

INTERSCHOLASTIC LEAGUER

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"Open House" Is "Big Hit"

WE THOUGHT you might be interested in the attached program of our "Open House" meeting, held for parents and friends of Austin High School on November 9th," writes W. W. Wimberly, Principal, Austin High School, El Paso.

"The interest and enthusiasm over this day's activities were far beyond our expectations. Our enrollment is something like 1,450 students, and during the day, we had at least 800 and possibly 1,000 adult visitors.

"The success of the day seemed to be more in the fact that every department put on a special exhibit and demonstration and advertised it thoroughly through students in that department for a period of at least two weeks. The day was such a success that students and teachers are already making definite plans to have a similar program next November."

Gladewater has organized for Interscholastic League work with the following local sponsors: Miss Lucille Nix, One-Act Plays; Miss Anne Spencer, Spelling; Miss Frances Buie, Extemporaneous Speaking; Miss Beatrice Hall, Girls' Debate; J. N. Sheppard, Boys' Debate, Miss Savannah Link, Declamation; James Hawley, Choral Singing and Music Memory; Miss Elizabeth Benson, Typing; Mrs. Louise Hicks, Picture Memory; S. D. Phillips, Tennis; Miss Nena Mae Frazer, Girls' Volleyball and Girls' Playground Ball; Jake Henna and Mr. Eury, Track and Field Events.

Words That Laugh and Cry*

(By Charles Anderson Dana)

EROR'S Note: It seems to us that this selection is susceptible of "sincere and effective interpretation" to an audience. We suggest that it be tried out as a declamation.

DID it ever strike you that there was anything queer about the capacity of written words to absorb and convey feelings! Taken separately, they are mere symbols with no more feeling to them than so many bricks, but string them along in a row under certain mysterious conditions and you find yourself laughing or crying as your eye runs over them.

That words should convey mere ideas is not so remarkable. "The boy is fat," "The cat has nine tails," are statements that seem obviously enough within the power of written language. But it is different with feelings. They are no more visible in the symbols that hold them than electricity is visible on the wire; and yet there they are, always ready to respond when the right test is applied by the right person. That spoken words, charged with human tones and lighted by human eyes, should carry feelings, is not so astonishing. The magnetic sympathy of the orator one understands; he might affect his audience, possibly, if he spoke in a language they did not know.

But written words: How can they do it? Suppose, for example, that you possess remarkable facility for grouping language, and that you have strong feelings upon some subject, which finally you determine to commit to paper. Your pen runs along, the words present themselves, or are dragged out, and fall into their places. You are a good deal moved; here you chuckle to yourself, and half a dozen of lines further down a lump comes into your throat, and perhaps you have to wipe your eyes. You finish, and the copy goes to the printer. When it gets into print a reader sees it. His eye runs along the lines and down the page until it comes to the place where you chuckled as you wrote; then he smiles, and six lines below he has to swallow several times.

The purpose of these articles is to offer those who have the responsibility of this work in their counties a few suggestions that the writer has learned through directing this work in Kaufman County over a period of years. I shall briefly discuss the organization, financing, awards, routine announcements, selection of judges, and suggest a few hints to save time, in directing a league program.

The Kaufman County Interscholastic League organization is simple and in line with current prac-

TEACHERS FORUM MEETS IN SEGUIN

All Educational Interests in Guadalupe County Co-operate in Enterprise

TEACHERS FORUM is the suggestive name of the teachers' organization of Guadalupe County, including the teachers of the Seguin schools, the Lutheran College, Wolters - Dixon Independent District, and all of the rural schools of the county.

Organization Simple

The organization is simplicity itself, officers including only those of president and secretary-treasurer. Meetings are by no means burdensome, twice a year only. One meeting is devoted to a general educational topic to which some person prominently identified with education in the State is invited for a short address, and afterward, refreshments. Every educational interest in the county co-operates. The second meeting is entirely social, beginning with a banquet and ending in various forms of social amusement. Dues are small, not to say minute. With the fine school plant of the Seguin High School, at its disposal, home economics department, well equipped (by the way), and a comfortably, well-appointed and spacious gymnasium just across the hall, the social nature of the organization finds ample space, and surroundings that promote geniality.

Leaguer Editor Guest

The editor of the LEAGUER was a guest at the first meeting of the Forum during the current school year early in December, and had an opportunity to observe the organization actually functioning, as well as to participate in a preliminary dinner for about a dozen guests prepared by no less a distinguished chef than J. F. Saeger, Superintendent of the Seguin schools.

At this meeting Miss Sue Smith, principal of the Jefferson Avenue school, the teacher having the longest service in the Guadalupe County schools, was elected president for the current year, and Paul Fritz was elected secretary-treasurer.

Difficulties of Psychology

BUT it is not only the heavens which science has equipped with ropes, engines, and wheels. It has forged for this poor little human body no less an array of retrogradations, treditations, accessions, recessions, and aberrations. To fit the movements they see in man, into how many parts, orders and storeys have they divided the structure of the mind? They make of it an imaginary thing. They paw, rip, place, displace, piece, and stuff it to their hearts' content, yet to this day they have not grasped it. Not only in reality, but even in theory, they cannot master it so that some sound or cadence does not elude their architecture, enormous as it is and plastered with a thousand false and fantastic patches.—Michel de Montaigne.

NEW PRESIDENT ADDRESSES ASSN.

Speech Teachers Urged to Act on Inspiration of State Convention

(By Miss Yetta Mitchell)

NOW that the calm after convention has come, let us remind ourselves that the inspiration received at a Speech Association will fade and die unless we assume our share of responsibility of putting definite constructive and practical ideas into working form.



Miss Yetta Mitchell, Trinity University, President, Texas Speech Association.

I am sure that the past convention in Houston will go down in history as a very helpful meeting to us all. Dr. Harry C. McKown's address brought new encouragement.

(See—New President—Page 3)

CONFERENCE ENDS TWO-DAY SESSION

Emphasis Thrown on Teaching Democracy in Closing Hours of Final Session

(Minutes by Dorothy Wooten Jones)

LARNING to live in a democracy was the keynote of the concluding session of the First Annual League Conference on Extracurricular Activities held at The University of Texas, May 8, during the last State Meet of the League. E. B. Comstock Principal of North Dallas High School, elaborated the following thesis:

XI

If a democratic form of government is to persist, people have to learn how to live in a democracy. The idea and plan of pupil participation in school government through such agencies as the home room and the council is a laboratory for practice in democratic living.

