



LETTER BOX

WE NOTE with interest in the Gainesville Register the statement that 55 pupils qualified from the J. M. Lindsay school of Cooke County for participation in the county meet last spring. Moreover, the name of each pupil surviving the local eliminations is given.

THE Hamilton County League is to be commended for detailed financial statement appearing in the Hamilton News shortly after the meet was concluded. This practice should be generally followed. Much grief and more gossip is avoided if the county committee will take pains to make a detailed report of collections and disbursements and either publish the same in the local paper, or mimeograph and distribute to member-schools.

THE Port Arthur News published an excellent three-column picture of the Thomas Jefferson Senior High School debating teams, girls and boys, with the debate sponsor, shortly after both these teams captured district honors in the district debate tournament. Judging from the picture, it's a group any school might well be proud of.

DONNA Elementary school goes in for declamation in a big way. "A satisfactory plan for elimination contests among 450 children has been something of a problem. Can you name a book or books which give suggestions along this line, together with desirable procedures in teaching declamation?"

RECRUITING LOOPHOLE

Correspondent wants Article VIII, Section 13 tightened up.

THE letter which follows is one of the clearest expositions of possible abuse of Article VIII, Section 13 (2), that has come to the League office in many a day:

A number of principals from over our county have asked me to write to you in regard to a problem we have here in connection with the League work. These men, including myself, are principals and superintendents of rural high schools. Some of these are standardized schools and some are classified as two-year and four-year high schools working for affiliation. All are meeting the State requirements as to number of grades taught and are so classified by the county board.

The problem is this: What protection do these schools have from proselyting schools in their county? I have written to you before in regard to this and your answer was that since the pupil was going to an affiliated school from a non-affiliated one he was eligible in the school to which he changes. This has caused confusion and unfair burdens are placed upon the schools thus affected.

I would not attempt to hinder a student who is changing schools in order that he may have the advantages of an affiliated school but let's leave the athletic side out of it. Why is it that only the athlete has the offer to avail himself of this opportunity to attend a better school?

Let me illustrate: School A is classified as a four-year high school working for affiliation this year. The work being done has met the approval of the supervisors. This school also has always maintained a basketball team that ranks with the best in the district. School B is a neighboring school that is fully affiliated. Hiding behind the League ruling of "better school" they continually work on the athletes of School A. They even go so far as to employ the father of the player as a bus driver, though he lives in School A's district, and this means an added mileage to the route of around 10 miles in which the bus runs empty.

Another ruse is as follows: School A does not have a football team, School B does, School B tells A's athletes "you can play football here regardless of rulings regarding basketball since we play no county teams in football and

(See—RECRUITING—Page 4)

Odessa Pupils Winning Honor Tour



PICTURED above are the students and sponsors making the third annual student honor tour of Odessa High School. Left to right, standing: Murray H. Fly, Superintendent of Schools, Billy Walker, Mrs. Fly, Margaret Burton, Elizabeth Stanbrough, Anna Sue Anderson, Richard Calloway, Martha Haisch, Jack Burks, Beatrice Brewer, Clara Jane Whaley, Salathiel Couples, Maureen Howie, Sponsor, and Jack Rodgers, Sponsor. Left to right, seated: Mary Joe Burroughs, Elaine Fly, Ruth McQuerry, Virginia Ruth Vickers, Elizabeth Rose, Marjorie Matthews, Bill Middagh, Norma Jean Carroll, and Robert Shuffler.

ODESSA TAKES 'EM FOR A RIDE, FREE

Honor Award Given Highest Ranking Pupils in Form of Extensive Tour

STUDENT tours are no new thing. European schools, especially in Germany, have developed this idea with excellent results, but they are walking tours, for the most part. In this country of magnificent distances and cheap transportation, our tours are usually by auto.

Odessa has tried out the plan for three years in connection with its "honor squad," combining the educational features with the prize idea. It goes without saying that the distinction of making a place in this organization and participating in the tour offers quite a stimulus to the individual student to qualify. The system whereby the selections are made is very carefully worked out. The following account taken from the Odessa Student Handbook gives a fair idea of what the tours include and the standard prescribed for qualification:

"Three years ago, in an effort to stimulate student activities and scholarship, Odessa High School initiated the annual Honor Student

These 6th Graders Ask No Odds of 7th Graders

MISS ANNIE PURL, principal of the Georgetown Grammar School, sends the LEAGUER clippings from the local paper showing photographs accompanied by appropriate news stories of the accomplishments of the school in the Williamson County meet last March.

She says: "Since this school has only the first six grades in this building, the children are competing with seventh grade children throughout the county in declamation, music memory, ready writing, baseball and track and seventh grade spelling. The pictures show the places won: Music Memory, first; Picture Memory, second; Story-telling, second; Ready-writing, second.

P-T-A Helps "The Parent-Teacher Association furnished the material in the school colors, and the mothers made the vestments for the children in the choir to wear. These vestments are the permanent property of the school.

"Always on April 1, Class Day is observed by the sixth grade, which is the graduating class of the grammar school, and always with their teachers and the superintendent of schools, they go in the school busses on an educational tour of Austin.

"The clipping from our local paper, The Sun, indicates the type of program that is always given by the graduating class at the end of the school year.

"The extracurricular activities in our school have a tendency to enrich the course of study and to make the school days happy days for the children, their teachers, and the community."

(See—ODESSA—Page 4)

Spelling Sponsor Gives Good List of Homonyms

MISS VERA SMITH, of Groves, submits a list of undesignated homonyms in the current edition, specifying page and column, of the spelling list. Comment is made in this issue on "homonyms," and the following is a good example of the point made in the editorial:

Page 3: Col. 1, fins (easily confused with fens); lean (lien: usually pronounced same as lean); ark, Noah's (Noah's is not italicized. Shall students spell it?); Col. 2, apt appears twice; root (route is homonym); sword (sward is homonym); Col. 4, rude (rued, is a homonym).

Page 4, Col. 6, din, easily confused with den; Col. 8, naught, or nought—the spelling given in list preferred when "zero" is the meaning.

Page 5, Col. 1, roam (how about Rome?); Col. 2, wade (weighed is a homonym).

Page 6, Col. 13, bale (ball is a homonym); Col. 14, phrase (frays is a homonym); cinder (easily confused with sender); Col. 16, pause (paves is a homonym); peak (peek is a homonym).

Page 7, Col. 3, gall (how about Gaul?); Col. 4, candid (candied is a homonym); buoy (Webster gives first pronunciation same as boy).

Page 8, Col. 5, vices (vies is homonym); Col. 6, lapse (laps is a homonym); surf (surf is a homonym); Col. 7, wry (rye is a homonym); prints (prince is practically a homonym); browse (brows is a homonym).

Page 9, Col. 9, gild (how about guild?); Col. 10, based (no distinction made from baste in Col. 12).

Page 10, Col. 14, How about Dane as a homonym for design?

Page 11, Col. 17, cell (sell is a homonym).

Page 12, Col. 23, turns (terms is a homonym); flare (flair is a homonym).

*All words not italicized are supposed to be spelled.—Editor.

Many Have Their Say About "Starting" Choral Contest

IN THE last issue of the LEAGUER we published an article by W. A. Adams, of Quanah, condemning the use of the phonograph in teaching choral singing, and especially objecting to its use as the sole instrument for starting the choir in the county contests. A number of letters have been received at the League office which we publish below. However, most of these letters are from Ward or Grammar Grades, or from superintendents in systems having special music supervisors or teachers. We should like very much to hear from some of the rural schools which engage in this contest. The letters follow:

Grace Hall, music director, Petrolia: I, too, object to Rule 5 and the second paragraph of Rule 7, as W. A. Adams, of Quanah, does. Many phonographs are not adjusted in a way to give the correct

tones. I surely object to starting a group by a phonograph. Mrs. Jesse Carrell, Rural Supervisor Kaufman County: I was very much interested in an article in the LEAGUER about restricting the work of choral singing to the use of the Victrola. I think that schools should be allowed to use the piano in connection with this work as many of them are able to teach it with the piano and prefer to do so. After all, that is the natural situation for singing. Some schools have pianos and do not have the phonograph and they are prevented from taking part in the choral singing although perhaps they have excellent material for this work and are teaching it in their school.

