



Alliterative Allegations

THE Leaguer had the following forecast on football results in his district from Humorist Bonner Frizzell of Palestine, dated November 17:

*Bum prediction.—Euros.

We think the "Sample Test Service" in Picture Memory excellent. During the past three years we used it we haven't lost a county contest.—L. G. Kammerdiener, Perrin.

AS USUAL Menard High School is making early preparations for the Interscholastic League events and we find students already reporting for debate, both boys and girls. Superintendent Parker who has charge of the debate teams says that though six boys are ready to go into practice only three girls have so far shown any interest at all.

18 Sponsors Have Charge Of McAllen League Work

DIRECTORS for eighteen Interscholastic League events in which McAllen schools take part were announced recently by Superintendent John H. Gregory, who made the appointments at faculty meeting.

Appointments include John Ross, arithmetic director; Miss Anne Bartless, essay writing; Miss Irene Haralson, spelling; Miss Lois Hones, music memory; Miss Mary Elise Beasley, picture memory; Mrs. Howard Massey, typing and shorthand; Carl Cameron, wild flowers; Miss Ethel Myers, storytelling.

Clark Seay, boys' playground ball; Maco Stewart, track; Miss Eula Lay Mohle, girls' athletics; Dan Steakley, both tennis and extemporaneous speaking; Miss Lucy Richards, declamation; Malvin Montgomery, debate and journalism; and the director for junior choral singing remains to be selected.—Hartlingen Herald.

Clarksville Also Sponsors to direct Clarksville high school entrants in their preparations of the annual Interscholastic League meet to be held next spring have been announced by Principal D. M. Tate.

The coaches, Mr. Tate said, would devote two periods each week to advising all students desiring to enter the meet for about a month's time, after which the most likely candidates will be retained for further instructions. Eliminations to determine the representative of the school will then be held a few days before the meet.

Faculty members who will serve as coaches were listed as follows: Debate, Miss Victoria Wischkamper. Declamation, Miss Georgia Swann Van Dyke. Extemporaneous speaking, Miss Van Dyke. Ready Writers, Miss Lillie Branson. Spelling, Miss Frances Yager. One-Act Play, Miss Ruth Marable. Typewriting, T. G. Upchurch. Shorthand, Mr. Upchurch. Tennis, Miss Faye Thompson. Volleyball, Miss Marie Dueschle. Playground ball: girls, Miss Thompson. Playground ball: boys, Drew Ellis. Junior and Senior track, Mr. Ellis and Tom O'Neil.—Clarksville Times.

McKown Scores Hit at 19th Breakfast-Section Meeting

Extracurricular Activities Proves Popular Subject Drawing Large Audience of Superintendents, Principals and Teachers

(By B. M. Dinsmore, Secretary)

MINUTES of the Nineteenth Annual Interscholastic League Breakfast and Section Meeting held in the Banquet Room 1 on the Mezzanine Floor of the Rice Hotel, Houston, Texas, November 26, 1937, at 7:30 A.M.:

Dean T. H. Shelby, Division of Extension, The University of Texas, presided over the meeting. After the breakfast, Dean Shelby introduced L. L. Wilkes, Superintendent, Hubbard, Texas, who presented Dr. Harry C. McKown to the assembly. Dr. McKown spoke on the subject, "Some Prophecies Concerning Extracurricular Activities." His address was a great treat to those present. The consensus of opinion of those who have been attending the Interscholastic League Breakfast meetings each Thanksgiving was that Dr. McKown's address was the cleverest and the most beneficial and instructive of all the League breakfast addresses that it had been their pleasure to enjoy.

After the address, Dean Shelby invited those who might wish to take up some of the Interscholastic League rules and regulations for discussion to assemble in an adjoining room. There seemed to be such splendid harmony in League activities that no one desired to hold such a meeting.

Dorothy Wooten Jones' Report Reporter for the occasion was Dorothy Wooten Jones, Highland Park High School. Her report follows:

Introduced by Mr. L. L. Wilkes, superintendent of the schools at Hubbard, Texas, Dr. H. C. McKown, guest speaker during the Nineteenth Annual Interscholastic League Meetings, November 26-27, in Houston, described the present status of extracurricular activities, summed up current criticisms of them, and made a number of

(See—McKown—Page 4)

Hartley-Dallam Merger Of League Meets Is Proposed

DIRECTOR GENERAL of the Dallam County Interscholastic League, R. A. McCollum, recently called a meeting in Dalhart to organize the league meet for next spring, and at the same time suggested that the Dallam and Hartley counties league meets be combined.

"Many believe," he said, "that more interest would be created and contestants would derive more benefit from league work." In Dallam County only Dalhart and Texline compete in the high school division of the league, and in Hartley County only Channing and Hartley. The combination would permit these four to compete together and similarly would permit the Hartley and Channing ward schools, which under the present system, can compete only against each other, to compete also with the Texline ward, and the North, South and Kella Hill wards in Dalhart, he pointed out.—Amarillo News.

Discussion Choral Contest Rules Continues Unabated

(By C. G. Rankin, Principal of Close City School, Post, Route 2)

WE WONDER why those who are so bitter against the use of the "obsolescent" Victrola in starting the choral contest did not discover years ago that the Victrola was "obsolescent equipment?" It is being used and has been used for years in Music Memory. Yet we never heard any complaint about it being "obsolescent equipment," or about "playing into the hands of those who sell phonograph records at exorbitant prices." Many of the complainers spend many dollars for equipment that is useless that the League program is over with. We wonder why some "City Superintendent" doesn't raise his voice in protest because over 75 per cent of the schools with less than eight teachers can not enter Music Memory because they can

San Angelo High School Has Debate Squad of 19

NINETEEN students, thirteen boys and six girls, at the high school this month joined thousands of Texas youths in an extensive study of the one-house Legislature plan, the subject of Interscholastic League debates next spring.

The first preliminary debate of the current season, one of a large number scheduled before the district meet here in April, was held recently and Miss Arrie Barrett, coach, reported the debaters were "much farther progressed than at this time last year."

In the no-decision debate, Walter Ward and John Martin defended the negative side of the question and J. D. Flanagan and Craddock Ulmer upheld the affirmative. One hour each week is being devoted to the study of the unicameral system of legislation. Next semester more time will be devoted to the work, Miss Barrett pointed out.

The Interscholastic League has distributed a manual on the subject to high schools in the State. This and other authoritative literature is being used by debaters in preparation for the district contests.

In Miss Barrett's debating class are Era Bell, John and Bill Davenport, Flanagan, Jess Lambert, Bob Goff, Norma Jo Green, Duane Haley, Viola Heam, Eldora Hermit, Travis Henderson, Norma Joe Kleitche, Lovella McClure, Martin, Gerry Phillips, Otto Scherz, Ulmer, Ward, Betty Ruth Walker, John Harper.

The only experienced debater on the squad this year is John Davenport, alternate for last year's boys' team in Abilene. Ward, a transfer from Slaton, has experience in representing that school. Last spring the girls' combination was defeated in the finals of the district session here.—San Angelo Standard.

LEADER TALKS ON CONFERENCE WORK

Dr. Fretwell Discusses Various Points Raised in First Session

(Minutes by Dorothy Wooten Jones)

A DIGEST of several of the discussions at the First Annual League Conference on Extracurricular Activities has been presented in foregoing issues of the LEAGUER. Excerpts from Dr. Fretwell's comments on the same follow:

The barometer of the success of the Council: Is the home room representative to the Council a two-way channel? Fundamental of democracy: Pot must boil from the bottom, not from the top.

The discussion of any phase of pupil participation in school government carried on in the home room should be reported to the Council and any discussion carried on or decision made in the Council should be reported in the home room.

The principal and the sponsor: The sponsor should be the coach—one who guides and directs but does not actually play or plan any more than a football coach does. The principal is the architect responsible for the construction after long term planning. Should not "take what the cat brings in." Silent influence is possible. (There is no such thing as "authority," except in quotation marks.)

Home room: Home room teacher should be a specialist in preventive medicine. Teacher's job: To teach pupils to help each other.

