



PREFACING a letter on some League business, G. G. Northcutt, Tama Route, Gatesville, says: "I should first like to thank you and the organization for the splendid form of work that you are doing for the schools of Texas. My good wishes for you."

ORDERING the "Unfamiliar Picture Service," Mrs. J. H. Allen, of Anderson, says: "I wish the service to start at once, as our meet is early this year. I feel that this service is largely responsible for my pupils having won first place in Picture Memory for the last three years. I think this contest one of the very finest in the Interscholastic work."

MRS. TERRY HILL, Camp Wood, writes the League as follows: "I am returning sets 15 and 23 of the Picture Memory Service series under separate cover and am enclosing the keys for them. My class has thoroughly enjoyed them and is eagerly awaiting the next set. Please send me another set as soon as possible. I thank you for your efficient and valuable service."

MENARD MESSENGER publishes the following: "A large number seem interested in Interscholastic work this year and Menard has hopes of going to even greater victories than last year. The school is proud of its past and hopes to be proud of its future. In declamation the girls have shown the most interest both in senior and junior groups. In debate there are at present four boys and two girls. Spelling drill started recently under Mrs. Chumley, who will have charge of Menard High's entrants in this event. Ready Writers are working hard under Miss Cotman and Miss Mauldin will begin choosing her cast for the One-Act Play soon."

MANY of our students, says an item on the school page of Santa Anna News, "are planning to enter various interscholastic activities, but we still need many more entries. Our school would like to win as many victories as possible this year. The pupils' help is needed to make the contests which we enter a success. Without outside activities school would get a little dull, and we can't have these activities if the students will not enter into them. Of course, it means extra work, but points are given toward letters to those who enter. Then, too,

(See—Letter Box—Page 4)

WANTS CHANGE TO SOFT BALL RULES

Teacher Declares Present Hybrid Regulations Cause Confusion in Game

(By G. D. Guy, West Columbia)

AT THIS time I would like to suggest that the League change its playground ball contest to conform with soft ball as it is played. I have had much experience with playground ball, and I find that its rules are more or less complicated. In fact many unpleasant conditions have arisen as a result of this game.

I do not mean to say that soft ball will be a panacea, but I believe that it will tend to alleviate the conditions. Many people do not understand the rules of playground ball, but they do understand hard baseball rules and soft ball rules. For this reason I believe that friction will be eliminated, and the public will be far more interested in the game.

In this community about five or six soft ball teams are organized each summer. It seems to be a coming game of the Americans. One newspaper recently stated that soft ball games drew more people than hard baseball games. Let's keep abreast with the times and change to soft ball, and use the 12-inch ball as the standard, and make using the 14-inch ball optional with the coaches. Rule books are easier to secure; therefore, all coaches could inform themselves as to the rules of the game.

Longview Lobos Take Football Crown



Longview High School 1937 Football Team

Top Row: Dick Miller, Aubrey Perry, Wm. Knox, Herbert Skidmore, Edgar Worsham, Don Fambrough, Charles Burandt, Donald Bolt.

Middle Row: Berry Gruple, J. P. Kuykendal, Bill Lynch, Jim Louis Carter, Bill Pouncey, Albert Clark, J. H. Sullivan, James Bivins.

Front Row: Frank Lebus, Gene Richardson, Marvin Jordan, Jack McMahan, Ted Brannon, (c) Chal Daniel, (c) Corbitt Morse, Raymond Cantrell, Harding Miller.

Last but not least it is found by checking the average grade of the boys in the picture that the average is a little better than 80, 2.03 grade points. Two points would be a grade of 80. Two boys have an A-plus average, Dick Miller and Frank Lebus, both seniors. Present ages of players participating in final championship game: one, 19; four, 18; four, 17; four, 16; one, 15.

FOOTBALL RECORD OF 1937 SEASON

Condensed Report Makes It Handy for Your Athletics Scrapbook

HERE is the record for your scrap-book of the Interscholastic League football season, 1937:

Conference A

District winners in Conference A football, season of 1937, follow, numerical indicating the district:

(1) Amarillo; (2) Wichita Falls; (3) Abilene; (4) Austin (El Paso); (5) Sherman; (6) Highland Park (Dallas); (7) North Side (Fort Worth); (8) Woodrow Wilson (Dallas); (9) Longview; (10) Lufkin; (11) Temple; (12) Thomas Jefferson (San Antonio); (13) Conroe; (14) no winner declared; (15) Robstown; (16) Mission.

Bi-district matches, December 3 and 4, districts being paired, 1-2, 3-4, 5-6, etc., were won, as follows:

Wichita Falls, 21-6; Austin (El Paso), 3-0; Sherman, 7-6; North Side (Fort Worth), 0-0 on penetrations; Longview, 19-0; Temple, 20-0; Robstown, 0-0 on penetrations.

Quarter-final games were won as follows:

Wichita Falls over Austin (El Paso) (See—Debate Institute—Page 4)

Spelling Directors Should Mark List for Pronouncers

SPELLING directors will save trouble by marking in the list to be used by the pronouncers, homonyms, or other words which careless pronunciation may confuse. Such a list prepared by Miss Verna Smith was published, page 1, column 3, November LEAGUER. A few more are given below, furnished by Lola Wales, of Mirando City:

root from route
cemetery from symmetry
shears from sheers
gourd from gored
bale from bail
roam from Rome
pitted from pitted
sweets from suites
rude from rued
needed from kneaded

Song Book

THE statement in your Interscholastic League bulletin that the song book *Our Music in Story and Song* would be furnished by the Textbook Division to all pupils in the State desiring it is, in the main, incorrect. This book was adopted by the State Board of Education for the year 1936-1937 only, and it was during that year only that these books could be purchased from the publishers.