Class work, Mr. Comstock said, does not train students for

(See—Conference—Page 4)

Veteran County in League Has Suggestions to Offer

(By J. V. Baird, Principal, Kaufman High School)

KAUFMAN COUNTY has been interested in the work of The University Interscholastic League since the beginning. Kaufman High School is a charter member of the organization and has taken the lead from the very start in the county in this work. Today Kaufman County ranks twenty-fifth in size among the two hundred forty counties which are members of the league.

The purpose of these articles is to offer those who have the responsibility of this work in their counties a few suggestions that the writer has learned through directing this work in Kaufman County over a period of years. I shall briefly discuss the organization, financing, awards, routine announcements, selection of judges, and suggest a few hints to save time, in directing a league program.

The Kaufman County Interscholastic League organization is simple and in line with current prac-

tice over the State, I believe. However, I shall sketch for you our method. Sometime during the first few weeks of the school year the county superintendent holds a teachers meeting in the auditorium of Kaufman High School. The teachers in the independent school districts are asked to attend also if they care. In this meeting a few minutes is taken to allow the teachers to select the interscholastic league directors for the ensuing year. After the football season, usually the first week in December, the director-general calls a meeting of those directors who have a vote. At this meeting the date is set for the spring meet, the place for holding the meet, the question of awards settled, how the meet is to be financed, how the judges are to be selected, what is to be done about concessions, and other necessary routine details.

Installment Plan for Meet

Participation in the Kaufman County meet is so large that several days are used to run the events off instead of the old system of crowding the meet into one

(See—Kaufman County—Page 4)

COMMENCEMENT

III. CLASS DAY, CLASS SERMON, ETC.

(By Mary Hyman, English Teacher, Stephen F. Austin High School, Bryan, Texas)

THE other activities of the commencement season have not been guilty of as many evils as the graduation exercises. Class Day has usually been the students' day, but care must be taken to make the history a real record of "successes and failures" of the class. "A frivolous 'History' is out of keeping with the dignity of the class."* The will and prophecy will be in lighter vein, but never rough and crude.

Class Sermon

The class sermon is usually a part of commencement week. It is always dignified. The speaker, chosen by principal or class, or by rotation among churches in the community, should be one who can rise to the dignity of the occasion and leave something worthwhile in the minds of the graduates.

A few other points concerning the activities may be interesting. Since honor graduates are no longer automatically speakers, how to recognize their accomplishments is a question often asked. Several plans seem popular:

1. To star their names in alphabetical list.

2. To place their names at top of list.

3. To list all honors on separate page.

4. To announce names from platform.

Last year I heard a principal worrying about the terminology to use in preparing the printed programs.

Correct Nomenclature

McKown gives these guides:

1. The term Commencement should be applied broadly to series of programs—as "Commencement Season."

2. Baccalaureate should not be used in high school programs. "Senior Vesper Service," "Senior Matin Service," or "Senior Mormon" should be used.

3. "Graduation Exercises" is the term to use for final program.

4. "Promotion Exercises" should be used for seventh grade or junior high school—never commencement.

I found only two or three Texas

Fretwell, E. K., *Extracurricular Activities in Secondary Schools*.

(See—Commencement—Page 4)

Far West Hereford Gets Set for League Contests

THE Interscholastic League local meet has been organized in Hereford city schools, according to a report in the *Hereford Brand*. The events have been allotted to the teachers, as follows: Mr. J. Cleveland Baker, Jr., debate, one-act play, declamations and essay writing; Mr. J. Paul Morgan, extempore speech and tennis; Miss Lora Fay Clemons, spelling, girls' volleyball and girls' baseball; Mr. G. A. Syms, track and field, number sense; Mrs. Levi, music memory, fifth, sixth, seventh grades, picture memory, fourth and fifth grade spelling; Mrs. Bruce, spelling, sixth and seventh grade choral singing, tiny tot story telling, and Mrs. Brown, story telling and coloring.

The Original KKK

WHEN a group of ex-Confederate officers met in Pulaski, Tennessee, in 1866, and organized a secret society the name of which they adapted from the Greek word *kuklos* (meaning circle), their idea fell like seed upon a hospitable soil. Even Southern gentlemen of the finest fibre donned the white hood of the Ku Klux Klan, burned the fiery cross, beat up hoodlums who had been burning cotton gins and assaulting women, and generally terrorized the rowdies—black and white—who were denying them an opportunity to reestablish themselves as respected members of a lawful community.

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The original Klan did not last long. It fell largely into the hands of adventurers whose irresponsible lawlessness gave it a bad reputation, and after a few years the Southern whites had so far regained their local power that there was no longer any defensible pretext for such an extra-legal force. By 1872 the Klan was on its way out. For more than 50 years it was only a memory.—Frederick Lewis Allen, quoted in *Magazine Digest*, Toronto, Canada.

SOME of our educators tell us that the object of education is to fit the student to the contemporary scene or to the scene that will be contemporary ten or twenty years from now. But since we do not know what the world will be like in the years to come, we cannot prepare students for any particular set of circumstances. There is, then, only one course open to us. We must frame a program that will prepare young people to take care of themselves under any circumstances.—Robt. M. Hutchins,

Aristocracy of Service

D. FRANK PIERREPONT

GRAVES, President of the University of the State of New York and Commissioner of Education, in his address at the installation of a Phi Beta Chapter at The Pennsylvania State College, among other ponderable remarks, said:

"It would seem as if the creation of an 'aristocracy of service' rather than an 'aristocracy of brains' were demanded as the goal of higher training. Even the most gifted youth has no natural right to the advantages of a college education, since the only justification for his receiving opportunities of which others have been deprived is that of a larger return to society.

"He could not well expect to receive this special attention as a reward for an ability for which he is not himself in the least responsible. He should be taught that such a privilege has been given him in order that his development may contribute liberally toward social welfare."