Tutorial system offers great possibilities: select specialists in various courses and get them to help students deficient in those courses. The student who is tremendously interested in physics, for instance,

(Continued from Page 1)

COACH URGES NEW BASKETBALL PLAN

Contends Present Arrangement Permits Too Many Games.

(By M. O. Woolam, Coach Bradshaw High School)

FOOTBALL in the League is gaining more popularity from year to year, but what has become of our basketball?

The larger part of the football season is spent in League competition. Each team playing about ten games each. Each game counting toward a final goal, championship. Through this method quite a bit of interest arises which we all enjoy.

Why can't we organize our high school basketball similar to league football? As I see it, basketball in the average small high school is little above failure.* The coach will start basketball as soon as school opens in September and plays an unlimited number of games during the year. Beginning in the early fall may be all right, but we allow too many games to be played. I realize that in order for my team to have an equal showing with other teams in the county tournament, we must play a game after game for four to six months. Therefore, I, as well as other coaches, will play too many games during the year for the good of the boys' health, school work, and other social activities.

Yes, I say health because a night of basketball means short hours of rest which results in too great nerve-strain. Why can't we limit the number of games each team is allowed to play in what we would call pre-season games? In December when the basketball season opens, each team should start playing its season schedule, each game counting toward county championship. Don't you believe we would have more interest if we got away from the county tournament idea and play high school basketball as we play high school football? Write your conviction on this matter to the LEAGUER.

*Editor's Note—Many will dispute this statement.

Wells Named Chairman Of Extracurricular Committee

THE committee authorized at the first annual Extracurricular Conference meeting in Austin during the State Meet of the Interscholastic League last May was appointed by Dean T. H. Shelby, Chairman of the Conference, met in Houston November 26. The following members of the committee were present: T. Q. Srygley, Port Arthur; George H. Wells, Austin; Mrs. Tunis Grimes, Highland Park, Dallas; Miss Josephine Linn, Victoria.

Meeting with the committee were Dean T. H. Shelby, Dean of Extension, The University of Texas; Dr. Harry C. McKown, Gilson, Illinois; and Roy Bedichek, Director, Bureau of Public School Extracurricular Activities, Extension Division, The University of Texas.

The committee organized, electing George H. Wells, Principal of the Austin High School, Chairman.

The committee discussed at length the advisability of calling a conference of student leaders in student council work in Texas high schools, but agreed that such a conference had best be deferred until a later date. A motion was carried authorizing the calling of another extracurricular conference similar to the one held last spring during the State Meet of the League in 1938, and directing the establishment of regional conferences as rapidly as practicable in Interscholastic League regional and district centers.

Reat Boys Appear to Have Smile That Won't Come Off



Dan Grover D.

TWO BROTHERS, Grover D. Reat, age 11, and Dan Reat, age 10, did their bit for Yarellton School by winning two first places each in the Interscholastic League of Milan County. Teamed together in spelling for sixth and seventh grades the boys made grades of 100 and 99, respectively. On the same day Dan won first in junior boys declamation. Not to be outdone, Grover D. came back the next day to win a first place in arithmetic along with his team mate, who was Doris Lee Pagle.

These boys are the sons of Mr. and Mrs. G. D. Reat of Yarellton, Texas, where Mr. Reat is the principal of the school.

Because the country has confused making a good living with making a good life, the educational system has devoted itself to preparing the next generation to make a good living.—Robt. M. Hutchins.

Teacher's Pay

One-fourth of the teachers in the United States are forced to feed, shelter and clothe themselves and their families on \$2 a day or less.

Nearly half of the adults in the United States have not finished elementary school. College graduates number but 3 per cent of the country's adult population. No education facilities whatever are provided for some 2,750,000 children in the United States—Millicent J. Taylor.

P.T.A. PAYS 70 LEAGUE FEES

THE October business session of the James Bowie Parent Teacher Association of Texarkana (Texas) was held at the school building with 28 members present. Mrs. Marvin Poer, president, presided. It was decided to donate money for Interscholastic League fees for all schools in the system. Mrs. Irby, the superintendent, announced that money for 70 paid memberships had been sent to the State office, thereby insuring the receipt of 70 Leaguer subscriptions.—Texarkana Gazette.

Three-R Contestants Group Assembled 1936 State Meet



Front Row left to right: Irene Ricks, Virla Barnes, Naidene May, Mattie Wallace, Lucile Coleman, Oma Lee Whitfield, Daphne Williams, Ethel Wilma Sparks. Middle Row: Mary Martin, George Ruppert, Mary Lou Melver, Glen Rose Jamison, Mary Nell Rose, Edna Mays Clift, Dorothy Arnold, Dorothy Blancett, Todd Barney Castle. Back Row: Nettie Lee Baxley, Evelyn Fry, Gwendolyn Coutts, Marguerite Etter, Angelina Jentech, Lometa Brewster, Maudie Dennison, Ruby Logenby, Raymond Wright.

*Non-contestant, name unknown, inserted by the photographer to make the picture balance.

School Made Starting-Place For Democracy by Educators

WHILE orators warn against dictatorships abroad, educators, meeting at Northwestern University, early last summer, in a conference for School Administrators, are taking their stand against petty dictatorships in many superintendents' offices of the American school system and pointing the way to democracy in this small unit of public administration.

While they sight a trend away from "benevolent despotism" in progressive public school systems, they are not hesitating to declare that in many schools neither teachers, parents, nor pupils have any voice in planning policies which concern them all, and that as a result autocracy is accepted.

Opposes Dictatorships

If schools are needed in a democracy, democracy is also essential in schools, speakers pointed out. Leading the discussion was Columbia University's authority, Dr. William H. Kilpatrick. He opposed dictatorship by superintendents or other administrative officers on both moral and educational grounds. If teachers and all groups in the community are not invited to take part in discussion of educational policies, they are being deprived of rightful educational experiences and the schools are losing much wisdom they might draw upon, he held.

Other speakers took up his argument. "The planning of the school program is a community problem," declared Dr. J. R. McGaughy, of Columbia University, chairman of the round-table discussion group that met after Dr. Kilpatrick had spoken. "We should call in parents, teachers, and children and hear

(See—Democracy—Page 4)

Alpine Teacher Tells How He Combats the Cigarette Evil

(By Edward Lee Bailey, Vocational Agriculture Teacher, Alpine Public Schools)

ACCORDING to C. M. Whitlow, Colorado Teachers College, in an article in the Texas Outlook of January 1933, the tobacco evil is gaining rapidly as it attacks us at our most vital point, the school age child. In a survey made of a typical Rocky Mountain city school with an enrollment of 750 pupils in the high school grades, he found that 21 per cent of the boys and 4 per cent of the girls smoke habitually; 44 per cent of the boys and 29 per cent of the girls smoke occasionally; 35 per cent of the boys never smoke; 73 per cent of the boys and 76 per cent of the girls believe that smoking is harmful to a high school pupil; and

75 per cent of the boys and 59 per cent of the girls believe that girls have as much right as boys to smoke. Why Do They Smoke? The conviction that smoking is harmful seems to be rather prevalent. Then why will one partake of a thing known to be harmful? There are many reasons for the answer that must be given to this query. In the first place, human nature is such that we must be continually led and admonished to do what we know we should do. This was as true in the days when Moses was a leader of the Children of Israel, as it was with Adam and Eve in the Garden of Eden; or as it is in this present day and time. Human nature has not changed though the temptations which may cause people to fall and are more numerous and alluring than ever before in the history of the world. Then, too, children and adolescents are encouraged in so many ways to smoke and discouraged, if at all,

(See—Cigarette—Page 4)

150 COUNTIES ARE IN LINE; WAKE UP!

League Mailing List of County Officers Lengthens, But Not Complete

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

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

In addition to those appearing in the October and November LEAGUER, the following county organizations have been reported:

Anderson County Director General, Bonnar Friswell; Debate, Debat, Don E. Matthews, Blount; Declamation, R. M. Wedgeworth, Frankston; Extemporaneous Speech, Julian E. Greer, Elkhart; Spelling, Mrs. Zelma A. Brown, Rt. 4, Palestine; Ready Writers, Mrs. Jewell Gibson, Conway; Athletics, J. R. Yeager, Neches; Music Memory, Kathleen Cook, Montalba; Arithmetic, Nelson O. Long, Rt. 1, Elkhart; Picture Memory, Pauline Huffman, Palestine; One-Act Play, Helia Hancock, Tennessee Colony.