Geo. P. Barron, Superintendent, Yoakum: Since you invited the expression of opinion on use of phonograph, as discussed in article by W. A. Adams in last LEAGUER, will say that I am in accord with his idea on the subject. The mandate

JUDGING PROBLEM

Choral Singing Sponsor Offers Suggestions for Improvement

THE following letter comes from a choral singing sponsor:

"My trouble occurs in the selection of judges. All choral clubs in our county abided by your rules in learning our ten songs and in conducting our contests. The judges were secured by my superintendent, acting as General Director, and were professors of science, Spanish, and art from a teachers college. The art professor might have had some musical knowledge but the other two frankly admitted they knew absolutely nothing about music. Now, may I ask why spend my time and that of the pupils and have judges who know, and don't mind saying so, not enough about music to judge accurately.

"In the INTERSCHOLASTIC LEAGUER, you stated to 'follow the records.' I followed my record as to tempo and the other club quickened the tempo instead of retarding, but the judges knew not which was correct.

"This is my suggestion and I wish that your committee would seriously think this over and make some definite rules on securing judges. Either (1) have one judge who is actually a musician of voice and let that one judge grade the choral club and nothing else unless he be capable, or (2) if we have three judges—make a rule that the songs drawn should be played on the victrola before the choirs sing. This would at least give the judges some idea as to what they should be listening for.

"I am in favor of No. 1. See that one judge or three judges who are musicians act as judges for the choral club contest. From my experience I believe the rule where both songs are drawn and every club sings the same two songs is better than the rule this year where one song is drawn and one song chosen."

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RANGE CREEK HAS ENVIABLE RECORD

League Activities Inspire Small Grayson County School

(By the Editor)

WE SOMETIMES take a day off and engage in the sport of running down the records of certain small rural schools in League activities. The last one we had occasion to look up was the Range Creek school in Grayson County. It is now a seven-grade rural school with two teachers, the high-school grades having been transferred to Rochester a year or two ago. At the time the record was made, there were a few pupils in the school above the seventh grade. It is located in a populous county, and in county, district, and regional meets the competition is very keen. Nevertheless, we find a quite remarkable showing.

In 1936 a Range Creek pupil, Guy Shaw, won his way to the State meet and two declaimers went to the district meet. Two music memory contestants, Harvey Patterson and Peggy Nell McDonald, received pins from the State for perfect papers. The year before, Ellis Brown won through to the State meet and broke the record for the hop, skip, and jump event which took place in the pouring rain. The year before that, Ralph

(See—RANGE CREEK—Page 4)

SAN ANTONIO LAD WINS TYPING MEET

Interscholastic League State Winner Takes Additional Laurels

WALLACE CURRIE, of the South San Antonio High School, South San Antonio, Texas, became, last



Wallace Currie

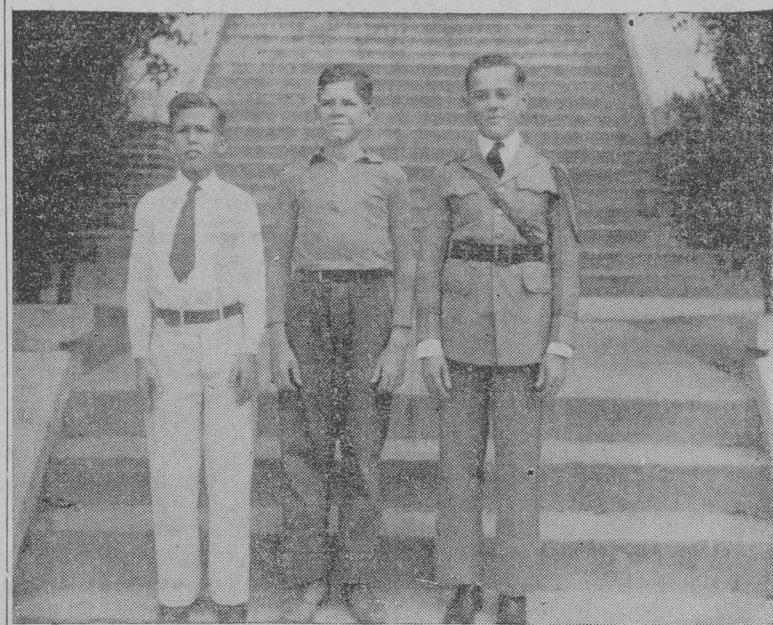
June 25, the second Texas student ever to win the honor of being called World's Champion Novice Typist.* Currie, a 15-year-old junior in the South San Antonio High School, after winning the Texas Interscholastic League Championship in May, made the trip to Chicago with his instructor, Mr. B. W. Quinn, and competed in the International Commercial School Contest, and captured world honors there, by writing 73 words per minute with only 9 errors.

Currie came up through county, district, and regional Interscholastic League meets to win State Meet; after which funds were raised in San Antonio and South San Antonio to send him with his teacher to Chicago to participate in the International Commercial Schools Contests.

While in Chicago they were treated royally. Wallace met Albert Tangora, Cortez Peters and many other outstanding people in the typewriting profession. Wallace is taking second year typing this year and hopes to return to Chicago this coming June and take the world amateur record in that event.

*The first Texas Interscholastic League typist to win this distinction was Mary Lou Burger of Abilene High School in 1934.

Champion "Number Sense" In 1937 Falls Co. Meet



MARLIN Elementary School has won the "Number Sense" contest nine times in a row. The above picture was made available for publication here through the courtesy of the Marlin "Democrat" and the engraver, Roy Eddins.

Left to Right—Warren Wolff, John Peevey and Jack Owen. The team, coached by Mrs. A. C. Dunn, made the highest score ever made in the county. Jack Owen won high score of the three and was awarded the B. C. Bratton Memorial Prize, a memorial to B. C., Jr., who was an outstanding member of his team in other days.

EDITOR'S WELCOME

Erath County Meet Gets Editorial Handshake from County Seat Paper

THE Empire-Tribune, of Stephenville, welcomed the League meet in Erath County last spring with an editorial, as follows:

"Stephenville will be host this week-end to the schools of Erath County, providing facilities and entertainment for the annual Interscholastic League Meet. In the past it has been one of the biggest days in the year, especially from the standpoint of the large crowds brought together. Every person in the county, with few possible exceptions, has some interest in the outcome of the various events because of the fact that they have children participating in them. That situation is one that is desirable from every angle for when there is concern over the welfare of our schools and churches we can rest assured that everything else will be provided for in regular order.

"The county meet is something that any person can become enthusiastic about. It is an affair that should have the support and interest of every person in Stephenville—and it undoubtedly will. However, we have often wondered if the average citizen gave it sufficient thought to bring about the true realization of its value. Spend a few of your moments with these students for a first-hand observation of what is being done in the way of promoting better manhood in the minds of the ones participating. One visit will bring a desire to make another.

"Congratulations and we well wishes to the officers and students forming the Interscholastic League are in order—and are hereby gladly extended."

Rhythm Band: Lower Grades Extracurricular Activity

(By Mrs. Kate Causseaux)

THE human interest in music is as old as the race. The Chinese, Hindus and other oriental peoples long ago recognized its influence on the mind and human conduct. Confucius claimed that he could tell whether or not a nation was well governed by hearing its music.

The interest of the savage was manifested in rhythmic response, such as swaying the body, nodding the head, or beating with sticks. Very small children respond rhythmically to most all stimuli. The savage made his own instruments for his performance. The first record I find of instruments in the rhythm band shows that the children were taught to make them. Satis N. Coleman realized the rhythmic response and creative desires of children and taught her class to make their own instru-

(See—RHYTHM BAND—P. 4)

TEXAS DELEGATES ATTEND MEETING

Student Government Associations of South Held in Knoxville, Tenn.

(By Dorothy Wooten Jones, Highland Park High School, Dallas)

TEXAS delegates to the sixth annual convention of the Southern Association of Student Government, held at Knoxville High School, Knoxville, Tenn., October 15, 16, returned proudly home bearing the announcement that the seventh annual convention would be held in Texas. North Dallas High School of Dallas will be the official host, but all Texas will join in welcoming delegates from the States of the South. At the recent convention every southern State was represented with the exception of Florida, there being about 250 delegates present.

As host, North Dallas will also fill the office of secretary-treasurer. Little Rock, Arkansas, will provide the president; Danville, Kentucky, the vice-president; and University High School of Lexington, Kentucky, the editor of the Journal. Mr. Charles Allen, of Little Rock, Arkansas, was re-elected sponsor of the Association.

Business meetings and election of officers were interrupted by an interesting trip to Norris Dam Friday afternoon and a banquet and dance Friday night. There was an atmosphere of friendly informality that one should expect at a

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ments, among these were the percussion.

Began in 1918 From this notable beginning in 1918 the value of this training has spread until today we have rhythm bands in practically all schools of any size in our country. Many rural schools are keeping pace with the larger ones. I have examined the course of study from large schools in various sections of the United States and find that they have well organized plans for rhythm bands.