One hundred and fifty years ago it took nine farmers to feed ten townsmen. Today, such is the advancement of mechanization one farmer can feed twelve townsmen.—*Countryside*, Idbury, Oxfordshire, England.

Writer Urges Point System For Extracurricular Work

(By Geo. W. Kelly)

WHAT is our present plan

of recognizing extracurricular activities?

We really do not have an organized plan in many of our schools. We sponsor athletics, put on a few plays each year, and enter most of the events in the County Interscholastic League. I do not think that we have analyzed our local situation to find out its possibilities. I suggest that before introducing a point system of recognizing extracurricular activities, we take the following steps:

1. Through teachers meetings discuss extracurricular activities—sell the teachers on their value.

2. Appoint a committee of teachers to study these activities and formulate definite aims, values and objectives to be attained.

3. Have teachers analyze our local situation and decide on what we can do.

4. With the help of teachers, form a definite plan of organiza-

They Win No Tournaments But They Have Lots of Fun



Bridgeport Volleyball Team

HERE is a group of all-round girls. Not only can they play volleyball well, but they excell in other activities also. Our correspondent in Bridgeport furnishes identification and information, as follows:

Standing, from left to right: Lola Pearl Nall, declaimer, choral club, and sophomore; Mr. E. O. Rogers, coach; Lois Thomas, sophomore and choral club; Odessa Morehead, moved to Amarillo, Texas; Lanette Warren, senior, debate, choral club, dramatic club, probably the best all-round girl athlete in the county; Tommy Hoard, speller, choral club, sophomore. Seated, from left to right: Pauline Robinson, senior, speller, and choral club; Laverne Hartsell, senior and dramatic club; Velda Hudson, senior, debate, and choral club; Audrey Pike, senior, choral club, shorthand; Vaundene Jones, freshman, speller, valedictorian of class last year; Irene Easley is a member of the team but could not be with us at the time the picture was made. She is senior and a member of the choral club.

All of the girls are members of the choral club except one. They are looking forward to the big Choral Singing Meet at Sherman, as well as to our own county meet.

E. O. Rogers, coach, says: "Although these girls have won no tournaments they have given keen competition for a number of good teams that did. They play the game because it is good sport and one of the best games for girls. This team is composed of debaters, spellers and declaimers. This makes them the best all round team it has been my experience to coach out of fifteen teams.

"We began physical education in our new gymnasium on the first of September and it is hoped that we will be able to compete with our stronger neighbors within a few years.

"It is generally believed that Wise and Wichita counties have the strongest volleyball teams in the State. I heartily agree with the league that volleyball is a better game for girls than basketball."

RUSH REPORT OF COUNTY OFFICERS</h



Published eight times a year, each month, from September to April, inclusive by the Bureau of Extracurricular Activities of The University of Texas.

ROY BEDICHEKEditor

(Entered as second-class matter November 6, 1927 at the post office at Austin, Texas, under the Act of August 24, 1912.)

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FROM all reports, the Speech Institute held at the Texas College of Arts and Industries, under the management of Miss Mildred Peacock, December 11, was very helpful to the seventy speech teachers from the public schools who assembled there. Various phases of speech work were discussed by teachers who have had marked success in teaching speech in that section of the State. J. Howard Lumpkin, Director of Speech Activities, and T. A. Rousseau, Associate Professor of Speech in The University of Texas, assisted in this program. We suggest that other institutions of higher learning take a like interest in the speech work of the public schools in the section immediately served. Indeed, several other institutions are already working in this connection. We have mentioned in previous issues the work of Baylor University, and we should like to receive accounts of similar activities undertaken by other institutions.

IT IS QUITE the thing now to excoriate Mussolini, Hitler, Kemal Pasha, and the Japanese military clique. They are threecamped in every paper and magazine you pick up. On the contrary, we think that the world owes them a debt of gratitude. They have reduced war to the ghastly reality that it is. They have taken the theory that nations have been acting on from time immemorial and pushed it to its logical, realistic conclusion. They have stripped the miserable institution of its sentimentality, robbed it of its glamor, catalogued it where it belongs at the head of the long list of diabolical iniquities which man perpetrates upon man. Chivalry, religion, patriotism and all the other high and holy trappings and disguises with which the institution of war has been tricked out have been shorn away by these desperate realists and the thing reduced to mass-murder for gain on a colossal scale of men, women and children. They have clarified our thinking by actual demonstrations. Let us thank them.

WE NEED not more laws but better enforcement. How often is that repeated, and yet the first part of it, at least, is pure nonsense. If we don't need more laws, why do we go to the trouble and expense of supporting ordinance-making city councils, state legislatures and the national legislature? Of course, we need more laws. Every time a practice develops that becomes a social abuse, we need a law for it. Every time the legal fraternity devises some way to circumvent an existing law to social detriment, we need a new law. So why keep parroting that nonsense about not needing more laws. It is coupled with a statement that is often true, "we need better enforcement." But that has its limits. If you enforced all the laws now on the statute books for one day the whole Nation would be turned topsy-turvy. However, that fool saying will go on and on and solemn heads will be wagged affirmatively every time it is uttered. Anatole France said, "If fifty million people say a foolish thing, it is still a foolish thing."

SAYS the editor of the Wichita Post: "At least one need has been developed by the protests in Interscholastic league football in this section—that is for some system that will eliminate such protests in the future. Obviously we cannot hope to maintain satisfactory relations between communities in the face of protests. The problem, then, is to provide a system that will make protests unnecessary, and still assure the eligibility of those who participate in interscholastic league contests. The present system is defective in that it encourages what amounts to almost a system of espionage. Enforcement of the eligibility is left largely up to what representatives of one team can uncover on another, and there is no limit to the period during which the disclosures may be made. Any effective system must, of course, prevent the participation of ineligibles. That means that every possible effort must be made to uncover any ineligibilities existing, but it should be possible to develop some system that would be more satisfactory than that now employed."

All right. Out with it. Don't keep us in the dark. Shoot. We've been waiting for such a system and the invention of perpetual motion a long time.