Archer County (Independent) Director General, E. W. Cullers, Mesquite; Debate, Damon Smart, Holliday; Declamation, G. C. Harrison, Geraldine; Extemporaneous Speech, W. S. Thomas, Holliday; Spelling, Mary Helen Mitchell, Archer City; Ready Writers, Leah Hays, Megargel; Athletics, J. B. Bishop, Megargel; Music Memory, Grace Bradshaw, Geraldine; Picture Memory, Mrs. E. W. Cullers, Megargel; Rhythm Band, Frances Williamson, Holliday; Art, Myrtice Paffy, Mesquite.

Atascosa County (Rural) Director General, Stanley Coughran, Coughran; Declamation, Gladys Burmester, Pleasanton; Spelling, Mrs. Mabel E. Brite, Pleasanton; Ready Writers, Rita Brite, Pleasanton; Athletics, Howard Poth, McCoy; Music Memory, Stella Losano, Pleasanton; Story-Telling, Mrs. Debrahn E. Spiller, A. Cook; Picture Memory, Mrs. E. W. Cullers, Cooper, Jourdanon; Picture Memory, Dorothy Thurmond, Jourdanon; Arithmetic, Quincey Schmitt, Pleasanton.

Austin County Director General, W. J. Wasieck, Wallis; Debate, Lamar Baker, Sealy; Declamation, Frances Rogers, Wallis; Extemporaneous Speech, Charles C. Spry, Wallis; Ready Writers, Cas Spry, Wallis; Spelling, Mrs. Lillie Preibsch, Sealy; Ready Writers, B. J. Petrusak, Wallis; Picture Memory, L. L. Petrusak, Wallis; Arithmetic, Novella Watt, Bellville.

Baylor County Director General, J. F. Kemp, Seymour; Debate, Byron St. Clair, Seymour; Declamation, G. N. Merrill, Westover; Extemporaneous Speech, Charlotte Vaughn, Westover; Spelling, A. C. Currell, Rt. 1, Seymour; Ready Writers, Ruby Lee Ship, Seymour; Athletics, Maurice Orr, Seymour; Music Memory, Mrs. C. B. Shookley, Red Springs; Picture Memory, Cleo Hailey, Gores; Arithmetic, E. S. Burnett, Red Springs; Wild Flowers, Edna Spahr, Seymour; Three-Act Play, Frances Johnson, Seymour.

Brazos County Director General, Luther Pearson, Bryan; Debate, Clarice Matthews, Bryan; Declamation, Mrs. John E. Kelly, Kerten; Extemporaneous Speech, Paul Edga, A.M. Consolidated School, College Station; Spelling, Newman Powers, Edgett; Ready Writers, Carl Orr, Wheelock; Athletics, L. D. Robinson, Tabort; Music Memory, Mrs. Helen Kelly, Kerten; Picture Memory, Mrs. I. L. Yancy, Edgett; Arithmetic, D. C. Wiley, Milligan; Picture Memory, John See, Bryan; One-Act Play, Sam Greenlaw, Bryan; Story-Telling, Mrs. J. B. Kelly, Kerten.

(See—County Officers—Page 3)

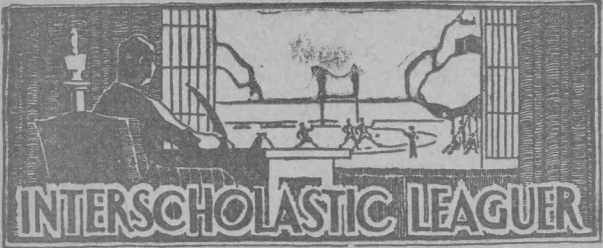
LATIN-AMERICAN

Nueces County Holds Interscholastic Meet for Mexican Schools

THE following account of the Spanish-American Interscholastic League meet in Nueces County, held last spring, appeared in the Robstown Record:

"In an effort to establish the proper contests among the various schools for students of the Latin-American extraction and thereby to foster a spirit of sportsmanship and friendly rivalry, there was organized in 1933 a county interscholastic league for Mexican students of Nueces County." Mr. Neville stated, in making the announcement for the meet. "The work closely approximates the activities of the American league and includes various literary and athletic events such as declamation, story-telling, music, volleyball, etc. This affords an excellent opportunity for those who are interested in the work being done by the Latin-American schools to observe the children in their various activities," Neville declared.

The officials of the meet extend to both the English and Spanish speaking citizens of the county a cordial invitation to attend. To provide further enjoyment for the participants and spectators and to raise funds for Bullard School of Robstown, the Mexican Parent-Teachers' Association will sell tamales, enchiladas and other Mexican food on the grounds. Those who cannot be present may wish to place orders for some of the food, which will be carefully prepared, with any teacher in the Bullard School, or with Lupe Lopez at Balzer's store.



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ROY BEDICHEK Editor

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ART APPRECIATION sponsors who do not read Miss Lowe's column in the LEAGUER are overlooking a most valuable aid. In the present issue, for illustration, she sets forth interesting and helpful suggestions concerning the order in which the present selections should be studied. She suggests a "seasonal" classification into which some pictures fit; and she points out, also, how some of the pictures now being studied may emphasize and reinforce certain social studies in the curriculum. Indeed, all of Miss Lowe's contributions seem to us quite worthwhile. If you have missed any number of the LEAGUER containing a "picture appreciation" article, we shall be glad to supply it free of charge.

WE WISH to call pointed attention to a review in this issue, under the department "Books and Magazines," of Professor W. P. Webb's new book, "Divided We Stand." Dr. R. H. Montgomery summarizes the whole thesis of the book admirably in about 800 words. Read the review and then turn to the book for the evidence upon which this thesis is built. It will prove to be an eye-opener. We've been told that the climate debilitates us, that the war exterminated our best blood lines, that we have the hook-worm, that malaria begins where the hook-worm leaves off, that we're lawless, etc., all in an endeavor to prove that our economic plight is natural, foreordained, and hence, God-approved. Dr. Webb unearths other plausible causes for the poverty of the people who inhabit the sections of this country in which Providence has chosen to place the richest natural resources. It's too late to open the eyes of the mature. Their thought-patterns are set and you may prove it to them today only to find that tomorrow the old explanations explain. Convince them on Monday, and on Tuesday you will find them of the same opinion still. But it's not too late to enlighten the present school generation. Hence, the school librarian should get this book, display it, make it available to the bright, prying, eager eyes of the young. What a great fire a little truth may kindle!

WE ARE accustomed to newspaper criticisms of the work of the Interscholastic League, especially of its enforcement of eligibility rules. This fall, however, we found an item reflecting on the menu advertised for the League Breakfast and Section Meeting held in the Rice Hotel, Houston. Some wag gave birth to the following:

The high cost of education isn't declining. The program for the Nineteenth Annual Interscholastic League meeting at Houston on November 26 carries the menu of its 75-cent breakfast. For the six bits the League will be served grapefruit, scrambled eggs and bacon, assorted bread, rolls, toast, marmalade and jam and coffee "with cream," the menu guarantees.

We don't know where it started, but once published it ran into several editions. Curiously enough, it touched us in a very sensitive spot. We have little pride, entirely too little, in the League's enforcement machinery, but when it comes to ordering a meal and chaffering with maitres d'hotel, we have a long career of gustatory triumphs of which any Minister of Intestinal Affairs, without portfolio, might point with pride. So, mindful of this wisecrack, we took occasion to interview several of the 250 guests after the meal was over, selecting only the more brutally frank specimens. We found palates conciliatory and stomachs appeased, as well as a definite intellectual elation stimulated by Dr. McKown's excellent address.