A few of the schools received more of these books than they needed, and occasionally they return them to the textbook depository here in Austin. We shall be glad to fill orders from schools for these books as long as surplus copies are available.

I will thank you very kindly to make a correction regarding this statement in your next issue of THE INTERSCHOLASTIC LEAGUER.

Very truly yours,

G. A. BAKER,
Chief Clerk, Textbook Division,
State Department of Education.

MULTIPLE-COUNTY MEET SUCCESSFUL

Menard, Kimble, Sutton and Schleicher Counties Have Grand Get-together

MEET MANAGING STUDY CONTINUED

Author's Suggestions Drawn Liberally from the "Well of His Experience"

(By Principal J. V. Baird, Kaufman)

THE director-general is instructed to work out a schedule of events for the spring meet showing the dates, hours, buildings, room numbers, etc., of each. This is mailed to each member school shortly after January 1. The purpose behind this is to give each school principal advance notice so that no student shall be allowed to train for two events that come at the same time. The teachers like this plan.

Selection of Judges

The executive committee also instructs the director-general to select the judges. These judges are always selected from outside the county for obvious reasons. We always ask for mature judges who are specialists in the field called on to judge. These judges are selected weeks in advance to avoid the general last-minute rush. All of the expenses of the judges are paid by the county league. This is an expensive way to get the various events judged but has proved to be most satisfactory.

Before I close this paper may I suggest a few points that may be helpful. When the entries in literary events come in, why not write them on one large cardboard about 24x36 inches in size. Divide this

(See—Meet Managing—Page 4)

Four Counties Included

Superintendent T. A. Parker of Menard was made director general with teachers from the four counties being appointed directors of the various events. The meet was held in Menard with only high school events being put into the program for the first year. Menard County had three representatives: Menard, Saline, and Hext High Schools. Kimble had two representatives: Junction and London High Schools. Schleicher had only one, Eldorado; and Sutton had only one, Sonora.

Menard took sole responsibility for providing trophies, which consisted of a large trophy for the school winning most points in literary events (won by Menard).

(See—Multiple County—Page 4)

Classics May Be Adapted To League One-Act Demand

(By E. C. Blackshear, South Park High School, Beaumont)

THIS article is merely an attempt to point the way to the selection of suitable material for persons interested in the One-Act Play contests, held in connection with the annual League events.

The Problem

Most directors, I imagine, are faced with the following questions when selecting a tournament play: Where can I find a suitable comedy or farce, non-royalty, with a small cast, with little or no setting required? Our League sets comedies and farces as acceptable this year. American writers are woefully deficient in concocting this type of play. The few excellent comedies and farces available are royalty, a price that prohibits their use with us. Many of the casts include 12 to 20 players. Even those that have the maximum, ten players, or less, present difficulties almost insurmountable to the director who

handles inexperienced high school talent.

Statistics show that the small casts win oftener than the large and that the percentage of individual honors goes to the small groups. We want to win and our children want to win. Sometimes the set requires an outlay that is preposterous. Many times there are costume problems. And in still other cases, the property lists are outrageous. What to do? Give up? Is there a source of plays of this type, and if so, how much does it cost and is the material suitable to high school talent? To this question, I answer yes!

One Solution

Personally, I adapt old-time plays and even classics to the modern demands of the stage. In another state I adapted one scene from Shakespeare's "Taming of the Shrew"; I cut the cast to the Katy and Petruchio, her maid, and a Citizen. I fared well with it. A colleague of mine adapted Rostand's "The Romancers," one year;

(See—Adapting Classics—Page 3)

RECLASSIFY FOR CHORAL SINGING

Writer Urges New Grouping to Fit Needs of Variety of Schools

(By W. O. Cherry, Supt., Bovina Schools)

I HAVE been reading with interest the discussions in the LEAGUER concerning the Choral Singing rules for this year and would like to add my opinion.

I was particularly interested in Principal C. G. Rankin's article. Mr. Rankin has my fullest sympathy, but I think that he has the cart before the horse. What we need is a proper classification of schools. A school which has no public school music teacher should not have to compete with schools which do have.

List of Songs Too Long

I also think that the list of songs is too long for schools which are teaching public school music. One really good song required and one of our own choice should be enough. As it is, if we wish to have our choruses do their best in the contest we must break into our units and regular teaching program in order to do it.

In other words, classify the schools and make the rules for each class to fit the needs of that class.

As to the use of the phonograph, in my opinion it is the very best method of teaching music appreciation but about the poorest for teaching singing. The thing to which I object most is that the records are usually made by professional singers who sing the songs in their full trained voices. The children will try to imitate these voices and will consequently strain their immature vocal chords.

Records Unsuitable

These songs should be sung in a light lyric voice which somewhere near matches the child voice. The schools of the country should make a plea to the companies who make records of children's songs to have them sung by singers who will sing them in the quality of voice that it is safe for children to imitate. Then in the schools where the phonograph is the only means of teaching songs, by getting a machine with true tone and true pitch, they could use this method without endangering the voices of the children.

However, in any case, the phonograph is not a natural means of teaching singing and schools which can use a better method should not be forced to use the phonograph. After all we should be concerned with teaching the children to sing rather than with winning contests.