The percussion instruments are used in this work. They include such instruments as the triangle and bar, tamborine, drum, rhythm sticks, sleigh bells, cymbal, snare boy and as many others as the size of the band may require. These instruments are struck and as each child develops the rhythmic sense he becomes able to play the instruments.

The general objective in training

(See—RHYTHM BAND—P. 4)

DON'T FORGET TO REPORT OFFICERS

Promptly Place County Organizations on League Mailing List

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 the names and addresses are reported. In addition to those appearing in the October LEAGUER, the following county organizations have been reported:

Angelina County Director General, Howard Walker, Lufkin; Debate, Y. L. Hinson, Lufkin; Declamation, A. S. Kay, Pollok; Extemporaneous Speech, M. E. Stanfield, Huntington; Spelling, Reginald Mayberry, Lufkin; Ready Writers, Mazie Pass, Zavalla; Athletics, Abe Martin, Lufkin; Music Memory, Fannie Maroney, Lufkin; Rural Schools, J. F. Burris, Huntington; Arithmetic, Lillian Massey, Diboll; Picture Memory, Mrs. Mary Ross, Lufkin; Choral Singing, L. C. Billingsley, Lufkin; Story-telling, Mrs. Lilla Modisette, Lufkin; One-Act Play, Miss Lessie Carlisle, Huntington.

Archer County (Rural)

Director General, H. C. Jordan, One Declamation, J. M. Roswell, Olney; Spelling, Vera Pickard, Archer City; Athletics, Lloyd Gilley, Olney; Ready Writers, Ella Howard, Mankins; Choral Singing, Alea Stucky, Anawson; Picture Memory, M. G. P. Hardgrove, Mankins; Arithmetic, A. A. Daniel, Dundee; Story-telling, Mrs. Robert H. Copeland, Olney; Playgroup, Ball, R. O. Medlin, Antelope; Basketball, Robert H. Copeland, Olney; Tennis, F. Garvey, Rt. 2, Olney; Volleyball, Maud Hubbard, Olney.

Bexar County (Independent)

Director General, W. B. Connell, 2 Montrose, San Antonio; Debate, E. Wyatt, 219 W. Commerce, San Antonio; Declamation, Mrs. Jo Hill, Edison High School, San Antonio; Extemporaneous Speech, Emma G. Williams, South San Antonio High School; Spelling, Mrs. J. W. Speiser, Alamo Heights High School; Ready Writers, Ready Writers, Mrs. Lawrence Ely, Harlandale High School, San Antonio; Athletics, Joe Ward, Edinburg High School, San Antonio; Music Memory, Mrs. L. Turner, Harlandale High School, San Antonio; Girls' Art, Nance, Leon Valley School, San Antonio; One-Act Play, Jack Hill, Alamo Heights High School, San Antonio; Typewriting, B. W. Quinn, South San Antonio High School; Story-telling, Mrs. Fanny Clark.

(See COUNTY OFFICERS P. 4)

Relation of Good Grades To Later Success in Life

(By Edw. Lee Bailey, Vocation Agriculture, Alpine)

IT is not unusual for us to hear that it is relatively unimportant that good grades be made in school, because, we hear, there are many instances where former "A" students are working for a boss that never went to school at all or who made "C's" while he was in school.

Yet this is the exception rather than the rule and today educators are facing the problem of killing the effects of such propaganda cultivated in the minds of youngsters. Looking at the findings of the late Dr. H. Y. Benedict, President of the University of Texas, we can form some rather definite conclusions as to the relationship between good grades in school and success in later life.

He discovered that one-half of the people considered prominent in the United States were college graduates; one-third of the remaining half attended college, and only a ninth quit school without common education. Only two-ninths of those considered prominent quit school in the seventh grade or below.

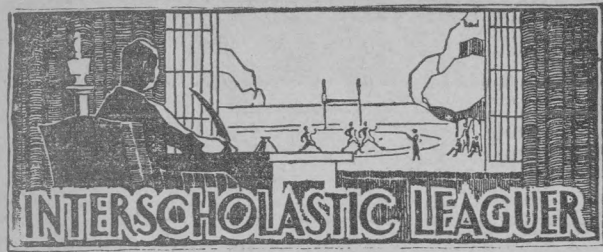
Good students in high school usually made good students in college or in later life. Poor students in most cases make a complete failure in after life.

Benedict listed the qualities that go to make success in life as (1) mental capacity, (2) reliability, (3) diligence, (4) ambition, (5) courage, (6) ability to get along with others, and (7) good health. Boys and girls who make good grades ordinarily have five of these seven qualities, he declared.

The Texas educator added weight to his statements by measuring success in life by the relationship between high marks in college and membership in Phi Beta Kappa and being listed in "Who's Who in America." Benedict found that Phi Beta Kappa graduates (the upper 6 per cent of their class) at The University of Texas are getting into "Who's Who in America" about four times as rapidly as those in the lower five-sixths of their class.

Over the entire United States

(See—GOOD GRADES—Page 4)



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Editor: ROY BEDICHEK

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Vol. XXI NOVEMBER, 1937 No. 3

A FEW copies of the program of the last State Meet (1937) with all results published therein are still available at the League Office free for the asking. No more than one copy sent to any one address. The offer is good only as long as the present supply lasts.

BETS on high-school football games have curious results. For instance, note the bet quite usual that one team won't score. This has been known, so we are informed, to cause a coach to hold back first-string men and so overwork the second string. Betting and drinking at school games should be discouraged by every means within the power of the school authorities.

HUNGRY school children is something we don't like to think about, and yet the teacher often faces undernourished children in her classroom. One home economics teacher told us a few weeks ago that a health survey of her class showed nine cases of early rickets. Rickets, of course, is due to malnutrition, and the ailment is found usually among the poor. Some schools help solve this problem through the school cafeteria. A curious instance of school sport's imingement on this situation came before us the other day. A very kindly superintendent was distressed that a number of his football players seemed to give out in the second half of the game. On investigation, he found that the boys were of getting enough to eat. It seems that the home "eco" department was just at that time experimenting with feeding undernourished children, and he wanted to know if it would be against the "amateur" rule to include a few of the football players in the group being experimented upon. We told him we thought such experiment in behalf of science could hardly be called into question even by such a hard-boiled agency as the League rules and enforcement machinery.

HOMONYM trouble is again inflicting the users of the spelling list. No attempt is made in the list to indicate any except the more obvious homonyms in the list itself. In another column of this issue appears a list which one spelling teacher prepared, and yet that is not exhaustive. It is a good project to assign a special committee of the spelling class. Let such a committee find words in the list whose pronunciation may be confused with other words. In the April issue of the LEAGUER, column 1, an account is published of how the spelling director of Limestone County solved the problem, so far as the county meet was concerned, by having the various spelling sponsors in the county submit lists made in their respective classes so that she might prepare a composite list for the whole county. This plan worked well, and is recommended to other county directors of spelling. The LEAGUER is open for publication of such lists. The search for homonyms, under proper direction, may be made an interesting and educational activity for the pupils. As an example of what is meant, the reader is referred to the excellent study of this matter by Miss Verna Smith, of Groves, in another column of this issue.

MANY "conservationists" had better be called "destructionists." The dear old "pelican" of the Texas coast is marked for slaughter by them on account of his purely supposititious appetite for game fish. In this connection the following item from *The Scientific Monthly* (New York) is apropos: Those who are advocating the extermination of the interesting pelicans because of their supposed destruction of fish might give heed to an Australian story that reads as if written for man's instruction. On certain Murray River swamps several species of cormorants used to swarm in thousands, but ruthless massacres, based on the supposition that cormorants were spoiling the fishing, reduced them to hundreds, but the fishing did not improve; it grew worse. It was then discovered that the cormorants fed largely upon crabs, eel, and certain other creatures which devour the spawn and young of the desirable fish. Thus the ignorant massacre of the cormorants made for the impoverishment, not for the improvement of the fishing. The obvious moral is that man should get at the facts of the web of life before, not after, he has recourse to drastic measures of interference." A study of the food of the pelican would make an interesting study for nature clubs in schools of the Texas coast region.