STATE sterilization is a topic of great interest to teachers, especially since it has escaped the region of mere academic discussion and has become a public question of grave importance. An editorial in the *Dallas News* expresses our opinion so much better than we could that we quote it here: "In abstract principle, sterilization seems not only unobjectionable but praiseworthy. The established fact of hereditary feeble-mindedness is obvious justification for preventing reproduction in kind. Hereditary criminality is doubtful, certainly has never been established. Many think of the state as a nonpartisan agency served by devoted employees whose reliability is not to be questioned. That the state falls far short of this conception is regrettably and provably true. No law authorizing sterilization should be enacted without safeguards that will prevent so far as is humanly possible (1) error and (2) injustice.

"Witness the charges made by former Congresswoman Kathryn O'Laughlin McCarthy that at the Kansas State Training School at Beloit sixty-two girls under 16 years of age had been sterilized against reproduction and that only a change of administration had prevented additions to the list. The official in charge when the operations took place said that girls were sterilized who were "obstrepous" or "fighters." It is difficult to accept as a disqualification for motherhood obstrepousness in an adolescent child or fighting spirit by no means strange to any indignant imprisoned animal, human or otherwise.

"The Beloit charges make out the case against official sterilization that is difficult to defend. Our best intentions and our best directed plans may be tragically misdirected by the human element in charge."



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 designate 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 misspelled. 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 "higher 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."



WHEN TO PRESENT THE PICTURES

(By Miss Florence Lowe, Head Art Department, Sam Houston State Teachers College)

TEACHERS frequently ask what plan should be followed in deciding when to present the pictures for the contests. They wish to know whether it is best to present all at one time or to distribute them throughout the year.

Probably no one organization will suit all conditions but the suggestion given here should help each teacher to discover a plan that will be suitable for his own needs.

Pictures mean more when each one is studied by itself or with a small number in its own class, which indicates that study throughout the year is better than trying to "crum" the whole set at one time. Much interest and value can be gained by relating the study as far as possible to other work of the school. There are many ways in which this can be done.

1. *In Relation to Social Science Study of Countries*.—Present day social science courses lead children into a study of people and customs of many lands. Some of the countries studied are those which have produced artists whose pictures are in our contest list. Such pictures are always welcomed as a part of the unit of study. For example, in connection with a study of Holland, the pictures produced by Dutch artists would be especially interesting. Study of this kind is helpful in fixing in mind the nationality of the artist as well as discovering national characteristics of painting.

2. *In Relation to Historic Sequences*.—Periods in history are reflected in the world's art. A study of pictures produced at a certain time helps to provide historic landmarks in the mind of the student. By this means the child is led to notice the influence of the times upon the type of painting produced. Searching through the set of pictures to find those painted by artists who lived at a period being studied is a profitable activity for the student.

3. *In Relation to the Seasons of the Year*.—The progress of the seasons brings fascinating opportuni-

ties for the study of pictures. In the autumn months such pictures as "The Mill Pond," "The Gleaners," "Cornfields in Provence" and "Farmyard Scene" are especially appropriate.

Christmas brings us the madonnas and other pictures dealing with the life of Christ. In January when the year is new and we are thinking in terms of the beginning of things, "Creation" would make an interesting study. "Russian Winter" and "The Apple Peeler" would also be suitable for the cold days. If a circus comes to town why not study "Elephants"?

For spring we have "On the River" and "Dance of the Nymphs." "The Last Supper" and "Christ at Emmaus" would fit in nicely at Easter time. For Mothers Day choose "Artists Mother" and "Artist and Daughter." The patriotic days are well represented by "The Alamo" and "Home of Washington" (Mount Vernon). Some of the statuary is also suitable at this time as well as at Thanksgiving when the pioneer and Indian themes are much in evidence.

With the first hint of summer pictures suggesting vacation time are of interest.

4. *Independent Study*.—Some of the pictures do not fit well into any of the above mentioned plans. It is just as well that all do not, because the child should learn that pictures have value in themselves outside their relationship to other fields and some should be studied in this way.

Just before the contests the teacher can profitably conduct a general review of the whole list in order to help organize and clarify the material previously studied.



TIMELINESS is probably the most important element of news value in the newspaper; yet many of our school papers ignore that element. Before me now is a school paper issued November 24. The six stories displayed on the top half of the front page concern events which took place on the following dates: November 7, November 14, November 11, October 30, November 4, and November 12. All of these events were so far gone as to be almost out of the reader's mind by the time the paper was issued.

To give the reader the impression that your paper is alive, emphasize timely news. Play up stories of important events which are to take place in the week after your paper is issued, and give good display to events which have just taken place. Events which are a week or ten days old should be subordinated, ordinarily, to more timely news. Why not get out the last two issues of your paper and check the stories for timeliness?

WHILE you are checking, you might as well check on this point, too: Count the number of paragraphs on the front page which begin with "The."

If you find many such paragraphs, the chances are that your stories make for slow reading because of a monotony of sentence structure.

Tests with eye-measuring machines have proved that the average person reads more quickly sentences beginning with nouns; proper names; and prepositional phrases, participial clauses, and other subordinate parts of speech than sentences beginning with "The," "A," "There," or "It." In this age we must write for the rapid reader. Do not eliminate all sentences beginning with these words; yet keep the number small.

The *Iraan Broadcaster*, now under the sponsorship of Elithe Hamilton Beal, announced in a recent issue the adoption of an unusual mascot for the school: a 1926 Model T Ford truck. The *Broadcaster* is conducting a contest for naming the truck.

The *Sanderson High Eagle News*, in the November 26 issue, carries two short features which are likely to stimulate reader interest: One is about the youngest student in high school, a thirteen-year-old girl. The other tells of some of the unusual nicknames that have been tagged on to students.

IF YOU get the *Austin Maroon* on exchange, look at the column "As the World Turns" on the editorial page. Each issue in this

column appears an article about current conditions in some foreign country, written by a local person who has been in that country recently. On the day the *Maroon* is distributed all teachers who have current events classes have the students in the class read that article and then discuss it. In addition to performing a valuable service to the school, the *Maroon* in publishing this column has developed an excellent means of promoting student interest in the paper.

SPONSORS of high school papers, because of the nature of their work, come in contact with all important school activities; therefore they are constantly being requested to take charge of important extracurricular activities. No exception to this rule is Mrs. Leah Heath, journalism instructor at Austin High School, El Paso. Mrs. Heath was placed in charge of the coronation of the football queen which was a feature of the Thanksgiving football activities of the school. We are sure she did a good job of the coronation, just as she does with her modern weekly paper.

WHAT are you going to do to make your Christmas edition one that the school will remember? Perhaps you may be able to use one or more of the following ideas:

To Encourage the Proper Christmas Spirit: Print an interview with the Salvation Army leader in your town, telling what material is needed and giving instructions as to what should be done with the material. Get a story which combines the Christmas charity projects of all the clubs in the school and encourage the adoption of such projects by other organizations. Emphasize by editorials and perhaps an interview that Christmas should be a time of worship as well as a time of fun.

Projects: Perhaps your paper could sponsor a project to award a prize for the best decorated classroom in the school, with the understanding that all of the decorations in all of the rooms shall be given to an orphan's home about four days before Christmas. English classes might be encouraged to participate in a contest for the best original Christmas poem. Use your originality to think up a project that will lead your school to unite in a project of real benefit to the community at this Christmas time.

Features: If any person in your town has been to the Holy Land, get an interview with him. Where firecrackers come from: consult reference works in the library on the making of firecrackers in China. Interview a number of students on the subject, "What Christmas present did you receive last Christmas which you valued most, and why?" Get brief statements on this subject: "What is the most important thing about Christmas?"; ask a lawyer, a doctor, a minister, a business man, and a teacher.