Pronunciation of "Attoayac"

SOMEONE wrote the LEAGUER for the correct pronunciation of Attoayac, included in the current spelling list, as a Texas stream of sufficient average annual run-off to entitle it to a place.

The editor passed the query on to Maurice Whittan at Chireno on the Attoayac, and he replied as follows:

"The two accepted local pronunciations of Attoayac are A'to'yak and A'to'yak, the former, however, being the one more commonly used."

BASKETBALL

Says Limit on Number of Games Will Be Helpful

(By C. W. Bingman, Supt., South Park Public School, Beaumont)

IN your last issue of the INTERSCHOLASTIC LEAGUER you have an article on basketball by M. O. Woolam of Bradshaw High School. I think Mr. Woolam's remarks are very timely. I am satisfied that many high schools are having entirely too many basketball games each season. In South Park we have established a rule that our team can play only on Friday and Saturday nights.

I concur with Mr. Woolam's statement that the League should definitely limit the number of games that any team is permitted to play prior to a district tournament. I think this matter should receive careful consideration by the League.

Regional Representatives



Girls' Debate group assembled in Austin for 1936 State Girls' Debate Tournament.

Corrective Speech Program In the Littlefield School

(By Margaret Cooper)

SHOULD the makers of a curriculum which is designed to meet the individual needs of the pupils feel a responsibility for those students who have speech difficulties? Littlefield schools are attempting to say "yes" to that question through its program of speech correction.

Groups and Individual Training

The program provides for two main divisions of work. That is, work in groups and individual training. Through the groups provided, students of approximately the same age are given training designed to develop rhythm, bodily coordination, and activities which encourage self-expression before a group. The student, incidentally, who is commonly very shy because of his defect often loses that feeling before others who are having the same speech troubles.

When a classroom teacher discovers a child with a speech defect in her class, she sends him to the high school speech teacher who takes a case history and diagnoses the case. If the trouble seems to be due to some physical defect, the child is taken to the Payne-Shotwell Hospital where either a physician or a dentist makes an examination and recommends a treatment if any is required. Minor surgical work is done free, such as clipping a tongue-tie.

Stutterers

With the students who stutter, particular attention is given toward developing rhythm in speech. Many people misunderstand just what is meant by rhythm in speech as they confuse our meaning with what is commonly called "sing-song" speech. Quite to the contrary, through our rhythmic speaking exercises, we overcome the stutterer's tendency to have a monotone by developing changes in pitch and accent.

As one cannot develop rhythmic speech until he has developed a sense of rhythm, he is first directed in exercises and marches with the use of a Victrola.* Other devices are later used, such as speaking while bouncing a ball, making each syllable coincide with each bounce of the ball. Pendulums constructed from strings with a weight on the end is another means of developing

*Please note another use for the much-discussed phonograph.—Editor.

(See—Corrective Speech—Page 3)

CLARKSVILLE REPORTS

Pupils Manifest Unusual Interest in League Activities

MORE interest than ever before manifested is being shown by Clarksville high-school students in the forthcoming Interscholastic League meet.

Names of candidates reporting to teachers who are sponsoring the various literary events were listed as follows:

Essay Writing (Miss Branson): June Adams, Billy Barton, Haywood Antone and Evelyn Jones.

Spelling (Miss Yager): June Adams, Joycelyn Brooks, Mildred Boshart, Mary Jane Carlton, Frances Carlton, Lucille Bledsoe, Alberta Whiteman, Lillie Mae Tucker, Lillie Mae Cagle, Margaret Gray and Katherine Perkins.

Shorthand (Mr. Upchurch): James Edwin Storey, Jeannette Silberberg, Helen Coley, Mary Frances Lemon, Louise Chapman, Nancy Butcher. Typing: R. D. Jones, Mason Denton, June Adams, Dorothy Gamble, Mary Margaret Moore, Margaret Boatner, Virginia Usery, and Georgia S. McCoy.

Debate (Miss Wischkaemper): Girls: Louise Rhodes, Audrey Mathis, Dorothy Ward, Evelyn Canterbury. Boys: Paul Geers, Jim Hill Brooks, James Harry Cornett, Richard Jackson, John Thomas Felts and June Adams.

Declamation (Miss Van Dyke): Senior: Edward Sargent, Louise Young, Katherine Woodley and Haywood Antone; Junior: Elizabeth Crabtree, Mildred Wooley, Valera Mae Smith and Martin Scaff. Extemporaneous speaking: Margaret Boatner and Bobby Williams.

One-act play to be coached by Miss Marable is pending receipt of a suitable play.

In the athletic division, around forty boys and girls are reporting to Miss Thompson for tennis practice and fourteen girls are on hand for playground ball teams.

Twenty-four girls who are candidates for the volleyball team render prospects for this year's team promising, according to Miss Deuschle, the coach. Patsy Howland has been named captain of the team and Faye Stegall, co-captain.

Coaches Ellis and O'Neal in charge of all other sports report that large numbers of candidates for each event are available.—Clarksville Times.

DEBATE INSTITUTE DENTON FEB. 18-19

North Texas State Teachers College Offers "Short Course" on Query

DR. JOE M. RAY, author of the current debate bulletin issued as a "help" in this year's Interscholastic League Debates, and Associate Professor of Government, is director of the Debate Institute sponsored by the North Texas State Teachers College, Denton, announced for February 18 and 19.