ONE great lesson that children may learn by various extracurricular school activities, and of great importance in a democracy, is the obligation of the individual to the organization. By organization, the individual benefits. In exchange for this he must make some sacrifices. If he cannot conscientiously support the decision of an organization, his remedy is to resign from it and do his fighting on the outside. To participate in an organization, and then obstruct the operation of some plan which the organization has adopted is unfair, and a species of sabotage. It is sometimes defended on the theory that "the end justifies the means." This is a very dangerous principle. A modern instance supporting the truth of this statement may be found in current news from Soviet Russia. The old revolutionists in the pre-Kerensky days were drilled and perfected in sabotage. Sabotage is, of course, wrong, but the old revolutionists argued that the end justified the means, the end in this instance being overthrow of the Czaristic regime, which was finally accomplished. The Revolution had its day, but there remained the dissidents with their old training in sabotage. What more natural, then, that this method should be used against the

very party that had instructed them in it? So now we find killings right and left by the present government for the crime of sabotage, and an empire disrupted at a time when Germany is threatening it from one side and Japan from the other. To preach sabotage to any faction is to preach national suicide. And ten times more dangerous is this diabolical doctrine in a country whose life revolves about the machine, as ours does.

AMONG the many contests held annually under the auspices of the University Interscholastic League, the one in Picture Memory stands out on account of its amazing growth during the past few years, and for the adaptability of its material to the work of extracurricular art clubs in the grammar grades. It is based on the ability of the pupils to recognize by sight and identify the artist and nationality of fifty classical selections. This sort of recognition test lends itself easily to a competition, and it is as a competition that perhaps the most successful results have been attained.

The child has a natural interest in pictures, but his natural selection of pictures is often such as to cause the judicious to grieve. His sensitive imagination will take any old chromo and invest it with a glory known only in that far-off childhood which few grown-ups can reconstruct with any accuracy. We hear stories of the tiny tot in pioneer days having a secret hoard of pictures clipped from advertisements or torn from patent-medicine containers or cigar-boxes, which, in a way, satisfied his artistic cravings. The school child of today is put to no such primitive devices. His natural love of pictures is encouraged by sympathetic teachers, and examples of the world's greatest, in excellent reproductions, are supplied in satisfaction of his yearning for pictorial representations. The practice is to seize upon this natural interest, before it grows cold, so to speak, and direct it in such a manner that the child's life is permanently enriched by an appreciation of artistic work which appeals not only to childhood but continues throughout later life. Identification of a given picture seems to be a simple thing, and it is, but identification of a large number requires close attention to the details of the various selections. Comparisons are made, different methods of attaining an effect are studied, and the amazing variety of the subjects of art is a constant refreshment and stimulation to further study.

It is hardly sufficient to hand a busy teacher half a hundred selections and ask her to present them to her class. The League has undertaken to supply certain helps that have proved practicable in enlisting and holding the interest of the children, and all of these "helps" are adaptable to use in art clubs in those schools which do not care to participate in the regular League contests. Each year the League issues a bulletin of sixty to a hundred pages in which each picture is treated appreciatively in language a fourth- or fifth-grade child can read and understand. Interesting biographical data concerning the various artists are also included. This bulletin is used in many schools as a supplementary reading text. Another bulletin addressed particularly to teachers is also available, giving suggestions concerning the teaching of art appreciation. Printed test sheets are issued in connection with this work, which enable the teacher to test the class out and grade the results in a few minutes. A sample test-service on so-called "unfamiliar pictures" has been found to be an excellent device for wider study of pictures. Under this plan, the very finest reproductions of famous pictures are loaned to a given school for a week, and then returned for further circulation. In this way children are brought into touch with a great variety of pictures and artists, including those of every nationality that has in any way distinguished itself in this field. Thousands of pictures are circulated through the Sample Test Service each year.

Those interested in the rules and regulations of the Picture Memory contest will find them in the current edition of the Constitution and Rules of the League, and the bulletins mentioned above are more particularly described in Appendix V of the same publication.



Picture Memory

The first edition of the picture memory test-sheet omitted "Russia" 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."

Debate Question

Attention has been called to omission of formal statement of

drill methods until the facts are fixed firmly in mind, but such procedure is meaningless and lacking in vitality. The teacher can secure maximum results only when she uses a method which causes the memorizing to become merely a key for opening a door to a fund of beauty and knowledge.

Distinguishing Characteristics

Instead of merely remembering that a certain artist painted a particular picture, lead the child to find the characteristics which distinguish the work of this artist from that of any other. For example, we know that Botticelli was particularly fond of painting filmy veils. The child can be led to recognize the artist's handling of these so that wherever he finds this characteristic he will immediately associate it with the proper artist. Often this ability can be developed to the point where children will recognize the artist upon first sight of a picture.

Fra Angelico was famous for his beautiful angels which are so distinct in character that they can easily be identified as his work.

The decorative treatment of the folds of drapery as well as the brilliant, well harmonized color have never been equalled by any other artist.

Raphael's madonnas have a sweetness of expression and delicacy of modeling achieved only by himself. Murillo's chubby cherubs appear in all of his later pictures.

The Landscape Pictures

In the field of landscape Corot's feathery trees and Rousseau's decorative treatment offer distinct contrasts, while Van Gogh's broad and vigorous brush strokes unerringly proclaim his individuality.

Chavannes and Guerrin use the close harmony of color and tone that we have come to associate with mural painting. The difference in subject matter and composition distinguishes the work of one of these artists from that of the other. Easel pictures which have similar characteristics were painted by Whistler.

Even limited experience with the paintings of Grant Wood make the student so familiar with the charm of his expression that any other picture by this artist is recognized as such at a glance.

Rivera brought us beauty in solid forms and sturdy structure which is almost startling to the novice.

The Wider the Study the Better

Building up associations like the ones mentioned above requires a broad field of experience with pictures. The farther teachers and students extend themselves into the study the more fascinating and meaningful the experiment becomes. The information gathered need not be technical, but may consist of those facts gained by individual observation. Children will delight in discovering hitherto unmentioned characteristics of each artist studied. Some of them will enjoy making lists of characteristics by means of which their favorites can be recognized.