Enjoying a Smoke

HOW much smoking depends upon mental controls and attitudes was demonstrated in a very interesting experiment performed some years ago at the University of Wisconsin. The experimenter built a trick pipe which had in its bowl an electrical heating unit and an appliance for humidification. Thus it was possible for a person to puff on this pipe and "smoke" nothing but warm, moist air. The subjects were brought into a small room where one or two persons were smoking vigorously so that there was a healthy and full-bodied tobacco odor. Then they were blindfolded; and sometimes they were given a pipe with tobacco and sometimes the pipe with the heating and humidifying appliances; in each case they puffed for twenty minutes. The secret, of course, was never divulged; that is, they did not know there was even a chance of being fooled. And the result was most illuminating, not to say humorous. Out of a large number of subjects, not a single individual was able to tell when he was not smoking tobacco. The real smoke and the sham smoke were all the same to him. And this was true even of experienced smokers. In fact some of them would make a report somewhat as follows: "Today I came in wanting a smoke quite badly, and I enjoyed my twenty minutes very much." This was a response to sucking in and breathing out slightly modified atmosphere! Or again, the actual use of tobacco would be criticized as thin and unsatisfactory, and the subject would express just a shade of suspicion whether he had really been smoking at all.—James L. Mursell, Ph.D., in *Streamline Your Mind*, published by J. B. Lippincott Company, Philadelphia.

200 Giant Corporations
Throughout these three decades since the closing of the frontier the ownership and control of our industry was becoming ever more concentrated—in the Northeast. By 1930 two hundred giant corporations were exercising almost absolute control over the industrial life of the entire Nation. In fact these great sprawling fiefs of modern feudalism were changing the whole tenor of American life. The institutions of our frontier democracy took on new and strange forms. Our educational system, the role of government, the whole social fabric of our society were remade to serve the ends of a twentieth century feudal system.

This is the story told in simple and vigorous language by an historical scholar, skilled in his craft, and steeped in the material he handles. The result is one of the most exciting books of the decade.

R. H. Montgomery, Prof. of Economics, The University of Texas.
Nursery School and Parent Education, by Vera Fedayevsky, in collaboration with Patty Smith Hill, Professor Emeritus of



Divided We Stand: The Crisis of A Frontierless Democracy, by Walter Prescott Webb. (Farrar & Rinehart: New York. \$2.50.)

DOROTHY THOMPSON recently said: "The idea of true National unity, and true equality between the parts of the Union has not yet become a reality." Professor Webb proves the proposition.

With vigorous, bold strokes Professor Webb paints an arresting picture. From the Civil War to the great depression he shows how the industrial banking Northeast has extended and consolidated its domination over the economic life of the entire Nation. A robust industrialism growing ever stronger behind the sheltering walls of a protective tariff system, had already weighed the scales in favor of the Northeast. The Civil War, with its aftermath of billions in pensions for Union veterans (actual amount \$7,734,000,000), increased the disparity.

Tariff Walls
For a half century the Northeast held a commanding position in the Federal Government. The tariff walls were built higher and higher. A national banking system was established to serve the needs of the growing industrial section. The public debt and the pensions both helped concentrate the financial power in the cities of the East. A prostrate and exhausted South, and a seeming limitless West offered vast fields for profitable development and exploitation. The controls, and the profits remained in the Northeast.

The growth of the great trusts, and a little later the still greater holding companies, with their sources of capital funds and their domiciles in eastern seaboard cities accentuated the movement. Sporadic attempts of the state governments to hold within tolerable limits the giants of the business world were made futile by a curious interpretation of the due process clause of the Fourteenth Amendment. No one feared the Federal Government.

Frontier Absorbed Dispossessed
So long as the boundless frontier offered an escape for the dissatisfied and dispossessed the end results of the system did not show. Succeeding gluts could be spewed out in succeeding waves of settlements across the prairies and mountains of the West.

But, one day there was no more free land. The best of our forests had been logged. The arable lands were under cultivation. The railroads were built. Our population continued to increase, but at a lower rate. The streams of migration turned back upon themselves: They begin to run north-by-northeast. The rules of life designed for a frontier, agricultural, handicraft society became inadequate for the needs of the day. "The Crisis of a Frontierless Democracy was upon us."

For three decades the effects were obscured by the course of events. A vast surge of new mechanical techniques; the production of automobiles, radios, concrete highways, moving pictures, airplanes, rayon, safety razors and a thousand other gadgets; the exploitation of our immense reserves of oil, gas, iron, coal, aluminum, sulphur, and cement; and the building of our great industrial cities absorbed the ever-increasing volume of investment-capital, and the millions of laborers who in the nineteenth century had overrun a continent. And, finally, the most disastrous war of history had thrown upon us the job of rebuilding a devastated world.

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R. H. Montgomery, Prof. of Economics, The University of Texas.
Nursery School and Parent Education, by Vera Fedayevsky, in collaboration with Patty Smith Hill, Professor Emeritus of

Education, Teachers College, Columbia University. E. P. Dutton & Co., Inc., New York, 1936, 288 pages. Price, \$2.50.

THERE is probably no nation in the world now learning as much about the care and conservation of its most important resource, viz., its human babies, than is Soviet Russia. Care, feeding and education of tiny tots is undertaken on a scale that staggers the imagination.

No factory can be built unless there is included in its plans a creche; no factory can employ women without being compelled to adjust wages and hours to the pregnancy period of its women, to eight weeks rest period before confinement and eight weeks after, and to nursing periods for the mother to visit her baby while she receives instruction in its care. Employers must also see to the proper nourishment and treatment of babies while the mother is engaged in work.

The great state farms and collective farms have similar, though not so elaborate, arrangements for the little ones while their mothers are engaged in field work, often lasting eighteen hours a day.

Many millions of infants are taken care of each day throughout the vast Soviet Republics by doctors, nurses, teachers, and attendants. A science of baby-raising is thus rapidly developing on a scale unheard of in the world before. What we in America call the preschool period is thus turned into an intensively educational period in Russia. The scheme calls for a combination of institutions that are known in America as health centers, parental instruction groups, baby hospitals, and nursery schools.

Under the title quoted above, Vera Fedayevsky describes minutely consultation centers, Creches, nursery schools, toys, research, health propaganda, museum for the protection of motherhood, all articulated into a grand unit built around the baby under governmental control which might be called baby conservation.

The general reader is, of course, interested in such a work on account of the novelty of the idea and the magnitude of the undertaking, it being by all odds the biggest thing of its kind ever attempted by any people in the whole recorded history of mankind. Specialists, such as nurses, nursery teachers, kindergarten teachers, physicians, and public health workers, are keenly interested in the vast amount of technical information thus made available and in the new and ingenious equipment described.

It is the most comprehensive as well as the most authentic account of baby conservation in Russia that has come to our attention.

Bicameralism vs. Unicameralism, by Thomas A. Rouse, Associate Professor of Public Speaking, The University of Texas, published by Thomas Nelson & Sons, New York, 1937, available from the Texas Book Store, 2244 Guadalupe Street, Austin, Texas, to Texas schools at \$1.80, postpaid.

THIS solid, well-printed, cloth-bound book of 238 pages, is a valuable aid for high school debaters and their sponsors. It is true that it takes in a little more territory than the League query does, but there are few arguments, either affirmative or negative, which do not apply with equal force in Maine, Florida, Washington, California or Texas. The question is, one house or two? It makes little difference what state in the Union the debaters have in mind.

Perhaps the most valuable part of this book is the fifty odd pages devoted to briefs, well annotated, and compactly put together. The rest of the book, except six pages of classified bibliography, is devoted to selected arguments, pro and con, by outstanding authorities in the field of government, practical politicians as well as governmental theorists being represented. An analysis of suggested and practising unicameral legislatures, pp. 87-95, prepared by Ella Pitts, debate sponsor in the Berger High School, is an excellent feature which should prove valuable for ready reference.

There is a little material in this book that appears in the Interscholastic League debate bulletin and in the "debate package" now in circulation. The following articles, either in whole or in part, are duplications: "Provisions for a One-House Legislature," Senator Nelson; "The One-House Legislature," Senator Geo. W. Norris; "Two Chambers or One" (Affirmative),

Robert Luce; "Nebraska Prunes Her Legislature," Lane W. Lancaster; "Unicameral or Bicameral," W. F. Willoughby; "The Bicameral System: Reasons for Its Adoption," Stephen Leacock; "Experience with the Unicameral System," James W. Garner; "Government by One Chamber," William E. H. Lecky; "Two Chambers or One" (Negative). Exclusive of these are twenty articles, all excellent, and each one making a definite contribution to the subject.