Dr. Ray's letter, directed to school superintendents, outlines plans for the Institute, as follows: "North Texas State Teachers College at Denton is undertaking a Debate Institute to be held on the campus of the college on Friday and Saturday, February 18 and 19. Will you please inform your high school debate coach of this meeting and persuade him, if at all possible, to bring his debaters to Denton? The county meets for Interscholastic League debaters will begin early in March, and this will be an excellent opportunity for your debaters to get ready for the competition.

Purpose of Institute

"The Institute will be for the purpose of giving the Interscholastic League debaters an opportunity to practice debating with other teams and to hear authorities both on the technique of debating and on the debate subject for this year. We plan, if it can be arranged, to have members from each house of the Legislature

(See—Football Record—Page 4)

NAVASOTA SPONSORS

School Organized in Preparation for County Meet

PRINCIPALS Weldon Lucas and M. E. Boone of the high and grammar schools have announced assignments for teachers in Navasota, for Grimes County Interscholastic League contests.

In Grammar School, Miss Gertrude Long will be in charge of declamation; Miss Trannie Franklow and Miss Eugenia West, spelling; Miss Hallie Showalter, picture memory; Miss Lillian Claire Buffington, music memory; Miss Alexandria Lemberg, choral singing.

Also, Miss Franklow and Mr. Boone, arithmetic; Miss Lang, ready writers; Miss Bess Johnson, Tiny Tot Story Telling; Mr. Boone, boys' athletic events; and Miss Sue Dewees, girls' playground ball and volleyball.

All teachers have been appointed to assist the instructors named in some phase of their work, Mr. Boone said.

In the high school, Miss Helen Greenwood and Miss Elizabeth Sayles will direct declamation; Miss Greenwood, extemporaneous speaking and one-act plays; Mr. Lucas, playground ball for boys; Miss Sue Dewees, playground ball for girls.

Also Miss Jessie Mae Craig, spelling; Ivan Collier, boys' tennis; Miss Dewees, girls' tennis; C. E. Ellison, track and field events; Miss Dewees, volleyball; and Mr. Lucas typing.—Navasota Review.

PAMPA'S SPELLERS

Team Selected After Elimination Series Including All Pupils

ALL students of Senior High school will begin spelling two or three weeks after the beginning of the second semester, according to Miss Lorraine Bruce, who is in charge of this department.

The spelling will start first in the home rooms as it did last year. The same procedure used last year, spelling one line each day from the State Interscholastic League Spelling List. After the spelling gets well under way by home rooms, Miss Bruce will call for students who are interested in making a further study of spelling. "About six students will be chosen from this group by the process of elimination," says Miss Bruce. These students' schedules will be arranged so that they may work together during Miss Bruce's off period. They will represent the Senior High School in spelling in the Interscholastic League contest.—Pampa News.

Secretarial Conference To Be Held During State Meet

Statewide Meeting of Teachers of Typing and Shorthand

TEACHERS of typing and shorthand in Texas public schools will be invited to an all-state Secretarial Conference to be held at The University of Texas, May 6 and 7, according to Miss Florence Stullken, Assistant Professor of Business Administration, who is in charge of the University's typewriting and shorthand courses and who also serves as state director of the typing and shorthand tournament for the Texas Interscholastic League. The

conference will be held at the time of the State Interscholastic League meet, which is also to be held at the University.

National Authority Leader

Louis A. Leslie, vice-president of the Katherine Gibbs School for Girls, an authority on typewriting and shorthand teaching, will be the guest of the University at that time, and will be available to all teachers attending the League meet for conferences on Friday afternoon and Saturday. Mr. Leslie is the author of "The Functional Method of Teaching Shorthand," the text which is used in University classes and also in many of the commercial courses of Texas high schools. He was formerly an

(See—Conference—Page 4)



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.)

Vol. XXI FEBRUARY, 1938 No. 6

ALTHOUGH revision of the shorthand and typing rules has been issued in a special circular for several months, and announcement of it made in the official notice column of the LEAGUER in the October issue and in each issue since, some of the typing and shorthand teachers still appear to be following the rules published in the first edition of the Constitution and Rules. This is unfortunate. The rules in typing and shorthand in the second edition of the Constitution and Rules published this year are O.K. and we still have copies of the special circular containing the correct rules for free distribution.

ENTRY blanks are being mailed to every member-school in the League. If you do not get a blank within the next ten days, be sure to notify the office. Use the blank, even though you have but one entry. This will help the Director General very materially in organizing the meet. Entries must be in the hands of the county Director General at least ten days before the meet. The county committee may shorten this period, but it rarely does. The responsibility of finding out just when and where the meet will be held rests on the member-school. Many county committees are accommodating and mail out notices. Others do not.

REQUISITION blanks are being mailed out today (February 9) to directors general of all counties which have reported its officers to the State Office. Please order your county meet tests and other material on these blanks, being careful to follow directions on the blank. Get these requisitions in plenty of time. Remember that in handling more than 225 county meets we cannot be expected to know just what contests will be held. We supply only material explicitly ordered on the blank. Another matter of utmost importance: unless otherwise directed we shall send package by express. If your express office is unhandy, please clearly indicate that you want it sent by mail.

COUNTY directors will find much of help in the two articles by J. V. Baird on the management of a county meet. The first article appeared in the January issue, and the second in this issue of the LEAGUER. There is no cut and dried way to run a meet, but the suggestions of a man of such long and successful experience as the author certainly deserve careful consideration. The LEAGUER invites other articles of similar nature based on actual experience. The county meet is the core of the Interscholastic League program. The other meets must be considered largely a mere motivation for the county meet. This year there are nearly 250 county organizations in the state in which 5,500 individual schools are participating. Nearly 50,000 children here get contest-experience as an aid in preparation for citizenship. If training in how to act in a contest-situation is worth while at all, surely this a serious undertaking. It is the duty of county directors, elected by the teachers of the county, to see to it that a favorable opportunity for this training is provided.