HIGH SCHOOL PRESS
DEPT. OF EDUCATION AND HUMANITIES
UNIVERSITY OF TEXAS

THE closing date for enrollment in the I.L.P.C. is January 15. To date 92 papers have enrolled—about 25 less than the total enrollment for last year. If your paper happens to be one of those not yet enrolled, be sure to send in your request for membership at once.

In previous years the I.L.P.C. issued two or three mimeographed pamphlets every school session. These pamphlets discuss phases of journalism which are neglected in journalism text books. This year, the best of the pamphlets have been selected and reissued. They are available at the Interscholastic League headquarters for five cents each, charged to defray postage. A pamphlet is available on each of the following phases of school journalism: column writing, editorial writing, style sheet, rules for headline writing, feature writing, self-criticism chart for grading a paper, advertising.

School Page Important

Important among the membership of the Interscholastic League Press Conference are those papers which are published as a part of the local newspaper. Such school pages give publicity to the school throughout the county, supply students with the news of their school, and provide good practice for journalism students. In this column we wish to pay tribute to these newspapers, and pause to make a few suggestions in regard to some of them. Space prohibits a complete criticism.

PICTURE APPRECIATION
BUILDING PICTURE ASSOCIATIONS

BOOKS and MAGAZINES

Rim of Christendom: A Biography of Eusebio Francisco Kino, Pacific Coast Pioneer, by Herbert Eugene Bolton. The Macmillan Co., New York. Pp. 644. \$5.

THIS comprehensive and well-authenticated story of that hard-riding Padre on Horseback, that explorer, cattle-king, mission-builder, Indian diplomat, astronomer, cartographer, and historian, Father Kino, by Dr. Bolton, a former professor of history of The University of Texas, adds immeasurably to our information concerning the spread of culture in our Southwest.

In 1684, just when LaSalle landed his colony in Texas, Kino was with the first expedition which ever reached the Pacific Ocean by crossing California. With Admiral Atonto he crossed the Vermilion Sea to found missions in "the Great Kingdom of the Californias, which," writes Kino, "is the largest island which the Orb contains."

WHEELER CORRAL—Strong points: excellent makeup of pages and unique four-page effect, forceful

headlines, interesting editorials.

Improvements possible:

Occasionally meeting stories have weak leads.

The Breckenridge Dynamo

Strong points: headlines, makeup, news-story form.

Improvements possible:

Some editorials are very good, but some are too preachy.

Study the I.L.P.C. pamphlet on editorial writing.

Terrill Hi-Life

Strong points: headlines, makeup,

good news coverage.

Improvements possible:

Some of the news stories

contain editorial expressions of

opinion; editorials could be made

more interesting through use of

special forms discussed in I.L.P.C.

pamphlet on editorial writing.

Dalhart Hi-Times

Strong points: lively, newsy spirit; good

headlines.

Improvements possible:

Most of the weak points of this

paper are probably due to lack of

space.

Some of the news stories

could be more detailed.

An editorial in each issue

would help to

round out the newspaper.

White Deer Bucks' Tale

Strong points: very complete news coverage

of the school (in some issues

the high school students

furnish

half of the stories for the entire

paper), use of many student

names.

Improvements possible:

greater variety in headline type

(experiment with some of the type

used in the ads); use fewer

titles.

Spearman Lynx

Strong points: excellent means of bringing the high school before the citizens

completeness of news coverage,

Edwin Reed's column, use of many student

names.

Improvements possible:

Leads on some of the news

stories should be strength-

ened; run one editorial in each issue

and try to make it interesting

and vital.

Canyon Eagle's Tale

Strong points: exceptionally good sports

stories and sports coverage

during the fall, makeup, headlines,

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Improvements possible:

Too many stories begin with "The,"

thus tending toward monotonous

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Cooper Bulldog Barks

Strong points: good editorials (why not



(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.)

Anne of Green Gables, by Alice Chadwick. Samuel French. 75c. Royalty \$25.

Comedy, 3 acts, 4m10w, 2 int., modern or costumed, full evening. An unusually good dramatization of this famous book. A play that any school would enjoy doing. The characters are within the grasp of every student, both as to acting and appreciation. Highly recommended.

A Bandit of the Mist, by Lindsey Barbee. R. T. Denison. 30c. Non-royalty.

Mystery, 1 act, 4m4w, int., modern costumes, 30 min. Simple setting. A group of young people are temporarily marooned on a small island because of a rain storm. They discover a cabin and seek shelter. But they soon learn that someone has previously occupied the shack—in fact, that someone is occupying it at this very moment. After much excitement, all turns out well, and the group adds a new friend to their circle. Good for junior high as well as high school.

Beating the Tatoo, by Ernest Duncan. Samuel French. 30c. Non-royalty.

Comedy, 1 act, 3m1w, int., modern costumes, about 25 min. A comedy that will have many laughs for student audiences. William Goat, a tattooed sailor, is in love with a beautiful girl, Nan Finn. The scene is in Dr. Nutt's office, where Goat goes in despair to have the tattoos removed before his marriage. Nan comes in and Goat acts strangely. When he finally breaks down and confesses, she admits she knew it all the time and that it makes no difference to her.

The Biggest Hail in Brooklyn, by Nicholas Cosentino. Dramatic Publishing Company. 35c. Royalty \$5.

Comedy, 1 act, 4m2w, int., modern costumes, about 25 min. A comedy centering around an Italian family's difficulty in adjusting itself to American standards of rearing children. The father wishes to dictate every action to his children just as was done in the old country, but he runs into difficulty on the marriage question. It takes him some little time to realize that he has reared two young Americans who think for themselves.

Smile for the Lady, by Jean Lee Latham. Dramatic Publishing Co. 35c. Royalty \$10 and \$5.

Comedy, 1 act, 3m2w, int., modern dress, about 25 min. A comedy with the well-known absent-minded professor as the central character. All parts give good opportunity for characterization. The movement depends primarily on the clever and fast moving dialogue. Good assembly material.

Words That Laugh

(Continued from Page 1)

New President

(Continued from Page 1)

What Ails You, by Wilbur Braun. Walter H. Baker Co. 50c. Royalty \$10.