DEBATE sponsors, at least the wide-awake ones, are scanning the Texas newspapers these days for material both affirmative and negative. The one-house legislature is becoming a question of practical politics in this State at this time. Lines are being drawn very sharply, and even that almost mythical thing called "the people" is beginning to stir in its usual soporific manner and inquire what all this fuss is about. In their study of press opinion, alert sponsors are turning to that most valuable part of some papers, "letters from readers." It's curious that this column, properly edited, contains some of the worst as well as some of the best suggestions that appear in the papers. Editorial expressions on public questions are often dictated by the "policy of the paper," a sort of hazy and still very powerful influence that is often hard to get at. But in the "reader's column" most papers allow a stimulating freedom of expression. Debating squads should be encouraged to keep scrapbooks of clippings from current newspapers on the pros and cons of the one-house legislature. Not only will the pupils get some valuable points,

but will thus acquire the habit of reading newspapers intelligently and appraising the relative value of the items so gathered.

COUNTY officers often overlook their best friends in arranging and conducting the county meet—that is, the local press. Always glad to help, and with an especially kindly feeling for all school enterprises, the local press is of invaluable aid. However, the editor is usually a busy man, and he cannot be expected to spend a great deal of time digging up information to publish, until, of course, the meet is on and it becomes a matter of "spot" news. It is long before the meet that the local papers can put in an oar and are nearly always ready to do so. When the county committee meets to consider the county League affairs, it is well to furnish the local papers with a short account of what is actually done. Individual schools will find the local paper hospitable to items concerning preparations which are being made for the school's participation in the meet. Sometimes an explanation to the editor of just what the ideals and accomplishments of the League are will move him to write an editorial on the work it is doing or attempting to do. This does not mean that a high-powered publicity committee should be continually dogging the papers for space. A newspaper wants news, not propaganda or advertising. Space in a paper costs money and items furnished the press should have real news value, in other words, be profitable to the paper as well as to the schools.

WHAT a revolution in Education a little woman in Italy started in the first decade of the present century! Instead of placing the child in a grown-up environment and whipping and scolding the tiny tot for his inability to conform himself to it, she adopted the simple device of creating a child world in which the child might live and move and have its being, learning to adjust himself to it in a natural way. For a grown-up's chair, she substituted a child chair; for a screwed-down desk, a little, light movable table; for unbreakable ornaments, she substituted delicate, fragile, easily soiled and easily broken things. For a stern taskmaster as a teacher, she substituted a sympathetic adviser. And before she was through she had completely revolutionized the teaching of tiny tots. But that was not all. The commonsense method has slowly percolated upward through all education. The idea that President Bowman had in equipping his Cathedral University in Pittsburg, briefly—conference rooms instead of the old formal classroom—stems right back to the little lady in Italy. The method of adapting the physical environment to the child is taken up now on an extensive scale in the secondary schools of Holland. The whole extracurricular program in American schools is indebted to the same little lady in Italy, the adviser, the sponsor, the club in which the child's interest is taken into account, excursions, and all the rest. The only reason the physical environment of the curriculum has not yielded is purely financial. Mass education, such as we have in America, must be cheap education, and really, as everyone knows, it's cheap in more senses than one. We knew a freakish old mathematics professor in The University of Texas back in the nineties who got just half of this idea. He had a number of unruly sons who insisted on throwing plates across the room, and smashing up fragile things generally just to hear the racket. He felt that suppression by force was wrong, and therefore allowed it to proceed unrebuked. To save expense, however, he substituted unbreakable tableware, mostly tin, which was perhaps, the worst thing he could have done. How was the child to be taught to use civilized tableware without ever coming in contact with it? He should have increased its fragility not its durability, and given each child a personal stake and therefore a personal pride in cups, saucers, and plates. But that was before the days of Maria Montessori.

GENERAL PROGRAM

TEXAS HEALTH AND PHYSICAL EDUCATION ASSOCIATION

(All meetings at Rice Institute, South Main St., Houston)

Friday, Nov. 26, 8:30 a.m.—12:00

Coffee and Doughnut Half-hour—Corridor, Physics Building.
Building Constructively for Children's Camps—
Eunice Aden, Director, Camp Kiva, Medina Lake.

Pioneering in Recreation—
Houston Crump, State Superintendent of Recreation, W.P.A.,
San Antonio.

Athletic Activities for Girls in the Interscholastic League of Texas—
Lucille Douglass, Director, Physical Education, Baylor University.

Value of the Intramural Activities in the Physical Education Program—
Berry Whitaker, Director, Intramural Ath., The University of Texas.

Business of the Association.

Why a Corrective Program in the Public Schools?—
Clara Rausch, Assistant Professor of Physical Education, University of Nebraska; Visiting Professor, Physical Training for Women, The University of Texas.

Three Ways of Including Health Instruction in the Curriculum—
Fannie Shaw, Secretary, School Health Education, National Tuberculosis Association, New York City.

Resume: Advance of Women Through the Ages—
James Houlose, M.D., Health Service Department, Long Beach Public Schools, California.

Reports of Interrelated Organizations on Present Aims: Texas Coaches Association, L. C. Wood, President, Cameron Recreation, Southwest Association, Corinne Fonde, Director of Recreation, City Department, Houston.

Southwest Student Health Association, Jessie Herrick, M.D., Health Service, Texas State College for Women, Denton.

Luncheon—12:30-2:00

Ye Old College Inn, 6545 S. Main

Introduction of Officers, Former Presidents, Interrelated Organization Presidents.

Roman Holidays or Physical Education?—
Harry C. McKown, Ph.D., Educator, Author, from Illinois.

Mental Hygiene Challenge to School Administrators—
James Houlose, M.D., Health Service Department, Long Beach, California.

Boll Weevils in Physical Education—
Harry Scott, Ph.D., Professor of Physical Education, The Rice Institute, Houston.

A Superintendent's Candid Opinion—
J. M. Hodges, Official Representative of Superintendents' Division, Tyler.

Section Programs—2:30-4:00

Physics Building

Elementary, High School, and College.

All Sections Program—4:00

Physics Building

The Educational Value of Athletics—
D. X. Bible, Director of Athletics, The University of Texas.



Picture Memory
The first edition of the picture memory test-sheet omitted "Russian" from the list of nationalities. There is one Russian picture among the selections. In order to be logical, since this year a Mexican picture has been introduced, we drop the word "American" to designated artists of the United States, and substitute for "American" which would logically include "Mexican" and insert the words "United States" in its stead.

Choral Singing, Rule 7
Eliminate sentence beginning "The teacher of each choir," etc., to harmonize with last paragraph of rule which prescribes a pupil-director.

Typing and Shorthand
Typing and shorthand rules have been revised since the issuance of the 1936-37 Constitution and Rules and are now issued in separate pamphlet form. This revision is official and supplants pp. 62-66 of the Constitution and Rules, and is sent free on request.

Spelling List
"Garret," page 7, column 2, current Spelling List is misprinted. Observe Instruction 3, page 42, of the Constitution and Rules in this connection.

Music Memory Rules, p. 46
Eliminate from list of selections "Dost Thou Know that Sweet Land" and "Land of Hope and Glory."

Art. VIII, Sec. 13
In last clause "(2)" read "high-class" for "accredited" school.

Debate Question
Attention has been called to omission of formal statement of the debate query in the Debate Bulletin. The title of the bulletin: "Texas Legislature: one house or two," states the query. The formal statement of the same is given, however, in the usual place, page 29, Constitution and Rules, as follows: "Resolved, That Texas Should Adopt a One-House Legislature."



THE "NEW" PICTURES

NEW pictures are like new friends. No matter how much we treasure old associations we welcome new acquaintances and find ourselves alert to discover their charms, hoping that the new ones will prove their worth.

This year our Picture Memory list includes paintings of comparatively recent creation which have lately been published for the first time in the "Junior" size. As each artist brings to our attention some new idea in painting, it is interesting for us to compare his work with something which has gone before in order that we may note the changes that progress has brought.

Two Little Girls
In this connection we find it interesting to compare "Age of Innocence" by Reynolds with "Mexican Child" by Rivera. Each picture is a painting of a little girl seated. In each case the dress covers the figure and tiny bare feet peep out from under the hem of the skirt. Reynolds' child is the personification of daintiness and Rivera's painting shows the opposite qualities, yet the same grace and charm permeate both.

In "American Gothic" Grant Wood has lost none of the dignity and reserve that is present in Italian masterpieces of the Gothic period, yet the subject is entirely different. We are astounded at a humorous idea presented in such a dignified manner.

Certain periods in art produced painters of animals but these usually dealt with domestic animals or with wild animals in their natural environment, while Curry in "Elephants" has captured for us the atmosphere of the circus so that we feel again the same delight and wonder that we experienced when as little children we first beheld the amazing wild animals in captivity. The powerful but friendly beasts invite us to again walk over the sawdust strewn ground under the "big top" and thrill once more with excitement at the wonderful sights to be seen there.