SCRAMBLED tournaments present a vexing situation. Here is one in the morning mail. In the first place, the tournament was not drawn properly, although specific directions are printed, Constitution and Rules, pages 106 and 107. In the next place, one of the teams was not notified and hence did not appear at the right time and place. This team appears later, demands admittance, which demand is granted. Hence, the inevitable row is set as the tournament draws to a close, ending up with the curious claim of one school that it is champion, although it has not played a single game. Time presses. A champion has to be certified in a few days. Hence comes a telegraphic communication with urgent request, "wire at once, collect" what school is champion of the county. Of course, there is no right way to unscramble such a condition. You are driven to expediency. Our expedient is to advise that the county committee should settle the matter, knowing full well that the county committee will be driven also to expediency and that in the verbal mêlée, the best talkers, not the best basketball players, will win. All such troubles may be avoided by proper care in drawing a tournament, notifying all teams eligible to participate, throwing out a team that fails to appear, and so on. Experience is a hard teacher, but the only teacher who has a way of making one remember. A few experiences of this sort, and the individuals involved will remember that details should be looked after, and that order is heaven's first law.

THIS is the time o' year when there is a great declamation disturbance in the schools. Selections are in demand, and search for just the right piece for just the right declaimer is not always fruitful. Someone remembers that he read a poem somewhere, sometime, entitled, "This Vale of Tears." So the puzzled searcher writes to the League Office something like this: "Can you tell me who wrote and where I can find a selection entitled, 'This Vale of Tears'?" We have to reply that we can't. The New York Times, by the way, devotes a page each week to tracking down poems and other quotable passages on the faintest clue, but the Times has a corps of highly paid sleuths at work on just such detective work, and the page they get up is one of the most interesting in the whole paper. But we are not equipped to dig up such information. The best we can do is to publish now and then a list of books which contain suitable material. Such a list appears in this issue. When O. Henry was editing *Rolling Stones*, he received a query which read as follows: "Can you tell me who first said, 'Breathes there a man with soul so dead'?" O. Henry, without any research, replied in the next issue: "Breathes there a man with soul so dead" was first

uttered by a gentleman at the Saengerfest in Austin in 1892, just after he had been in short-distance conversation with a big tenor from New Braunfels who had just consumed a schooner of beer and a half pound of limberger cheese."

THE melancholy days have come, the saddest of the year, too late to pay the membership, but not to shed a tear, if we may improvise a parody on a very serious subject. Late fees are returned and we can't do anything else about it. For many years, the League had no closing date, and League meets were thrown into the utmost confusion. County officers complained bitterly of having to try to organize a meet without knowing beforehand what schools were eligible to compete. Large bodies move slowly, so the League set a closing date first at March 1. The next year it was moved back to February 15, and announcement was made that it would be moved back 15 days each successive year until the 15th of January was reached, at which it would be stabilized. This was done over the course of years, and the closing date has been January 15 for some years now. This gives the office force time to make county lists, some 225 in number, for the respective county committees, and mail entry forms to more than 5,500 member-schools. Generally, this has been an excellent rule, and it has made for more orderly meets. However, new teachers are coming into the schools all the time, and they are very much surprised when they first stump their toes on this rule. We fear that we have made many mortal enemies by enforcing it. Excuses perfectly exonerating to deny are presented, a list of which would make a fairly complete catalogue of the vicissitudes of human life. We must say, however, that no substitute for a rigid "closing date" has been discovered.

REPLYING to the invitation put forth in the last issue of the LEAGUER to suggest some method of reducing the protest-evils, several sports columns have proposed a deadline date for protests. Simply write a rule that protests have to be made by such or such a date or not at all. Simple, isn't it? It's been proposed at least a dozen times in League meetings during the past twenty years and voted down, and it ought to be. The problem of the evader would be simplified, for he wouldn't have to worry after the deadline was past. Instead of having to cover up an ineligibility the whole season, he would have to cover it up only half a season, and then have a good laugh. It's only when a school begins to show up as a possible winner that a genuine investigation of eligibility of its players ensues, and that doesn't happen in the forepart of the season. Such suggestions are predicated on the assumption that the purpose of the League is to provide a smooth-running show, like that of a professional baseball league. Not so. Its main purpose is to provide a helpful and stimulating competition for bona fide school boys and girls and to guard such pupils in every way possible against usurpation of their game by intruders who have no right in it.

ABOUT as compact and lucid a financial statement of a school's football season as we have ever seen is printed on a little folder issued by "The Board of Education, Faculty, and Students of the Wink Public Schools." Under the headings in column form appear "Total Receipts," "Disbursements," "Net," "Opponents' Share," "Wink's Part." The columns are all totaled and one gets a financial picture of the season from a glance at this small table. The "disbursements" are analyzed on another page. Since the total disbursements amount to \$3,588.79, and the disbursements under that often baffling item "Miscellaneous" amount to only \$36.55, it will be seen that we are not kept in the dark as to where the money went. We think there is no better way of making school activities which collect money really popular in the community than by printing and distributing just such a statement. Superintendent Lee Johnson, of Wink, likely has a few of these folders left for distribution to interested inquirers.