Farse, 3 acts, 3m7w, int., modern costumes, full evening. As a boy, Marc Little suffered from more than his share of kid diseases. The hoodoo of ill health followed him into his early twenties. Then to add a last straw, he falls in love. He doesn't tell "the girl" of his new affliction but decides to go away for a year to write a novel and to find perfect health. He then proposes to Thelma by mail and is accepted. Then his troubles really begin. He turns up at home being shortly preceded by a detective who is looking for him and also by a French lady—a beautiful young lady. The hero soon becomes entangled in a round of mysterious and hilarious happenings. Not difficult to stage.

Yes Means No, by Howard E. Rogers. Dramatists Play Service. 30c. Royalty \$5.

Comedy, 1 act, 2m4w, int., modern costumes, about 30 min. A very amusing episode that is outstanding for its convincing portrayal of a sixteen-year-old boy. Henry is wild, mischievous, fond of boyish pranks but his mother takes comfort in the fact that he is not involved in affairs with the opposite sex. But the great unexpected blows in Lorraine Lotus, Hollywood siren, come to town and Henry succumbs. Henry's family goes up in smoke, but a surprise turn of events swings the day for Henry.

Ladies Alone, by Florence Ryerson and Colin Clements. Samuel French. Collection. \$1.50.

A collection of eight plays for girls. Each play carries a royalty of \$5. A group of plays that are unusually entertaining because of their modern streamlining in thought and structure. Vivid pictures of contemporary American life. Enjoyable reading as well as good material for acting. An asset to my library.

Night of January Sixteenth, by Ayn Rand. Longmans, Green and Co. 75c. Royalty on App.

Comedy-drama, 3 acts, 11m10w, int., modern costumes, full evening. An entertaining show in which the whole audience has a chance to share. From the audience, at the start of the performance, is selected the jury, 12 good men and

THE DEBATE FORUM

THOMAS A. ROUSSE

Associate Professor of Public Speaking, The University of Texas

MORE than thirty high schools have indicated that they will attend the Debate Institute on the unicameral question in Austin, January 14-15. Since there is no limit to the number of debaters that each school may bring, some coaches are including as many as twelve or fourteen debaters. About eighty luncheon reservations have been made and more are coming in every day.

The Debate Institute

In order to answer the various inquiries addressed to us about the debate institute, the following answers to questions are submitted:

Where and when will the Debate Institute be held? On The University of Texas campus, Friday and Saturday, January 14-15.

Will lodging and meals be furnished? Each school must furnish its own expenses for lodging and meals for its members. An attempt will be made to secure lower rates for the visitors from the local hotels, and the two luncheons at the University Commons will cost fifty cents per plate.

How many teams may each school enter in the Tournament? Each school can be represented by as many boys' and girls' teams as it cares to send. An attempt will be made to give each team entered a chance to participate in all three rounds. There will be no mixed debates. Please arrange your debate schedule at the registration table in Room 301, Union Building.

Further informative material on the Institute:

Can one team debate both sides? Yes, if the director makes such an arrangement at the time he registers the team.

Each team will be composed of two debaters.

No copies of addresses or debate speeches will be available.

Next Year's Question

What question would you like to debate next year? Mr. Bedichek is anxious to secure as many suggestions as possible, and you should send your preference to the LEAGUER office at once. Do you prefer a political or an economic question? Do you think that the question, "Resolved, That Texas Should Adopt a Sales Tax," would be an interesting debate topic?

Start thinking on next year's query and let's select one that will prove interesting as well as valuable to the debaters and the State.

Remember: The Debate Institute will be held Friday and Saturday, January 14-15.

Words That Laugh

(Continued from Page 1)

and snuffle and wink to restrain an exhibition of weakness. And then some one else comes along who is not so good a word juggler as you are, or who has no feelings, and swaps the words about a little, twists the sentences; and behold the spell is gone, and you have left a parcel of written language duly charged with facts, but without a single feeling.

No one can juggle with words with any degree of success without getting a vast respect for their independent ability. They will catch the best idea a man ever had as it flashes through his brain, and holds on to, to surprise him with it long after, and make him wonder that he was ever man enough to have such an idea. And often they will catch an idea as you are, or who has no feelings, and swaps the words about a little, twists the sentences; and behold the spell is gone, and you have left a parcel of written language duly charged with facts, but without a single feeling.

In my first message as president of the Texas Speech Association, I wish to express the desire that the year 1937-1938 mark a definite aim of purpose in work in the State Speech Association.

I believe we all agree that the immediate aim of the Texas Speech Association is wider recognition of Speech in the public schools of Texas. The intention is to perfect an organization of sufficient strength to make its prestige and influence felt, also to urge a closer bond between the Interscholastic League and the State Speech Association.

The realization of the need for speech training as a part of the regular high school curriculum is being widely recognized. Also through the auditorium teachers a rapidly growing interest in speech is being felt in the elementary grades.

Mr. Bedichek has agreed to continue to give us a speech column in every issue and to send a copy of the LEAGUER to every member of the Association. Our motto is, join the Texas Speech Association for inspirational advancement.

Directed Speech, by Leon K. Whitney. Ginn and Company. \$1.50.

A well-written speech text that should be in every school library. Written to the student in language and terms he uses and understands. Contains a wealth of suggested assignments that grow directly out of the material presented. Also effective devices for self-testing.

Judges and Decisions: Each debate will be judged by a single expert judge and the decisions will be announced after each debate. It should be pointed out again, however, that we are not interested in the problem of selecting a "champion" for the tournament. Each judge will be asked to criticize, or not, as he sees fit, each debate, and it is hoped that the visiting debate coaches will act as judges in some of the debates.

Dr. Joe M. Ray, Associate Professor of Government, North Texas State Teachers College, will be one of the speakers on the program. Dr. Ray prepared the present Interscholastic League Debate Bulletin, and is accounted one of the best authorities in the country on Unicameralism vs. Bicameralism.

The complete program for the Debate Institute will be found in another column of the present LEAGUER. When you register, be sure to secure the final program and Shorthand. (This position occurs only on regional directors.) In certain cases, additional directors have been added, and these additional officers with their respective titles follow the numbered list.