I. Saylor, Galen, and Consultant Group, *The Unicameral Legislature: Its Operation in Nebraska*, October, 1937, 48 pages. 35c each. Nebraska State Teachers' Association, 605 South 14th St., Lincoln, Nebraska.

THE pamphlet is a comprehensive study of the Unicameral Legislature as it functioned in Nebraska during the first session. The writer has brought into bold relief the essential differences between the unicameral form and the bicameral form of legislature. He then discusses the advantages and disadvantages of the unicameral form in those respects and compares it, point by point, to the bicameral form. The pamphlet summarizes the results of an extensive questionnaire submitted to all members of the first Nebraska Unicameral by the Association. These replies give a frank and honest evaluation of the actual success of the unicameral form by those most competent to judge—the members themselves. Numerous excerpts from comments and statements made by the legislators and by political observers are included in the pamphlet. We believe this pamphlet to be one of the most significant publications yet to appear on the Unicameral, since it deals exclusively with the actual operation of Nebraska's first Unicameral Legislature. It is excellent source material for debate classes.

II. Saylor, Galen, *The Unicameral Legislature: A Suggested Unit of Study*, October, 1936, 10 pages. 25c. (Same publisher as preceding item.)

A well-organized unit of study on the Unicameral, outlining topics for study. The unit deals with the history of legislatures, reasons for the development of the bicameral form, arguments in favor of the two-house plan, criticisms of this form, arguments in favor of the one-house system, and the details of the unicameral plan as adopted in Nebraska.

WHY NOT TRY JOY?

(By Sara Lowrey, Department of Speech, Baylor University, Waco)

SPRING will soon be here and contests will stir the air, superintendents, teachers and pupils will be caught in the mesh of the struggle to win. Winning is indeed a great thing. Nothing gives one a finer sense of well being than success. Nothing can carry the spirits lower than failure. What a tragedy it is, then, when one stakes everything on winning and loses!

All Can't Win
In the competitions of the Interscholastic League only a few can win the decisions and many must lose. When the idea of winning is placed uppermost in the minds of all, it is little wonder that the majority are disappointed, hurt, peevish, vexed, or angry according to their various dispositions and the intensity with which they have expected or desired victory. Hence there is often more dissatisfaction than satisfaction, more strife than peace, more criticism than commendation at the close of a county, district, or state meet.

Now dissatisfaction, anger, strife, are ugly words signifying unhappy situations. They are unwholesome emotions and should surely appear sparingly in the education of young people. Why can we not substitute wholesome emotions? Had you ever thought of the fact that joy is the most wholesome of all emotions? Think through your category a moment; grief causes spirits and features to droop, anger produces as ugly an exterior as interior, jealousy causes suffering to the individual who is guilty as well as to those who are victims of the destructive trait, but joy lifts the body as well as the spirit. Joy is a wholesome contagion which purifies the atmosphere and makes for peace, happiness, contentment. Little wonder then that the Psalmist said, "Make a joyful noise into the Lord" and that Jesus of Nazareth said "Rejoice and be exceeding

(See—Lowrey—Page 4.)



TEACHERS' GUIDE TO GOOD PLAYS

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

At the Ladies! By Will Broomall. Samuel French. 30c. Non-royalty. Comedy, 1 act, 8w, int., modern costumes, 30 min. A good assembly play that will interest a young audience because of its different treatment. The entire auditorium is used in the production. Very little work on staging or costuming is necessary. When Elv Pluter decided to try to impeach President Dorotes Storch of the Leapvale Women's Club she never dreamed how amusingly the scheme would backfire on herself.

Balanced Diet, by Elizabeth Lay Green. Samuel French. 30c. Non-royalty. Comedy, 1 act, 5m3w, int., modern costumes, about 30 min. A good rural comedy that can do well. Ma and Carrie, a daughter, attempt to subject Pa to the new cooking methods and the idea of a balanced diet. Pa rebels at first, but a man must eat—and he likes it!

Bedtime Stories, by Henrietta C. Barr. Walter H. Baker Company. 30c. Non-royalty. Comedy, 1 act, 1m3w, int., modern costumes, 25 min. A play that builds up its interest through suspense. The plot is not too strong, but will hold attention and interest. Three ladies are alone at night and are discussing the possibility of a burglary. Through a series of stories they work themselves up to such a point that they have their burglar. A surprise ending holds interest to the end.

Broken Toys, by Robert St. Clair. Samuel French. 35c. Royalty \$5.00. Christmas Fantasy, 1 act—3 scenes, 9m5w, int., costumed, about 35 min. Tommy and Susie, cousins of Barbara, scoff at Barbara's belief that toys have feelings the same as human beings. While waiting for Santa to arrive, they try to initiate Barbara into their yearly custom of destroying all the old toys so as to make room for the new. In order to stop such wanton destruction, Barbara desperately tells them a story. It wins its point. Her cousins promise never to destroy another toy.

The Christmas Story, by Virginia A. Griswold. Samuel French. 35c. Non-royalty. Drama, 1 act (4 sc.), 33m17w, ext., 2 int., costumed, about 45 min. A dramatization of the Biblical story. Scenes are short. Not difficult to stage. Can be effectively used in school or church.

Forewell, Cruel World, by Wm. Alden Kimball. Row, Peterson. 50c. Non-royalty. Comedy, 1 act, 1m2w, int., modern costumes, about 20 min. Another good comedy for young people in Junior High School as well as Senior High. The characters are convincing enough to be recognized and enjoyed by students of the teen age. The theme is also one that has been experienced by them all.

Good King Wenceslas, by Cloyd Head. Dramatic Publishing Co. 50c. Royalty \$10 and \$5. Christmas drama, 1 act, 10m4w, costumed, about 30 min. A play based on the Christmas Carol of the same name. Can be simply or elaborately staged. Besides being good Christmas material, it possesses good dramatic qualities which will make the effort of production worth any group's time. Music is used freely throughout the play.

Coming of Age, by Stanley Kaufman. Samuel French. 35c. Royalty \$5.00. Comedy, 1 act, 3m1w, int., modern costumes, 25 min. An entertaining comedy that has an out-

of-the-ordinary story. The Frolicks, father and son, are caught in a rather unusual circumstance. Arthur, the father and widower, selects a companion for his declining years; Peter, his son, selects a companion for his ascending years. The trouble is that they pick the same girl—without knowing it. When they learn of their mutual interest, the girl settles all disputes by a series of pertinent questions to each suitor.

He's a Lariat, by Felix Dale. Dramatic Publishing Co. 25c. Non-royalty. Farce, 1 act, 3m2w, int., costumes or modern dress, about 30 min. A delightful English farce of the nineteenth century. You pick the roughly enjoyable project for any group of school actors. Can be effectively done in modern dress or costumes of the period.

A Knight in Spain, by Willis Knapp Jones. Row, Peterson. 50c. Non-royalty. Comedy, 1 act, 3m3w, ext., modern Spanish costumes, about 35 min. A romantic comedy that offers a challenge to any student group of actors. The Spanish bull-fighter offers an excellent opportunity for real characterization. Students will learn much about acting when doing this play.

The Other Half Dozen, by Manta S. Graham. Row, Peterson. 50c. Non-royalty. Comedy, 1 act, 4m3w, int., costumes, about 30 min. A splendid comedy for advanced high school groups and Little Theatre. The play is of historical background, centering in the household of Coe Zachery Taylor. Dramatic and well worth the time and effort.

Pink for Proposals, by Dorothy C. Allen. Walter H. Baker. 35c. Non-royalty. Comedy, 1 act, 3m4w, int., modern costumes, 30 min. An amusing modern comedy that high school students will enjoy doing. Three rather short character parts and four juvenile roles. This play is particularly suited to high school production.

Refund, by Percival Wilde. Walter H. Baker. 35c. Royalty on Application. Farce, 1 act, 7m, int., modern dress, about 20 min. Hilarious farce in its truest sense! The story is unusual; the lines are different. Any group will enjoy doing this play and any audience will enjoy seeing it. The story centers around an ex-student of an institution of learning who wants a refund on the money invested in his education because he hasn't succeeded.