Changes in Structure
Changes of structure as well as changes in subject matter are to be noted. In a number of the new pictures we notice a tendency to place the horizon high in the composition. "Cornfields in Provence," "Farmyard Scene," and "Russian

Winter" are evidence of this. The last mentioned picture shows no sky at all. Such an arrangement adds to the possibility of expressing greater distance than is convenient with a lower horizon.

There are three possibilities for placing the emphasis in a composition. These are the sky, the horizon and the ground. The artist is likely to choose only one of these sections for the placing of the center of interest. If he wishes to use figures, houses, trees, or other objects associated with the earth, the larger area of the picture will be taken up with the ground. If he wishes to make a composition of clouds, tall trees or tall buildings there will be little ground and much sky. The modern artists seem bolder in using extreme arrangements than was the case with the old masters. The children in your grade will be interested in checking all the pictures in the contest in order to note the position of the horizon in each.

Trace Tendencies
All of the pictures that are new to the contest this year are not new to the world. Some of them are chosen from the old masters and from new publications of old masters' work. As we study the pictures let us notice the date of the painting and try to discover what old tendencies are being carried over into modern painting and also how many entirely new ideas are being introduced.



Texas high-school papers have launched into a most successful year, if we may judge by reports from the members of the Interscholastic League Press Conference. There seems to be a new vigor stirring to life in the lively field of high-school journalism.

The *Sunset Stamped* reports a sale of 1,263 copies of its first issue, the highest sale on record for that paper. The *Woodrow Wilson News* reports a sell-out of its first issue and a demand for more copies. Similar reports have been heard from most of our member papers.

New Ideas Abound
Not only in circulation but also in ideas Texas school papers are alive this fall. Here are a few ideas that have come to our notice.

The *Technician*, of San Antonio, has launched an ambitious and worthy enterprise with the publication of a monthly pictorial supplement of eight pages. The pages reflect in clear-cut pictures the interesting student activities of the school. If you haven't seen a copy of the supplement, be sure to get one, for this is one of the most worth-while developments in school journalism.

The *Davis Dispatch*, of Houston, is conducting a contest which will run in each of five issues. A cartoon is printed in each issue which contains a number of errors; the student who finds the greatest number of errors and submits his list first to the newspaper office gets a prize of \$3. Second prize is \$1.50.

The *Dispatch* appropriately dedicates its first issue to Mrs. Clio Newton, who for many years was sponsor of the paper. We, too, join the staff in an expression of appreciation for the work of Mrs. Newton. She has been a faithful and intelligent worker in lifting the standards of high-school journalism in Texas.

Clinic Held

High-school journalists and sponsors in West Texas have abundant energy. Under the leadership of Mrs. Ross Ayers, sponsor of the Lubbock *Westerner World*, delegates from many papers in West Texas assembled in Lubbock, November 12 and 13, for the first meeting of the West Texas Scholastic Press Clinic. The purpose of the meeting is to discuss the good points and faults of the papers to work toward the mutual improvement of all of them.

It gives me great pleasure to see the friendship and spirit of interest in the welfare of all that is demonstrated by such meetings as this. In many fields of scholastic activity rivalry has incited hatred between schools, quarrels, and disputes; in journalism no such feeling has ever existed, and I hope that it never will. We move forward most rapidly when we realize that we as journalists are comrades working together for a common cause: service to the high-school students of Texas.

We have received a number of letters from editors asking whether or not we preferred the "streamlined" form of headlines and make-up. Let us make clear at once that the excellence of the headline rather than its form determines which is the better head. In Interscholastic

League circles we do not give preference to either form over the other.

New Heads Increase

The rigid-count head has the advantage of presenting, ordinarily, a more neatly balanced appearance to the page; students trained to write such heads are generally better prepared for work on a professional paper.

On the other hand teachers have found that the "ragged-edge" or "streamline" form of head saves considerable time on the part of staff members and permits the headline writer enough freedom to express more accurately what he wishes to say.

A number of Texas school papers have appeared this year with a streamlined headline schedule. Some of these which have come to our attention are as follows: *The Bonhi*, the *Dalhart Hi-Times*; in Dallas, *The Acorn*, *The Sunset Stamped*, *The Woodrow Wilson News*, and *The Forest Echo*; in Fort Worth, *The Jacket Journal* and *The Lariat*; Glade-water, *Bear Facts*; Greenville, *Hi Flash*; in Houston, *The Lamar Lancer*, *The Davis Dispatch*, and the *Austin High Round Up*; Lubbock, *Westerner World*; San Antonio, *Jefferson Declaration*, and the *Terrell Hi-Life*. There are others, too, I am sure.

One of the most worth-while activities a staff could undertake is attendance at the annual fall meeting of the Texas High School Press Association, now sponsored by the Texas State College for Women at Denton. The convention will be held at the college, December 10 and 11. Why not attend?

Mendez Marks, president this year of the I. L. P. C., is active in his job as editor of *The Jefferson Declaration*. If you attended the I. L. P. C. convention last spring, you are sure to remember Mendez as one of the outstanding figures of the convention.

PAPER, ASSEMBLY USEFUL AGENCIES

Mrs. E. A. Savage, Beaumont, Opens Second Session of Conference

(Minutes by Dorothy Wooten Jones)

THE second session of the First Annual League Conference on Extracurricular activities convened May 8, and the Leader, Dr. Fretwell, presented the following thesis for discussion:

VI
It must be recognized that such school agencies as the assembly and the school newspaper, or other school publications, have an important part in developing an informed and intelligent public opinion as a basis for pupil participation in school government.

The discussion was introduced by Mrs. E. A. Savage, Beaumont High School.

Assembly committee: Four faculty members, as music and dramatics directors, tentatively plan the thirty-six assemblies for the year at the beginning of the year. Each assembly then becomes the further responsibility of organizations, home rooms, etc. Assemblies are never over 40 minutes in length. The success of any extracurricular program depends to a marked degree on an intelligent publicity program. Lack of understanding on the part of faculty, pupils, or public is commonest cause of failure. Publicity is a valuable tool for shaping public opinion.

VII

The council engages in a great variety of activities. However, a newly established council should deal with problems of school welfare that are of immediate importance, fairly simple, objective, and easily understood.

School began with a catalog of "Don'ts," as follows:
(1) Don't consider the council a time-saver. (2) Don't pass buck to council. (3) Don't use "student-government" or "control." (Suggestion: "Associated Student Assembly.") (4) Don't be jealous of initiative, powers, prerogatives. (5) Don't oversell.

The following "Do's" are useful:
(1) Have simple organization to begin with. (2) Make up mind to be diplomatic. (3) Be patient. (4) Be frank, as to why and how. (5) Work with superintendent who will "sell" the school board. (6) Sell the faculty (if you can).

Results: (1) More influence of wholesome nature. (2) More loyal student body. (3) More congenial feelings. (4) Closer contacts with all concerned with school life. Functions: (1) Study parliamentary procedure. (2) Conduct safety week. (3) Community Chest. (4) Ushers. (5) Boosters. (6) Afternoon tea dances.

VIII

In the beginning, at least, the council should not deal with problems of school discipline. Discussion was led by Miss

Josephine Linn, Victoria High School.

Limited time kept Miss Linn from developing her subject as she had planned. She defined discipline in the old sense of the term and in the new, showing how direction and guidance through natural and genuine interests eliminates the problem of discipline although the development of self-discipline is still a primary aim.

IX
All school clubs should be chartered by the council.

Discussion introduced by Mr. R. B. Reed, Alamo Heights, San Antonio.

The granting of charters indicates the establishment of certain standards, the various organizations being required thereby to state their aims and functions to be passed on by a dignified central organization. The principal should, of course, have final say as to whether a club deserves chartering. The council prepares students for life situations by having them face or meet similar situations in school life.

Mr. Reed commented on the effective actual study of the philosophy of education has on a faculty. Understanding, gained through proper education, eliminates problems or at least helps solve them.

X

A council has a reasonably favorable chance for success in a school already well organized. A council will probably fail in a poorly organized school. The council is one means of enabling pupils to learn the relation of privilege and responsibility. It is fundamentally educative. If the idea is to get some one thing done and done quickly, benevolent paternalism or a dictatorship is more effective.

Discussion introduced by Mr. R. C. Lee, Principal Junior High School, Henderson.

If we are to train or develop students in certain lines, we must first prove the effectiveness of such qualities as we strive to develop by practicing them ourselves. Students should scarcely be expected to demonstrate efficiency and skill in organization if they do not see around them an organization working smoothly because of intelligent planning and cooperation. More concretely, a council, demanding from its very nature, a school situation behind it wherein the various forces cooperate and work together, cannot function in a loose, unsympathetic organization.