REGION I—CENTER: WEST TEXAS STATE TEACHERS COLLEGE, CANYON

(1) W. E. Lockhart, West Texas Teachers College, Canyon. (2) Superintendent R. E. Vaughn, Panhandle, Canyon. (3) Mr. F. E. Savage, West Texas Teachers College, Canyon. (4) Mrs. Tommie Montfort, West Texas Teachers College, Canyon. (5) Mr. Al Baggett, West Texas State Teachers College, Canyon. (6) Miss Jennie C. Ritchie, Box 88, Canyon. (7) Mr. Leon Lassers, Box 822, Canyon. (8) Mrs. E. L. Braude, Box 660, Canyon.

District 1—Center: Canyon

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District 15—Center: Tyler

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THE INTERSCHOLASTIC LEAGUER

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BULLETINS

Constitution and Rules of the Interscholastic League (Revised for 1937-38 Contests), No. 3322, 108 pages.

Contains rules and regulations governing all contests of the University Interscholastic League. Free copy is sent to the person remitting the fee for a school. Extra copies 10 cents each.

The University Interscholastic League: A Survey of Its Organization and Administration (1936), No. 3632, 75 pages.

Charles Albert Duper has made a careful study of the University Interscholastic League, with special reference to its history, organization, and administration, and it is now made available in printed form. The organization has grown from a membership of 22 in 1912 to nearly six thousand schools during the past quarter of a century. Many facts of interest are contained in the detailed study here presented will be found of considerable interest, especially among teachers and school executives of Texas. A copy is sent free on request to any member-school. Out-of-state circulation at 25 cents per copy.

Texas Legislature: One House or Two? No. 3738, 250 pages, single copies 35 cents, four copies for \$1.

This is the current debate bulletin containing suggestive briefs, selected arguments, bibliographies, etc., bearing on the current debate query. "Resolved That Texas Shall Adopt The One-House Legislature." It is prepared by Dr. Jim M. Ray, Associate Professor of Government in the North Texas State Teachers College.

"Government Control of Cotton Production," No. 3538, 311 pages.

Single copies 35 cents. Four copies for \$1.

This was the League handbook on the debate query for the school year (1935-36). It contains both negative and affirmative briefs, articles from standard authorities giving a general survey of the cotton situation, as well as selected arguments from those who favor and those who oppose government control of cotton production. It includes a brief history of cotton and is designed to furnish the high-school debater with a fairly comprehensive treatment of the subject. It was prepared by Professor Thomas A. Roussee, Debate Coach, The University of Texas.

"Radio Control," Debate Handbook, 224 pages, 20 cents.

Contains bibliography and selected articles for and against the following debate query: "Resolved that the United States Should Adopt the Essential Features of the British System of Radio Control and Operation." Eight copies for \$1.

"The Nation of Nations" (1923), No. 2329, 81 pages, 10 cents.

Contains briefs and arguments pro and con concerning the following query: "Resolved That the United States should join the League of Nations." Excellent for literary society and community debates. No free copies.

"Financing a State System of Highways" (1929), No. 2929, 120 pages, 10 cents.

Contains briefs, bibliography, and selected arguments, both affirmative and negative, on the following query: "Resolved, That the Sterling Plan for Financing a State System of Highways in Texas should be adopted." This bulletin was used in the 1929-30 contests. No free copies.

"Trial by Jury," No. 3028, 10 cents.

Contains briefs and arguments pro and con on the following query: "Resolved, That a substitute for jury should be adopted." This question was debated in the League debating contests during the 1930-31 scholastic year.

"Limiting Taxes on Tangible Property" (1932), No. 3228, 10 cents.

Contains briefs, selected arguments and authoritative statistics on the following debate query: "Resolved, That at least one-half of all State and local revenues in Texas should be derived from sources other than taxes on tangible property." This bulletin was prepared by C. A. Duval, Ph.D., Instructor in Economics, The University of Texas.

"Nationalization of Munitions" (1936), No. 3638, 225 pages, 10 cents.

The question for debate in all Interscholastic League matched debates for the 1935-37 school year is: "Resolved, That the Manufacture of Munitions of War Should Be a Government Monopoly." Professor Thomas A. Roussee, Debate Coach at The University of Texas, has prepared this bulletin covering practically every phase of the query. The bulletin contains general, negative, and affirmative briefs, bibliography, and selected authorities on the most recent authorities on the topic. This book is not meant to be the sole source of argumentation for debates during the current school year, but it does form a solid basis from which to proceed to a study of the question. This question is agitating not only the people of the United States, but is of worldwide interest. Just the other day France nationalized its munitions. Is there a live question in English politics? It is quite likely that it will become an issue during the next session of the Congress of the United States. Single copies, 10 cents.

"Centennial Declamations," No. 3542, 236 pages. Single copies 35 cents. Four copies \$1.

This collection of the most famous orations by Texas orators, and orations concerning the history traditions and progress of Texas under seven flags, furnishes schools an opportunity to make a notable contribution to the success of the Texas Centennial. The bulletin contains general, negative, and affirmative briefs, bibliography, and selected authorities on the most recent authorities on the topic. This book is not meant to be the sole source of argumentation for debates during the current school year, but it does form a solid basis from which to proceed to a study of the question. This question is agitating not only the people of the United States, but is of worldwide interest. Just the other day France nationalized its munitions. Is there a live question in English politics? It is quite likely that it will become an issue during the next session of the Congress of the United States. Single copies, 10 cents.

"Texas History Syllabus," No. 3544 (1935), 61 pages, 10 cents per copy, 15 copies for \$1.

This bulletin offers a detailed outline of Texas History especially prepared for Extemporaneous Speech contestants, with abundant references and a blank page opposite each page of outline for additional references and notes. Valuable also for regular curriculum classes in Texas History.

"Making Friends in Music Land," Book I (1925), No. 2537, 73 pages, 10 cents.

Written by Dr. Lota Spell. Music supervisors have found this bulletin treating appreciatively the forty-five classical selections a valuable guide in arousing interest in music among their pupils. The language is delightfully simple and adapted to the understanding of sixth, seventh, and eighth graders. An excellent supplementary text in reading.

"Making Friends in Music Land," Book II (1926), No. 2637, 75 pages, 10 cents.

A continuation of above-described bulletin. Five cents per copy in quantities of ten or more. Single copies ten cents.