Sunset by Slatsky, by John Houston. Row, Peterson. 50c. Non-royalty. Farce, 1 act, 3m2w, int., modern costumes, about 30 min. An excellent farce that would ring laughter from any audience. The characters in the play are real and live in nearly every town of any size. Sunset Becomes Rhythm is a sequel to this play. Producing them both would make an enjoyable evening for all concerned.

What Are You Going to Wear? by Jean Lee Latham. Dramatic Publishing Co. 35c. Non-royalty. Comedy, 1 act, 9w, int., modern dress, about 25 min. A highly entertaining comedy concerning that all-important interest of women—clothes. It offers lots of fun for all concerned and provides ample opportunity for dressing up.

Public Speaking Today, by Lockwood and Thorpe. Benj. H. Sanborn & Company. \$1.60. A speech text written particularly for the high school level. The book's strongest point lies in its specialized materials, such as the kinds of speeches, debate, conversation, etc. A book that would be helpful to any high school group.

TENTATIVE PROGRAM OF THE DEBATE INSTITUTE SPONSORED BY THE FORENSIC COUNCIL OF THE UNIVERSITY OF TEXAS January 14-15 January 14-Friday 8-10 a.m.—Registration—Union Building Lobby. 11-12:30—An address on the subject, "The One-House Legislature." 1-2:30 p.m.—Luncheon, Union Building. An address on "A Defense of Bicameralism." 4-5 p.m.—First Round of High School Debates. 8-9 p.m.—A debate by University of Texas debaters on the One-House Legislature. Garrison Hall 1. January 15—Saturday 10-12 a.m.—An address on "Debating the Unicameral Question." 1-2 p.m.—Luncheon, Union Building. "An Unicameral Legislature." 2:30-4 p.m.—Second Round of High School Debates. 4-5 p.m.—Third Round of High School Debates. NOTE.—Final details of the program will be available at registration, Friday, January 14, 1938. Ask for your copy of the program when you register at the Union Building. All speakers are recognized authorities in Government, including Drs. C. P. Patterson and O. Douglas Weeks of The University of Texas Department of Government.

CLEAN-DIP SALE OF 133 DECLAMATIONS

Mimeographed Copies of Great Selections Offered at Ten Cents Per Set

THE Texas Speech Association, under the inspiring leadership of Miss Sara Lowrey, of Baylor University, enjoyed the harvest of a fruitful year's work. A progressive spirit, backed by a desire for action, permeated the Speech Association meetings from the Executive Committee Dinner on Thursday evening to the very end.

Curriculum Revision Since every phase of the series of meetings cannot be touched upon, only a few features of general interest can be mentioned. Mr. W. A. Stigler, Director of the Curriculum Division in the State Department of Education, offered stimulation to the progressive thought of the Association when he advocated speech training for all Texas children—training that is practical and usable by the student in his every day experiences and associations. It is of immediate importance to teach the student to perform with ease and assurance those speech activities and relationships in which he indulges every day. Teach him, first, to do well the speech experiences that he must face every school day, from answering a history question clearly and accurately to expressing his ideas in concrete and concise terms in his club meeting. When he can perform with confidence and pleasantness these activities, then offer him an opportunity to specialize in some speech phase if he is particularly interested.

Informal Speech Training Dr. Harry C. McKown contributed very definite thought on this same subject. He advocated the handling of speech activities and classes in a more informal manner—bending our efforts toward the student instead of the subject matter. We must now teach students instead of subjects. For too long a period, now, this has not been true. Also, Dr. McKown stressed attention on the speech consumer—the listener. We must train good listeners as well as good performers. The audience has not only been neglected, but ignored. Wider participation is needed in speech training. Let the ones who need it most take part. If this ever comes to pass, however, there will have to be more teaching and less coaching in our speech program in the school. Dr. McKown pointed out the value and the need for putting speech activities in natural settings. For instance, if the speech group is commemorating the birthday of James Whitcomb Riley, instead of having a student or group of students stand before the group and read some of his poetry, create a natural setting in the form of a family gathering at home after supper. Have father reading a newspaper, mother peeling apples or knitting, one of the children studying his lessons, daughter looking at a magazine, etc. To go with this setting let the students work out dialogue that will bring out the fact that it is Riley's birthday—a discussion arises over his poetry—we get the reaction of father, mother, and the children—they can disagree—and out of it will come a reading of some of his poems. This type of rendition will be more enjoyed by the student listeners and performers than if it were handled by methods of conventional classroom technique.

Speech Clinics Mr. J. H. Bunch, of the New London schools, introduced a progressive idea to the speech group in Houston. He discussed an experiment conducted at his school last year. This experiment was in the form of a Speech Teacher Institute, or Clinic in Speech methods. It was originated for the specific purpose of giving the teachers of that section an opportunity to learn how to handle speech contests more effectively. Mr. Bunch secured the assistance of Miss Sara Lowrey and Mr. Glenn Capp, of the Speech Department of Baylor University. At this meeting of teachers, group meetings were held emphasizing the various phases of the speech extracurricular program of the public school where the teacher's problems were discussed and analyzed. Mr. Bunch reported that this meeting was so successful they are going to have another one this year. Here is a man who has hit upon a constructive idea. All who attended the Houston meeting of the Speech Association had an opportunity to hear it. This was just one of the splendid ideas that was contributed to the Association. Teachers who came to Houston could not leave without taking with them several new and workable ideas. Isn't that compensation enough for any teacher to make such a trip? More teachers in Texas should avail themselves of such opportunities

Notes on TSA Sessions At Houston, Nov. 26-27

(By J. Howard Lumpkin)

County Officers

(Continued from Page 1)

Telling, Mrs. Ella C. Merka, Bryan; Three-Rs, Mrs. W. E. Neely, Bryan.

Childress County Director General, W. H. Wilson, Kirkland; Debate, A. J. Morris, Childress; Education, T. M. Moore, Whiteface; Extremoparous Speech, Ernestine Walker, Childress; Spelling, Helen Smith, Childress; Typewriting, Helen Smith, Childress; Picture Memory, Faye Maxwell, Childress; Rural Schools, W. A. Foster, Dodson; Picture Memory, Ethel Bourland, Childress.

Cochran County Director General, J. B. Niewermer, Morton; Debate, W. J. Moore, Whiteface; Extremoparous Speech, Ernestine Walker, Morton; Spelling, Helen Smith, Morton; Typewriting, Helen Smith, Morton; Picture Memory, Faye Maxwell, Morton; Rural Schools, W. A. Foster, Dodson; Picture Memory, Ethel Bourland, Childress.

Coryell County Director General, C. D. Boyer, Oelshausen; Debate, E. D. Shelton, Gatesville; Education, J. E. Jones, Dalhart; Extremoparous Speech, C. A. Barton, Killeen; Spelling, Mrs. Carl E. Barton, Killeen; Typewriting, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen; Rural Schools, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen.

Dallas County Director General, Blake Bolton, Dalhart; Debate, M. L. Stevens, Conlet; Education, J. E. Jones, Dalhart; Extremoparous Speech, C. A. Barton, Killeen; Spelling, Mrs. Carl E. Barton, Killeen; Typewriting, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen; Rural Schools, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen.

Dallas County Director General, E. C. Butler, Lancaster; Debate, C. O. Mitchell, Richardson; Education, J. E. Jones, Dalhart; Extremoparous Speech, C. A. Barton, Killeen; Spelling, Mrs. Carl E. Barton, Killeen; Typewriting, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen; Rural Schools, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen.

Dawson County Director General, V. Z. Rogers, Lamesa; Debate, M. L. Stevens, Conlet; Education, J. E. Jones, Dalhart; Extremoparous Speech, C. A. Barton, Killeen; Spelling, Mrs. Carl E. Barton, Killeen; Typewriting, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen; Rural Schools, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen.

Dimmit County Director General, M. P. Willis, Carrizo Springs; Debate, Lucille Johnson, Asherton; Education, J. E. Jones, Dalhart; Extremoparous Speech, C. A. Barton, Killeen; Spelling, Mrs. Carl E. Barton, Killeen; Typewriting, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen; Rural Schools, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen.