We should keep uppermost at all times in our minds and in the minds of the students the fundamental principle that all privilege entails equal responsibility. The council is not a society functioning for the purpose of helping an over-worked office solely, but to develop in the student certain qualities that will make him a better person all his life. As far as efficiency is concerned alone, benevolent paternalism or a dictatorship gets the job done more quickly, perhaps for the very reason that they do not consider the human problems. They, moreover, breed revolution and dissatisfaction.

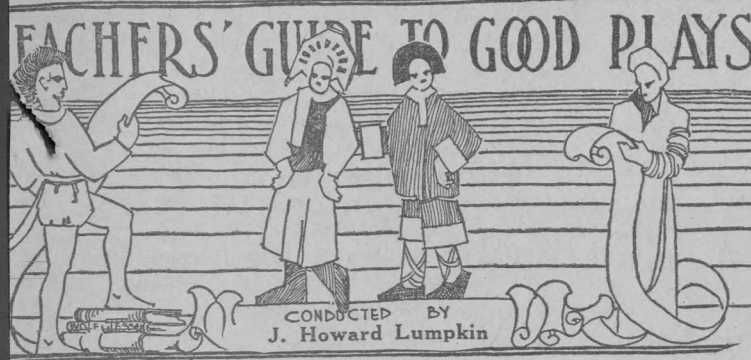
The report of the Conference will be continued in the next issue of the LEAGUER. Previous installments appeared in September and October issues.

Why Do Birds Migrate

UP TO the present it has been generally believed that temperature is the prime factor in the migration of birds. But Doctor William Rowan, Professor of Zoology at the University of Alberta, recently announced, after much experimentation, that light plays a particularly important role in this connection. The length of the day has an undeniable effect on the internal secretions of the reproductive organs of birds, as Doctor Rowan proved by the following method:

He constructed two cages for the tiny migratory birds. For five minutes each night one of them was illuminated with artificial light, while the other remained dark. Towards Christmas the birds in the first cage were singing gaily at a temperature of 30 degrees above zero, and their reproductive organs were in the same condition as they usually were much later in spring. In the second cage this condition was not present.

On being liberated, the birds in the first cage flew away, while the others didn't move. Dr. Rowan repeated the same experiment with crows. Five hundred crows were placed in an enclosure lighted during the night. They were marked on the tail with a yellow paint for purposes of identification. Released in November, these birds did not take their usual southerly course, but, on the contrary, flew northwards. Some were seen nearly three hundred miles north of Edmonton. Those who had not been submitted to the light treatment were found more than a thousand miles south of Edmonton. The reproductive organs of those who had headed north were in their spring-season state. From this we may conclude that the migration of birds is influenced by the functioning of their pituitary glands and their hormones.—From *Vu et Lu*, Paris.



CONDUCTED BY J. Howard Lumpkin

TEACHERS' GUIDE TO GOOD PLAYS

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

mile for the Lady, by Jean Lee Latham. Dramatic Publishing Company. 35c. Royalty \$10.

Comedy, 1 act, 2m3w, int., modern costumes, 30 min. Jimmy and Cynthia, head-strong young moderns, have quarreled over their little daughter's manners. Cynthia is smitten with her friend Kay's whimsy of Patty. Jimmy likes the way she is. So Cynthia decides to take Patty and go to live with Kay in town until Patty can be taught how to behave. But before Kay can get Cynthia away, Ma takes a hand—and when Ma utters her wits to work on a problem, usually turns out for the best of all concerned. This play is a sequel to "The Blue Teapot," having four of the same characters. A comedy that everyone will enjoy.

Master Patelin, Solicitor, translated by Barrett H. Clark. Samuel French. 35c. Non-royalty.

Farce, 3 acts, 7m2w, ext., int., medieval costumes, about 1 1/2 hrs. Master Patelin is a clever lawyer who is expert at criminal dealings. He is not only a lawyer but a tailor give not only a lawyer but a tailor give not only a lawyer but a tailor give

Under One Top, by Raymond F. Gosworth. Samuel French. 35c. Royalty \$5.00.

Farce, 1 act, 3m1w, ext., int., modern costumes, 30 min. A clever farce that is "different." Offers excellent opportunities in acting as well as good entertainment. Two wretched barkers fight a battle of words for the hand of Maris, the Electrical Girl, one of the attractions in the show. They both love Maris, but she is unable to choose between them. To settle the question, Maris suggests that they spool against each other for her favor. However, while they spool, Maris slips away with her real choice, the Contortionist.

Almost Trouble, by L. Irving Dunn. Fitzgerald Publishing Company. 30c. Non-royalty.

Farce, 1 act, 2m2w, int., modern costumes, about 25 min. A riotous farce that ought to bring any audience into the aisles. The movement of the play will have much to do with its success in performance. High-school students will enjoy doing it.

A Fair of Dishonor, by Percival Wilde. Walter H. Baker Company. 35c. Write Publisher.

Satiric comedy, 1 act, 5m, int., modern costumes, 25 min. A social satire that adults will enjoy. One, Victor Lamb, dies suddenly, leaving behind his "Intimate Memorabilia" which tell too much about the private lives of his friends. All the guests have assembled at Mr. Symington's house, each desiring to kill the other to save his public honor. The fact that the whole affair ends up in a bridge game forms an entertaining play.

of Weidersohn, by Sada Cowan. Samuel French. 35c. Non-royalty.

Drama, 1 act, 4m2w, int., modern costumes, about 30 min. A play possessing dramatic qualities dealing with a current theme—the Nazi question. Four young parts, adult. Good opportunity for characterization. The plot is a dynamic and sympathetic treatment of the Jewish question in Germany. Would hold the interest of any audience.

unt Caroline's Pearls, by Lida Larrimore. Penn Publishing Company. 25c. Non-royalty.

Comedy, 1 act, 2m1w, int., modern costumes, 25 min. A modern comedy dealing with the problem of the girl's father. A lovely farce adds to the spirit of the play. The part of the lovers might be difficult for high-school students to do convincingly. It will depend on the students. Otherwise it is splendid high-school play.

ardell vs. Pickwick, by John Hollingshead. Walter H. Baker Company. 25c. Non-royalty.

Farce, 1 act, 13m3w, int., costumes, 30 min. A dramatization of a trial scene from Pickwick. A very amusing sketch that high-school students will particularly enjoy doing. Broad characterization—excellent experience in acting. Could be quite effectively tied with an English project in Dickens. Large cast and as many traits as desired. Excellent school entertainment.

the Bed of Petunias, by Jean Lee Latham. Dramatic Publishing Company. 35c. Royalty \$10 and \$5.

Comedy, 1 act, 2m2w, int., modern costumes, 25 min. These same characters may be found in two of Latham's former plays, "The Blue Teapot" and "Smile for the Lady." These three plays would make a splendid evening of one act. The plays are intensely loved. Jimmy and Cynthia have been married six months, and he still refuses to be fed scientifically. It looks like six months of marriage

TIME-LIMIT ON BORROWED PLAYS

Director of Drama Loan Service Asks Rules Be Strictly Observed

(By J. Howard Lumpkin, Director of Speech Activities)

THE Drama Loan Service is maintained by the Interscholastic League in cooperation with the Extension Loan Library as a convenient aid to schools, clubs and community theaters in selecting their plays for production.

The plays, comprising a large collection, are donations from the various play publishers. Plays circulated through this service are for reading purposes only. The library has been built upon the belief that the reader will make his selection from a group of plays sent him, and will order his copies from the play publisher. This, in turn, will repay the publishers for their donations of plays which were given for the convenience of the readers.

Plays are loaned for one week and the time cannot be renewed. No person will receive more plays than he can read in that length of time.

At times we have felt, with the publishers, that our readers have abused their privileges. Plays have been kept overtime, when there were others wanting them. Directors are further reminded that the borrowing of a play does not grant any privileges to copy any part of that play. These plays are strictly the property of the publishers and any violator of the copyright laws subjects himself to prosecution.

We have a number of new plays added to the library since September. Many are excellent contest material. We shall be glad to forward a group for reading to any school upon request.

Boa and Cox, by John Madison Morton. Walter H. Baker or Samuel French. 25c. Non-royalty.

Farce, 1 act, 2m1w, int., costumed or modern dress, 35 min. A farce of rare entertainment. First performed at the Olympic Theater, London, 1847. Boys could take all parts, if necessary. The plot hinges on the fact that Mrs. Bouncer has rented the same room to two men, one to use it by day, the other by night. Her efforts to keep them apart and the resulting tangle are the quintessence of the ludicrous.