"Music Heard in Many Lands" (1927), No. 2737, 10 cents.

Similar to Bulletins Nos. 2537 and 2637, but treating other selections. Single copies ten cents; quantities of ten or more, five cents each.

"Making Friends in Music Land," Book III (1928), No. 2837, 85 pages, 10 cents.

This bulletin by Dr. Lota Spell gives both teachers and pupils valuable information and suggestions for recognition of names, instrumental tone and types. Planned a classroom text in music appreciation with many suggestive and thought questions appended after discussion of certain phases of the subject. Single copies, 10 cents each; quantities of ten or more, 5 cents each.

"Making Friends in Music Land," Book VI (1935), No. 3540, 80 pages, 10 cents.

Same description as Book III, except that different selections are treated. Single copies 10 cents; twelve copies for one dollar.

"Developing Number Sense" (1926), No. 2638, 31 pages, 10 cents.

Written by John W. Cahoon, Professor of Applied Mathematics, The University of Texas. This bulletin is an enlargement of the bulletin issued by the League under the same title in 1925. It contains directions to the teacher and to the student for two sets of arithmetic problems. The problems are of the old-fashioned "mental" arithmetic systematically presented. This bulletin is used as a basis for county contests in arithmetic. It contains more than a thousand problems. One free copy to each high-school expecting to enter the arithmetic contest. Extra copies ten cents apiece; five cents per dozen, \$5 per dozen.

"Word Lists for Interscholastic League Spelling Contests" (1937), No. 3733, 16 pages.

This bulletin contains three word lists: (1) for Grades IV and V, (2) for Grades VI and VII, (3) for Grades VIII and above. None of the words in this bulletin is found in the State Adopted Spelling Text, and hence it is used as a list supplement to the spelling test. These lists, together with the State Adopted Text (*Mr. Webster's Reader & Speller*) are the sole source from which words are drawn for all of the League's spelling contests. Single copies, 5 cents each. In quantities, 25 cents per dozen, or \$1 per hundred, postpaid.

"Picture Studies, for Use in Fifth Grade Art Appreciation" (1937), No. 3736, 90 pages, 15 cents per copy, 8 copies for \$1.

This is the current picture memory bulletin and it is necessary for each pupil to have a copy in order for proper preparation to be made. It serves very well as a supplemental reader and can be used with good effect by art clubs in the elementary grades. Fine artistic articles are treated and biographical data concerning various artists attractively presented. The author is Miss Florence Lowe, Art Director, Sam Houston State Teachers College.

"Picture Study in Elementary Grades" (1936), No. 3634, 50 pages, 10 cents per copy.

This is the collection of the articles published during the last two or three years in the *Interscholastic Leaguer* under the title "Picture Appreciation." Miss Florence Lowe, Art Director, Sam Houston State Teachers College, discusses in this bulletin each of the pictures in the 1936-37 contest list, presenting also biographical data concerning each of the artists. The current bulletin, No. 3736 (see above), contains cross-references to this volume.

"Educational Athletics."

Contains two notable addresses on athletics, one having especial reference to athletics in high schools and the other to college athletics. The former is by James Edward Rogers and was delivered at the League Breakfast and Section Meeting in Dallas, November 1930. The latter is by Parker D. Edwards, President of Baylor College, delivered before the National Collegiate Athletic Association, New York, January 1, 1930. This pamphlet is sent free on request to any address in Texas.

"Athletics—For Better or Worse?" By Dr. Chas. W. Flint, Chancellor, Syracuse University, 30 pages.

Chancellor Flint is a recognized authority on athletics. His analysis of the evils of athletics is keenly searching while his estimate of the educational value of athletics is not only on the theoretical side, but upon years of experience in the administration of the same in school and college. Free on request to members schools to others, 5 cents per copy.

"The Three-R Contest" (1927), No. 2639.

A large folder containing the writing scale by which specimens will be judged in the writing contest. Also contains specific rules and directions for conducting the Three-R contest. Sent free to any teacher in a member-school.

OTHER PUBLICATIONS

Speech Teaching: A Vital Problem in Public Education, by Harry G. Barnes, Ph.D.

The Interscholastic League Breakfast and Section Meeting, November 27, 1936, voted unanimously to request the League to issue Dr. Barnes' address in pamphlet

form. This was accordingly done, and it is now available for anyone interested who will enclose with request a legal size stamped and addressed envelope.

What's Right With Speech Contests.

Address of Henry Lee Ewbank, Ph.D., Professor of Speech, University of Wisconsin, delivered at the Sixteenth Annual League Breakfast and Section Meeting, Madison, November 30, 1936. An especially interesting talk on public speaking teachers and coaches. Sent only in case legal-size stamped and addressed envelope is enclosed with request.

Relationship of Scholarship in School to Later Success in Life.

Fifteen-page pamphlet containing reprint of a series of articles by Dr. H. Y. Benedict, President of The University of Texas, published in *The Interscholastic League*. It discusses the fact that the poor student stands best chance of later success in life. The problem is attacked statistically and the results conclusive. Many superintendents and principals will want to pass this information to high-school pupils through auditorium talks and on other occasions. Sent only in case legal-size stamped and addressed envelope is enclosed with request.

Memory Score Sheets.

Convenient for giving practice tests. One cent per copy; thirty-five cents for 50; one dollar for 100. Free copies to county directors of music memory only on careful estimate of the number that will be required in the county meet. None furnished free to county meets prior to March 1. No order filled for less than ten of a given test.

Music Memory Score Sheets.

Same as above except for Picture Memory. Same price as Music Memory Score Sheets. No order filled for less than ten of a given test.

Three-R Test Sheets.

Convenient for giving practice tests. One cent per copy; fifteen cents for 50; one dollar for 100. Free copies to county directors of music memory only on careful estimate of the number that will be required in the county meet. None furnished free to county meets prior to March 1. No order filled for less than ten of a given test.

Picture Memory Score Sheets.

Convenient for giving practice tests. One cent per copy; fifteen cents for 50; one dollar for 100. Free copies to county directors of music memory only on careful estimate of the number that will be required in the county meet. None furnished free to county meets prior to March 1. No order filled for less than ten of a given test.

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Typewriter Score Sheets.

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