El Paso County Director General, J. M. Hanks, Yalata; Debate, M. D. Leakey, Fabens; Education, C. B. Whitehead, Tornillo; Extremoparous Speech, C. A. Barton, Killeen; Spelling, Mrs. Carl E. Barton, Killeen; Typewriting, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen; Rural Schools, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen.

Erath County Director General, F. Goodman, Huchison; Debate, Edger Wickline, Dublin; Education, Mrs. Clara Atkins, Linsville; Extremoparous Speech, C. A. Barton, Killeen; Spelling, Mrs. Carl E. Barton, Killeen; Typewriting, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen; Rural Schools, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen.

Fisher County Director General, Roy Elliott, Sylvester; Debate, R. L. Smith, McCalliey; Education, Mrs. Clara Atkins, Linsville; Extremoparous Speech, C. A. Barton, Killeen; Spelling, Mrs. Carl E. Barton, Killeen; Typewriting, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen; Rural Schools, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen.

Franklin County Director General, L. I. Burton, Winnaboro; Debate, Truett Chandler, Talco; Education, Mrs. Clara Atkins, Linsville; Extremoparous Speech, C. A. Barton, Killeen; Spelling, Mrs. Carl E. Barton, Killeen; Typewriting, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen; Rural Schools, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen.

Galveston County Director General, L. J. Leatherman, Hitchcock; Debate, Sylvia Meredith, League City; Education, Mrs. Clara Atkins, Linsville; Extremoparous Speech, C. A. Barton, Killeen; Spelling, Mrs. Carl E. Barton, Killeen; Typewriting, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen; Rural Schools, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen.

Gray County Director General, R. E. Paige, Lefors; Debate, J. H. Durcan, Lefors; Education, Mrs. Clara Atkins, Linsville; Extremoparous Speech, C. A. Barton, Killeen; Spelling, Mrs. Carl E. Barton, Killeen; Typewriting, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen; Rural Schools, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen.

Gregg County Director General, W. C. Mathis, Rt. 4, Lubbock; Debate, E. D. Shelton, Gatesville; Education, Mrs. Clara Atkins, Linsville; Extremoparous Speech, C. A. Barton, Killeen; Spelling, Mrs. Carl E. Barton, Killeen; Typewriting, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen; Rural Schools, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen.

Harris County Director General, E. A. Millspaugh, Cypress; Debate, E. A. Briggs, Jr., Humble; Education, Mrs. Clara Atkins, Linsville; Extremoparous Speech, C. A. Barton, Killeen; Spelling, Mrs. Carl E. Barton, Killeen; Typewriting, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen; Rural Schools, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen.

Hidalgo County (Rural) Director General, S. H. Willis, Edcouch; Debate, R. E. Jones, Dalhart; Education, Mrs. Clara Atkins, Linsville; Extremoparous Speech, C. A. Barton, Killeen; Spelling, Mrs. Carl E. Barton, Killeen; Typewriting, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen; Rural Schools, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen.

LaMarque; Music Memory, Mrs. Dorothy Saunders, San Leon; Rural Schools, Kathleen Bradford, Galveston; Picture Memory, Mrs. Marie Varner, Galveston; Arithmetic, Mrs. Teena Frank, Arcadia; Typewriting and Shorthand, O. J. Baker, Dickinson; Choral Singing, Mildred Blair, Friendswood; Story-Telling, Mrs. Frank Cole, 917 Avenue C, Galveston; Three-Rs, W. F. Barker, High Island.

Gray County Director General, R. E. Paige, Lefors; Debate, J. H. Durcan, Lefors; Education, Mrs. Clara Atkins, Linsville; Extremoparous Speech, C. A. Barton, Killeen; Spelling, Mrs. Carl E. Barton, Killeen; Typewriting, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen; Rural Schools, Mrs. Carl E. Barton, Killeen; Picture Memory, Mrs. Carl E. Barton, Killeen.

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THE DEBATE FORUM

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

Gray County

DR. C. P. PATTERSON and Dr. O. D. Weeks of the Government Department of The University of Texas

have indicated their willingness to participate in the Debate Institute on the Unicameral question which will be held in Austin, January 14-15. Other authorities on the question have been invited to meet with us and we hope to have a valuable and instructive program for the high school debaters and their directors. Although there is no way of anticipating the number who will attend, the inquiries received indicate that a large representative group will be present. Look over the tentative program and then let us know if you are coming. We are mailing an invitation, with a return card attached, to all high school debate directors. Please fill out the card and mail it to us not later than January 5, 1938.

Debate Optional The program for the Institute calls for three or four addresses by authorities on both sides of the question, with general discussion after each talk, a college debate, and three rounds of debates for the attending high school debaters. Your teams do not have to participate, although we should like to have as many debates for each of the three rounds as we have debaters. In order to arrange for a good series of debates, we ask that you tell us how many teams you will bring and which side you care to defend. No championship will be declared, but the score of wins and losses will be available for the directors.

Constructive Opposition Case In the two previous articles an attempt was made to discuss the problems involved in the construction and defense of your main case. We now come to the third step of our preparation—the problem of building a defense for the constructive case of the proposition. It is obvious, of course, that in constructing our own case and organizing our rebuttal material for its defense, we may also, at the same time, set up a defense against the case of the opposition. In other words, the defense of our case may overlap with the third step. For the purpose of clearness, however, you will find that the work can be accomplished in a more acceptable manner, if you analyze the possible constructive cases that the opposition can offer without reference to your own case. For instance, assuming that we have a constructive case for the affirmative and a fair analysis of the possible objections to it, our next step should involve an examination of the negative case or cases that a reasonably intelligent debate team may present. Will the Negative admit the Need? Will it grant that Bicameralism has many failures? If the evils of Bicameralism are admitted, will the Negative attempt to suggest remedies for the admitted defects? What are some of these possible solutions? For example: Is it possible to eliminate the evils of the Conference Committee?

Anticipating Negative Case The simple question on the Need suggests the procedure for the debater to follow. Try to foresee the negative case and then prepare your rebuttal cards accordingly. When the Negative admits that Bicameralism has many defects and suggests that Unicameralism has even greater possibilities for harm, what will be your answer? What ARE the outstanding alleged evils of Unicameralism? How can you justify their existence, if they do exist? Think through the possible approaches to the question that your antagonist may conceivably adopt and prepare to meet his contentions. It is unnecessary, of course, to repeat the warning that memorized answers to possible arguments are not only dishonest but usually fatal to your case. Know the question thoroughly, arrange your contentions, with their respective facts and authorities, in a simple and accessible manner and try to build your answers on the arguments presented to you during the debate.

Comments Debate Query IT seems to us that Texas Interscholastic League authorities have made a wise choice of a subject for next year's debate competition. The school debaters will argue the proposition of a one-house legislature for Texas. It's a subject well worth exploring. Texas at large will be better informed by reason of the boys' and girls' study of it.—Port Arthur News.

Children's Theater Makes Tour of Six Texas Cities REALIZING that the adult theater does not meet the entertainment needs of children, various organizations in the cities of Dallas, Fort Worth, Waco, Houston, Austin, and San Antonio are taking definite steps to use the theater as a source of entertainment for the children of the city. This progressive movement centers around the presentation of Clara Tree Major's Children's Theater of New York—a company made up of actors chosen for their ability and aptitude in acquiring the difficult technique of acting for children. The Children's Theater is designed to give children a high standard of entertainment as well as to extend their knowledge of good literature, good speech and dramatization. Among the plays in the repertoire of the Children's Theater are "Daddy Long Legs," by Jean Webster, "Penocchio," by C. Collodi, and "Toby Tyler," by James Otis. These plays are familiar and lovable stories of childhood, and staged with brilliant costuming and scenery which appeals to the vivid imagination of children.

speech that doesn't usually fit the case of the opposition. Suggestions from debate directors and debaters will be welcomed. Let's hear from you.

the value of such exercise to you far outweighs any presumed justification for the "canned"