Doctors All, by M. Jagendorf. Samuel French. 35c. Royalty \$5.

Farce, 1 act, 5m1w, int., costumed, 30 min. A broad farce that will have a definite appeal to all young people producing a play. It will be a delight to anyone from junior high school age on up. Easily staged. The story tells what happened one day when a miserly doctor left his two starving servants at home. They decide to impersonate the doctor, and in this way gain money for food. A parody on the doctor's treatment, and after a comic examination, they pretend to cure him, much at the expense of the baker.

Eighty Acres of Love, by Mary Huron Blair. Dramatic Publishing Company. 35c. Non-royalty.

Comedy, 1 act, 4m2w, int., modern dress, 25 min. A play with a sympathetic understanding of farm life and problems in our present day. Two swindlers try to buy eighty acres of Grandpa's land. His mind isn't as clear as it was when he was younger and he thinks his land will be taken from him for taxes if he doesn't sell. But Grandpa finds a way to save the eighty acres and to save Mary's shattered romance to go with it.

The Man Who Forgot Christmas, by Anne Coulter Martens. Dramatic Publishing Company. 35c. Non-royalty.

Christmas play, 3 scenes, 7m10w, 2 int., modern and costumed, 45 min. A fine play for 3 men, 5 women, 5 girls, and 4 boys. The play possesses good drama as well as a good story. Opportunity for good characterization. Fine for schools, clubs, or churches. Easily staged. John Barrister has not been home for thirty years. In fact, he has managed to forget nearly all family ties—because he wanted to. But an old family album re-awakens his memory and he lives again a life worth the effort.

Revolt of the Morons, by Edward Schoening. Samuel French. 35c. Royalty \$5.

Farce, 1 act, 3m1w, int., modern dress or costume, 25 min. A very funny play that is up to the minute in its technique. King Gustav, Princess Catherine, and the Prime Minister are watching the progress of the revolution. The king is unsuccessful in rounding up his forces to stop it. The play is treated in a farcical manner, and is filled with sparkling satire on modern kings, dictators, and revolutions.

Sunset Becomes Rhythm, by John Houston. Row, Peterson. 50c. Non-royalty.

Comedy, 1 act, 2m2w, int., modern dress, 30 min. A thoroughly entertaining farce on patrons of modern art. A sequel to the farce "Sunset by Slantsky." Excellent high-school material, though bordering the subtle. Would be enjoyed by any American audience.

Protective Equipment Essential

Ankles should be wrapped each day and adequate protective equipment—such as head guards, shoulder pads, hip pads and thigh guards provided for all competition. No player should be allowed to go into either practice or games without the best helmet he can get, fitted to his head and he should not be permitted to hurl it to the side lines as a gesture of bravado as is often done during games with the idea of attracting a little attention from the grandstand.—The Coach, October-November, 1937.

Two Gentlemen of the Bench, by McDonald and O'Dwyer. Row, Peterson & Company. 50c. Non-royalty.

Comedy, 1 act, 2m2w, int., modern dress, about 25 min. An amusing comedy with a surprise ending. There are two straight roles and two character. All are very good parts. The situations in this play should make any audience laugh. Students will get a great kick out of it as well as adults.

The Shepherd's Star, by Janet K. Smith. Row, Peterson. 75c. Royalty \$10 and \$5.

Nativity play, 7 scenes, int. and ext., costumes, 1 1/2 hrs. A well written pageant in seven scenes with practically every production problem worked out in the script.

PROGRAM OF TEXAS SPEECH ASSOCIATION FIFTEENTH ANNUAL CONVENTION

November 26, 27, 1937 Headquarters, Bridge Lounge, Lamar Hotel HOUSTON, TEXAS

Thursday Evening 6:00—*Executive Committee Dinner, Bridge Lounge, Lamar Hotel.

Friday Morning 7:30—Interscholastic League Breakfast. 9:00—Registration—Emory Horger, Executive Secretary. 9:30—Opening Session—Presiding, Sara Lowrey, President. 9:40—"The Texas School of the Air"—T. H. Shelby, Dean Extension Department, Texas University.

10:10—Radio Speech: College—Yetta Mitchell, Waxahachie. High School—Helen Margaret Hanchey, Kerrville. 10:30—Creative Dramatics—Katherine Fullingim, Austin. 10:50—Dramatics in a Penthouse Theater—J. Howard Lumpkin, Austin.

11:20—Costuming—"Dolls of the Nation"—Lillie V. Lillard, Stephenville.

Friday Afternoon Joint session with Speech Section of Texas State Teachers Association. 2:00—Presiding, John N. Watson, Wichita Falls. 2:05—Address—Speech Training for All Texas Children, W. A. Stigler, Director, Curriculum Division State Department of Education, Austin, Texas.

2:45—"Speech Units for Junior High School"—Florine Fox, Waco. 3:00—Open Forum—John W. Brandstetter, Houston. 3:20—Choral Reading—Lecture and Demonstration—Empress Young Zedler, Luling. 3:40—Business Session—Sara Lowrey, Presiding. Report of Executive Secretary—Emory Horger. Report of Historian and Editor—Minnie Laura Blundell. Election of Officers.

6:00*—Dinner: Warwick Hotel, Presentation of Some Texas Poets, Chairman, Florence Horton, Pasadena.

Saturday Morning 9:00—Presiding, Mrs. Lydia Stark, Vice-President, El Paso. 9:15—The Speech Teacher and Interscholastic League Activities, Roy Bedichek. 9:30—"Speech Activities from the Extra-Curricular Angle"—Harry C. McKown, Ph.D. 10:20—Speech Clinics—J. H. Bunch, New London. 10:40—Speech Correction (Lecture and Demonstration)—Margaret Cooper, Littlefield. 12:00—"Luncheon—Costumed Readings of Browning's Dramatic Monologues—Oma Frances Dickerson, Radio Station WACO.

The chairman is requested to see that each speaker takes no more time than that allotted.

*Reservations: Interscholastic League Breakfast, 75c; Speech Association Dinner, \$1.25; Speech Association Luncheon, \$1.25.

SPEECH TEACHERS PLAN CONVENTION

President Outlines Features of Forthcoming Houston Session

(By Sara Lowrey, President Texas Speech Association, Chairman Speech Section, Texas State Teachers Association)

ALL directors of speech activities in the Interscholastic League, teachers of speech in studio, high school, and college, and the public in general are cordially invited to acquaint themselves with the ideals and purposes of the Speech Association of Texas and the Speech Section of the State Teachers Association.

Headquarters The headquarters for those interested in speech activities will be the Bridge Lounge, Lamar Hotel, Houston, during the three-day convention of the Texas State Teachers Association, November 25, 26, 27. We cordially urge your attendance at the meetings which are designed to give instruction, incentive for finer work, and the opportunity to associate with those who are working in your own field.

You will note that the program this year emphasizes Radio Speech, Creative Dramatics, Speech Integration for the Public Schools, Choral Reading, Speech Correction, and Interscholastic League Activities. Those participating on the program are seeking a fresh approach to these old yet ever new problems of speech education. Surely these programs will prove stimulating to every teacher who hears them.

Social Features The social occasions including the Interscholastic League breakfast, Speech Association dinner, and luncheon, will prove pleasantly informing and inspiring. The breakfast emphasizes extracurricular activities under the able leadership of Dr. Harry C. McKown. At the dinner on Friday evening Texas poets will be presented in readings from their own work. The lovely spirit of Judd Mortimer Lewis, first Poet-Laureate of Texas, will permeate the atmosphere. Of no less interest will be the contributions by Mrs. Lucille Goodlett, Sunshine Dickinson Ryman, Ida Bassett Botts, and Naid Key.