EDWARD LEE BAILEY, one of the teachers in the Alpine high school, sent the LEAGUER an account of how he combated the cigarette evil in his school. We published it in the December issue and, in an unguarded moment, offered to furnish in mimeographed form Mr. Bailey's list of quotations to which he referred in the article. We thought a few hundred copies would supply the demand, but we far underestimated the interest in the subject. Our supply is now all but exhausted, and after the last one goes, we'll have to refer inquirers to Mr. Bailey. He started the trouble anyway, and why shouldn't he see it through?

North Texas State Teachers College

DEBATE INSTITUTE

February 18-19, 1938
Denton, Texas

TENTATIVE PROGRAM

Friday, February 18

8:00 to 10:00 A.M.—Registration, Library Building.
(Note: Please get your debate assignments at this time.)
10:00 to 11:30 A.M.—Library Auditorium:
Dr. Joe M. Ray, "Unicameralism vs. Bicameralism."
Honorable T. Bullock Hyder, Member of the Texas House of Representatives, "The Practical Workings of the Texas Legislature."
12:30 to 2:00 P.M.—Luncheon, Marquis Hall.
President W. J. McConnell, Welcome.
Honorable J. Manley Head, Member of the Texas Senate, "A Defense of Bicameralism."
3:00 P.M.—A Debate by the North Texas State Teachers College Debaters. Subject: Resolved, That Texas Should Adopt a One-House Legislature.
4:30 P.M.—First Round of High School Debates.
(Debate Headquarters, Library Building.)
8:00 P.M.—Kiwanis Minstrels, Administration Building Auditorium.

Saturday, February 19

8:00 to 9:30 A.M.—Second Round High School Debates.
10:00 to 12:00—Library Auditorium.
Mr. Roy Bedichek, Director of the Interscholastic League, "The Value of Debate."
Mr. Thomas A. Rousse, Debate Coach of The University of Texas, "Debating the Unicameral Question."
12:30 to 2:00 P.M.—Luncheon, Marquis Hall.
Honorable G. H. Nelson, Member of the Texas Senate, "The One-House Legislature for Texas."
3:00 P.M.—Third Round of High School Debates.



PICTURE REFERENCE FILES

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

(Present address: 4309 Avenue N½, Galveston, Texas)

EACH year about twenty new pictures are added to the list for the Picture Memory Contests and the same number which have been used the previous year are withdrawn. In order to build a collection from year to year it is necessary to purchase only those pictures which appear in the list for the first time and add them to the files of the previous year. When these are mounted in a useable way and arranged in a well organized manner they become valuable reference material suitable for use in connection with many subjects.

"Practical Files"

The most practical files are composed of pictures of approximately eight by ten inches in size. These are large enough to be displayed effectively before a small class and they show enough detail to give the student an accurate idea of the original picture's appearance. The price of these pictures is not prohibitive for the average school.

Pictures in the eight by ten-inch size should be mounted on board that is stiff enough to protect them and yet not so thick that it occupies too much space in the filing cabinet. A thin quality of chip-board (number 80) is ideal for this purpose. Straw-board should not be used because the color is undesirable for a mount. Extra-heavy construction paper is the correct weight and is available in a number of soft colors suitable for picture mounting. Select the color carefully. Construction paper of ordinary weight and poster paper are too thin to be satisfactory.

Clipped Material

Pictures may be mounted as they come, with the white margin and all reading material retained, or they may be trimmed before mounting. If they are trimmed, a margin of white about one-eighth of an inch wide should be left all around the picture. The board on which the picture is mounted should be large enough for displaying the picture to advantage. The printed material giving facts about the picture should be trimmed to a neat rectangle and pasted securely on the back of the card so that the picture can be identified without waste of time.

Since the pictures are subject to frequent use, all-over pasting should be used in the mounting. Use any good paste and a stiff brush. Lay the picture face down on newspaper and holding the picture lightly at nearest edge to prevent slipping, apply the paste by stroking away from you. Be sure the entire surface is covered. The edges must be watched especially. Lay the picture in place on the card, cover with a clean newspaper and rub with the hands from the center to the edges until the picture sticks securely. Do not put hands directly on the face of the picture without the newspaper protection. Mounted pictures should be laid flat under weight until they are thoroughly dry. Drawing boards, books or magazines can be used for weights in the absence of a press.

Small Pictures

If pictures in the small sizes are to be used in the files, a lighter weight board is desirable. Tag board or unruled library cards are good for this purpose. The small size of the prints makes pasting at the corners sufficient.

No matter what size the pictures are, a definite size and material for the mounts should be decided upon and this standard kept uniform from year to year. Be sure the size chosen for the mount will accommodate the largest picture in whichever style of print you are using. Smaller ones can be adjusted to the mount by leaving more margin. It is best to select standard filing sizes. Five by eight inches for the small prints and ten by fourteen inches for large ones are standard sizes which are suitable for the two kinds of prints mentioned.

Why not start your picture file today? You and your students will find it an interesting and profitable activity. After you have a fair sized collection you will wish to secure a filing cabinet and make the picture library a part of your regular classroom equipment.

Exam question: What effect did religious differences have upon England in Milton's time?

Answer: Very disturbing effects. Indeed, England would have been a much holier place if everyone had belonged to the same sex.

Tribute to Genheimer From Noted Texas Sports Editor

HIGH school football of the Texas Interscholastic League loses a notable figure in the death of E. T. Genheimer, principal at Waco High School for 31 years.

