slight change in the wording of the Classes and Divisions rule for Choral Singing, to make it similar to that of Music Memory, or for "7th Grade and Below," would make all on an equal basis. I cannot see that a 6th and 7th chorus from a junior high school has any advantage over a 6th and 7th grade chorus from a ward school.

The wording of the classes rules for music memory and choral singing are confusing to me. In music memory it says two classes, and a junior high school is not in either class, even though it may have 6th and 7th grades.

I am in favor of a high school division, though it would not help me so much unless there were a Class B division. I can compete against any school in the county except our own Senior High School. When we get them trained in Junior High, they take them and beat us. This year they won three division in declamation, girls debate, extemporaneous speech, and second in one-act play with pupils who won first and second for us last year or the year before.

I realize that no special rule can be made for junior high schools because there are so few. But I insist that this choral singing does not give them an advantage. If there is anything at all that can be done about it, I would like to see it done.

## PRAISES STORYTELLING

New York Public Library Supervisor Writes Enthusiastically

I AM glad and proud to have any share in your story telling 'meets' there in Texas," writes Mary Gould

Who Did It? by Carl Webster Pierce. Dramatic Publishing Co. Chicago, 50c.

Mystery, 3 acts, 6m5f, int. costumes modern. An exciting murder mystery that is eventually solved through the good sleuthing of the sheriff.

High school basketball is a case in point. Educators, if they chose

erables," "The Going of the White Swan," and many other beautiful readings have even closer connection with citizenship.

I hope that you will not only answer this personally, but that you will write a statement for the LEAGUER, because I feel that teachers all over the state would want to know if it is permissible to change the nature of the selections for senior declamation.