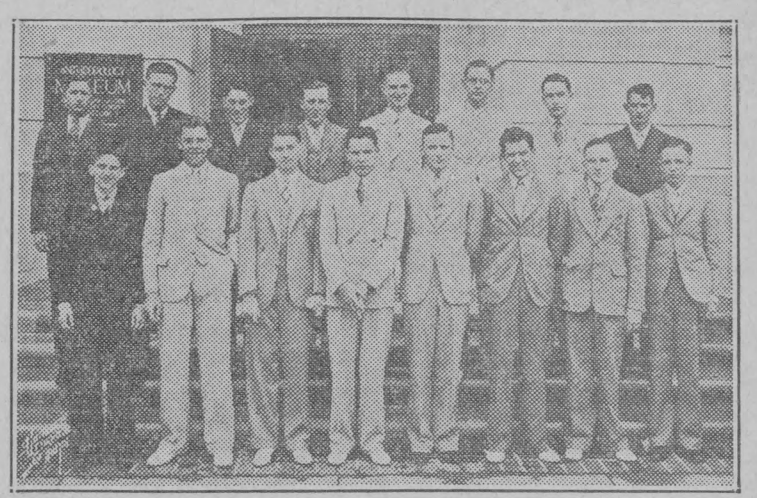
The luncheon program includes delightful contributions from the allied arts of song and dance. In addition to this we witness an original approach to Browning's dramatic monologues when Miss Oma Frances Dickerson, from the staff of Radio Station WACO, gives her costumed impersonations of the Women of Browning's Dramatic Monologues. Miss Dickerson has presented this program in Waco six times and to an increasingly packed house each time. The staging of poetry offers unique and intriguing possibilities to those who are not afraid to follow the creative dictates of their own imaginations.

Surely every teacher of any phase of speech is interested in sharing these new, these old, these vital experiences. Of no less value is the contribution each one can make to the success of the endeavor of those who have promoted the work thus far. The association needs enthusiastic new members as well as the faithful old ones. May we count on your support?

Build and Defend Very often you not only have to know the objections of the opposition and the answers you will give, but you may need to carry the process further and determine the possible objections to your answer. The process of building and defending a point becomes almost endless, when you try to consider an answer to your objection and your reply to it and the task becomes too heavy for the debater and the director alike. Rebuttal work, however, does call for a thorough analysis and evaluation of the various arguments, in order to avoid the "Tis-Tisn't" type of refutation. The debate director is invaluable at this stage of the debate work, because he can assist the debater in the interesting though sometimes tedious task of studying each point and working out a card for each possible answer of the argument. It must be noted, however, that the preparation advocated in the foregoing does not mean that the director or the debater must write out and memorize a group of set answers for each contention.

Memorizing a Bad Practice Memorizing set answers should be condemned most severely for numerous and obvious reasons. Such a "trick" is not only useless and futile, but often the use of

Debate Group Assembled 1936 State Tournament



THE picture from which the above cut was made was taken in front of Waggener Hall just before the first round of the Twenty-sixth Annual State Meet of the University Interscholastic League. These sixteen youths had survived county, district, and regional eliminations. Nine hundred and eighty-two teams participated in the series of eliminations that year.

THE DEBATE FORUM THOMAS A. ROUSSE Associate Professor of Public Speaking, The University of Texas

IN VIEW of the fact that many coaches and debaters have expressed themselves in favor of holding a debate institute in Austin, we are contemplating such an event to be held the second week-end in January.

This will not be a tournament in the strict sense of the word. An attempt will be made to have outstanding authorities address the visiting high-school debaters and debate directors on Bicameralism and Unicameralism. There will also be a debate between two University of Texas teams on the question plus a series of three rounds of debates between high-school debaters. The purpose of the institute is to give the debaters an opportunity to increase their background and attain an intelligent view of the Unicameral question. If you are interested in a program of this kind don't you please drop us a line to that effect? Our plan calls for at least two addresses from outstanding authorities plus a series of debates on the question.

Anticipate Objections In the October issue of the LEAGUER we discussed briefly the problem of building a constructive case for the affirmative and negative. When, and if, the debater has finished his constructive argument, he should examine the "case" from the point of view of the opposition. If you have six points, let us say, for the Need, your problem now is to examine each contention and anticipate the possible answer or answers that the opposition might give to your argument. If, for example, one of your points under the Need is that there is much Lobbying under the Bicameral system, what argument may your opponent advance against this contention? The negative may maintain that Lobbying will exist under the Unicameral system, or that Lobbying can be better controlled under a two-house body rather than under a unicameral group. What is your answer, or defense to each of the foregoing contentions? The successful debater anticipates the objections of his opponent and prepares his facts and authorities to meet each objection. If you have developed each point carefully, your defense of that point should follow the general scheme used in building the case. Each objection to your case should be noted on a separate card and an answer to that objection should be prepared in outline form.

Build and Defend Very often you not only have to know the objections of the opposition and the answers you will give, but you may need to carry the process further and determine the possible objections to your answer. The process of building and defending a point becomes almost endless, when you try to consider an answer to your objection and your reply to it and the task becomes too heavy for the debater and the director alike. Rebuttal work, however, does call for a thorough analysis and evaluation of the various arguments, in order to avoid the "Tis-Tisn't" type of refutation. The debate director is invaluable at this stage of the debate work, because he can assist the debater in the interesting though sometimes tedious task of studying each point and working out a card for each possible answer of the argument. It must be noted, however, that the preparation advocated in the foregoing does not mean that the director or the debater must write out and memorize a group of set answers for each contention.

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LONG WORKOUTS CAUSE INJURIES

Bad Equipment Also Responsible for Many Football Casualties

(By J. Howard Lumpkin, Director of Speech Activities)

DRAMATICS is the only working medium through which the adolescent may be introduced to and in which he may participate in some of the actual intellectual problems and emotional experiences of adult living. And the wonderful part of it all is that this medium is under the guidance and direction of an adult. This alone should insure a place for dramatics in the high-school curriculum as well as a place in extracurricular activities. The art of living can be taught in a dramatic class!

The contest play is an important factor in the life of the school and its students. But it has never been able to ascend to its rightful place in the life of the school due partly to the promiscuity with which many high-school directors choose plays. Now I don't claim to know all the answers, but I do believe that this phase of dramatic production in the schools has not received its proper emphasis.

Psychology of the Adolescent Plays should be chosen with the students in mind who are to produce the play. The young student is emotionally immature. There are some emotional reactions that he cannot convincingly create, because he has not reached a period in living where he is called upon to create them. It should also be borne in mind that his attitude toward life is more idealistic than realistic. He is continually saying in his conversation "when I grow up," and "when I go out into life"—never realizing that he is living now, interestingly and excitingly, even though there are some experiences he has not had.

The high-school student possesses a natural love for action—broad action—lots of action. He is at his greatest ease when moving. The young student does not appreciate too much subtlety and restraint. His living up to now has made no demand for these qualities. As the adolescent grows into a college student subtlety and restraint weave themselves gradually into his life. The foregoing are factors about the high-school student that we, as directors, cannot change—we, therefore, must work with them.

Vicarious Experience Vicarious experience is substituted experience. It is an essential element in the educational growth of the adolescent student. Vicarious experience in dramatics, as I understand it, is that experience which a student has not actually lived in his own life, but which is an integral part of life that he

Director Outlines Pointers On Choice of Contest Play

(By J. Howard Lumpkin, Director of Speech Activities)

will meet at some future period. On the stage he creates that experience in an imaginary life situation and deals with it accordingly. In this we have the basis for drama. The student's vicarious experience might be divided into three phases, dramatically speaking:

(1) His emotional experience. The emotional experience demanded within the play chosen should be of that type which the student is capable of living vicariously in the situations of the play. These emotions must be within his comprehension; they must be simple and elemental; they must be associated with characters with whom the younger generation can sympathize; they must be aroused by situations they can understand.

(2) His intellectual experience. The play chosen should be within the intellectual range of the student and within his grasp. The mental processes of the characters in the play should be simple and direct rather than complex. Teach the student through this vicarious experience to get the thrill of doing well the things he is capable of doing now. This is the most direct training I know toward a well-adjusted adult of the future.

(3) His social experience. The adolescent is a hero-worshipper. Every young person places himself in the role of a hero, at some time in his imaginary living, where he receives the praise and admiration of his fellowmen. Every boy and girl wants to be the hero and heroine of the play. It's as elemental as it is true. But they must learn that everybody can't be the hero and that the hero isn't the only important or necessary person in life—that everyone has his moment. His success is not judged by the length of that moment, but by the way he handles it—whether it be on the stage or in his everyday living. The adolescent must learn that it is necessary for him to get along with his associates—that all is a process of give and accept. The play chosen should offer the student vicarious experience in his proper social relationships.

Play Standards There should be a standard for choosing plays beneath which no director should allow himself to stoop. But we directors must first get together and determine such an educational standard and pledge ourselves not to depart from it. (The Speech Association meeting in Houston might be a good time for us to get together.) Look at what the public school music teachers have done. Their standard of music is far above our standard of plays. And yet they work with the very same students that we do! They work in the very same schools that we do! They work for the very same superintendents and school boards that we do! They

For Program 19th Annual League Breakfast and Section Meeting Rice Hotel, Houston Nov. 26, 7:30 a.m. See October Issue of Leaguer, Page 1