We have known the Waco High School principal for nearly 18 of those years. He loved the game of football, battled for what was right, had the courage of his convictions, and his opinions were always respected.

During the long years he served as principal of Waco high, he had many athletic problems to face as well as school problems. The fact that in the 25-year history of the League, Waco has never played an ineligible man, and therefore has never had a protest lodged against it, is a tribute to the foresight of E. T. Genheimer. He was the man who did the most to see that the boys were eligible before they could play. Quite often he met criticism for drawing the line too fine, but those who know him best and therefore loved him the most, were those who were under him years ago, and who since have gone out and become successful in the game of life.

Waco high will never find a principal more conscientious in his work than was E. T. Genheimer. The school will never have a man to expend more energy in the task than did E. T. Genheimer, because being principal of Waco High School was the very life of this 69-year-old dynamo of energy, and it is fitting that he should leave this world while doing the job that he liked best.

Like the work of all great men, the work of E. T. Genheimer will be appreciated the most after he has gone—"Jinx" Tucker in *Waco Times-Herald*, January 19, 1938.



Picture Memory

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

Choral Singing, Rule 7

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

Typing and Shorthand

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

Spelling List

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

Music Memory Rules, p. 46

Eliminate from list of selections "Dost Thou Know that Sweet Land" and "Land of Hope and Glory."

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."

Art. VIII, Sec. 13

In last clause "(2)" read "higher class" for "accredited" school.

Debate

Attention is called to a slight change in Rule 4, p. 30, Constitution and Rules. Time of entry for debate is decided by the County Committee. It may elect to have a tournament at the county meet, and in such case entries must be in, according to the provisions of Article IV, Section 6, ten days before the date set for the meet. In case a round robin is determined, of course, a schedule is made out by the Director of Debate, subject of course, to approval by the county committee.

Roscoe Suspended in Football

Acting on unanimous recommendation of District Football Committee, District 6-B, the State



CLOSING date for enrollment, January 15, found the I.L.P.C. with 119 high-school papers enrolled, about the same number of members as last year.

Next step in preparation for the annual convention in Austin will come with the selection of the two best school papers in each class in each of the four districts. These winners will be selected in March.

There is something about West Texas that suggests abundant energy; and one who reads the issues of *The Gusher*, paper of the Grandfalls-Royalty High School, sees plenty to suggest that energy on the part of the Grandfalls journalism students. Small in number, as compared with schools of large Texas cities, Grandfalls journalists issue a seven-column semi-monthly paper, in some issues running eight pages. *The Gusher* won first place in the Southwest Texas Press Association contest in December and secured a Class A rating in the Texas High School Press Association meeting in Denton. Delegates from the staff attended both of these conventions.

Sweaters Awarded

Sweaters are being awarded by *The Gusher* for meritorious service on the staff. A Quill and Scroll chapter was organized in the school recently. Now plans are being made for a 40-page magazine supplement to present in pictures a record of the leading activities of the school. As an added honor to the paper, Elizabeth Winn, its editor, was elected president of the Southwest Texas Press Association.

Meeting in Borger, February 4 and 5, the Panhandle High School Press Association carried another West Texas regional press meeting through a successful program. Bill Clark, editor of *The Lubbock Westerner*, presided. Miss Dorothea Martin, sponsor of *The Borger Bulldog's Groul*, was hostess along with the staff of the *Groul*. This convention is the third high school press meeting to be held in West Texas this school year. The others were the West Texas Press Clinic, sponsored by Miss Ross Ayres of Lubbock High, and Mr. Cecil Horne of Texas Tech, held in Lubbock; and the Southwest Texas High School Press Association, held at the College of Mines, El Paso.

Recent Contests

Sidney Lanier School, San Antonio, recently held a Comic Strip contest at which various school groups staged skits representing comic characters. *El Nopal*, neat, four-column paper for the school, published an interesting feature story on the origin of the comic characters, the Katzenjammer Kids.

The Tiger's Tale of Snyder High, recently sponsored a contest, offering a prize to the first student to discover the advertisement in the paper containing the greatest number of "e's."

From Lincoln High School of Portland comes an issue of *The Cardinal*, seven-column paper. One interesting item in the paper describes a contest of an unusual nature. A prize is being offered for the person suggesting the best nickname for the athletic coach.

New to the field of printed high-school papers is *The Yellow Jacket*, of Balmorhea, Texas, High School. Under the sponsorship of Mrs. Nina K. Ross, the copies of this paper which we have received are filled with interesting news of the school.

Bouquet Tossed

Large high-school papers often receive notice for their activities; but sometimes very deserving small papers are overlooked. We want to pause to toss a bouquet to *The Cricket Chirps*, modest, neat three-column monthly paper of the Seguin High School. This year the newspaper is running into its sixteenth volume; that means undoubtedly that the paper has been published sixteen years. It is the first school paper to be established in Guadalupe County. In its quiet sort of way the *Cricket Chirps* has been contributing steadily to the welfare of the school, year after year.

Some school papers give a great amount of space each fall to football; but when football season is over, the editor seems to forget about sports. Better papers, however, do not neglect basketball, track, baseball, and other sports. Each school should have a well-rounded program of sports for the year; and the paper can encourage this kind of program.

—So long until March.

Executive Committee, February 9, suspended the Roscoe High School in football for the season of 1938. See Article XIII, Section 3, Constitution and Rules.

Extemporaneous Speech

Foreign

Japan's Behavior in the Sino-Japanese War.

The Influence of Other Nations in the Spanish Civil War.

Possibilities for Peace in An Age of Undeclared Wars.

Work of the Non-intervention Committee in the Spanish War.

The Present Status of Spain as a Result of Her Civil War.

Italy's Withdrawal from the League of Nations and Its Effect on that Body.

The Influence of the Nazi-Fascist Regimes in the Balkan States.

European Influence in Brazil.

Submarine Piracy in the Mediterranean.

International Politics of the Japan-Germany-Italy alignment.

National

The Panay Incident.

Can America Preserve Her National Honor Through a Peaceful Foreign Policy?

A Divided Labor Organization and Its Consequences Upon that Group.

Roosevelt's Appointees to the Supreme Court.

President Roosevelt's Western Trip in October.

European Effort to Have America "Hold the Bag" in International Committee Meetings.

The Good and Bad Points of the Anti-Lynching Bill.

The Attitude of the Southern States Toward the Anti-Lynching Bill.

The Theory Behind the Wages and Hours Legislation.

Popular Referendum in War Is a Step (Forward, Backward) in Democracy.

State

The Bone of Contention in the Last Session of the Legislature.

The Basic Factors in the Alldredge-Holbrook Dispute During the Last Session of the Legislature.

The Interest of Schools in the Last Session of the Legislature.

The Accomplishments of Last Special Session of the Texas Legislature.

Sources of Public School Funds in the State of Texas.

The Financial Support of the School I Attend.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

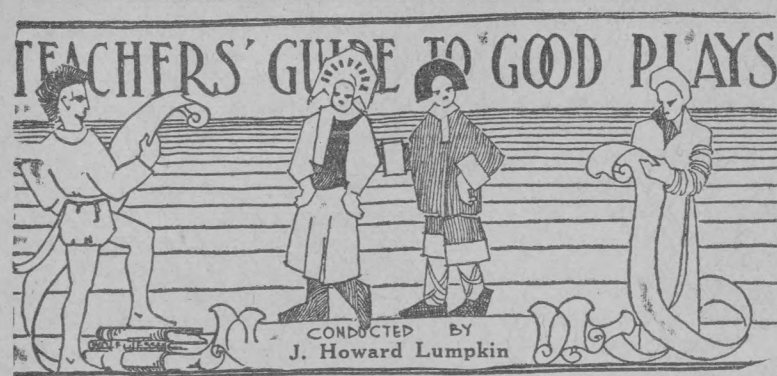
The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.

The Reasons Why Some Texas Teachers are Paid in Script Instead of Cash.



(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.)

Balancing the Budget, by James R. Garey. Samuel French. 35c. Royalty \$5.

Comedy, 1 act, 3m4w, int., modern cost., about 30 min. Grandma Miller dedicated herself to making the lives of those she loved happy. Sometimes they made it very difficult for her to accomplish her mission. A very human play dealing with a very human story. Grandma speaks with a German accent. This can be eliminated, if necessary.

Caramels, by Gladys Funk. Samuel French. 30c. Non-royalty.

Comedy, 1 act, 2m3w, int., modern cost., about 25 min. An amusing comedy with a new twist. Many laughs coupled with an opportunity to do some good acting. What would happen if the very winner of the family suddenly decided to quit working and take life easy? Well, this young husband does—for a time.

The Crosscup Kiss, by Carl W. Pierce. Samuel French. 50c. Royalty \$2.50 after first performance.

Comedy, 3 acts, 6m6w, int., modern dress, full evening. Cyrus Crosscup finds himself consigned to the pension list when his son returns from college to take over the business. But he and Ma decide that they will start out all over again, just as they did when they were first married—and give their son a little competition. A good play for high school production.

Daisy Won't Tell, by Babette Hughes. Dramatists Play Service. 35c. Royalty \$5.

Farce, 1 act, 3m3w, int., modern dress, about 30 min. Brimming over with action and bright dialogue. The plot concerns the rivalry of two young reporters—a boy and a girl—in covering the wedding of the governor's daughter. The wedding doesn't come off, but lots of other unexpected things do!

The Duke, by Jack Stuart Knapp. Samuel French. 30c. Royalty \$5.

Comedy, 1 act, 4m3w, int., modern dress, about 25 min. A very funny comedy that any audience will thoroughly enjoy. The outstanding character must speak in dialect, but it is not difficult. Simply staged. Mrs. Webster is trying to crash the "right" social set by entertaining a duke. The duke does not arrive as expected, so, in desperation, she drafts her foreign butler. Hilarious incidents follow.

Galadiah Jones, by Boyce Loving. Dramatists Play Service. 50c. Royalty \$10.

Comedy, 3 acts, 7m7w, int., modern dress, full evening. Having read of King Arthur's Court, Tommy Jones concludes that the days of knight-hood were more to be desired than the present era. In his own small sphere he sets out to try to practice some of the theories of knight-hood. The result—many laughs and general fun for all. Excellent for high school production.

Good Neighbors, by William J. Farma. Dramatists Play Service. 35c. Royalty \$5.

Comedy, 1 act, 3m4w, int., modern dress, about 35 min. Many comic and dramatic situations arise when it is discovered that Mildred, daughter of a highly respected family, has been out all night. A telephone plays an important part in this sequence. The audience has the gratification of knowing, from the beginning, the innocence of the young couple—and are allowed to watch a mountain of scandal grow out of a mole-hill.

Have a Heart, by Jean Lee Latham. Dramatic Publishing Co. 50c. Royalty \$10.

Farce, 3 acts, 3m3w, int., modern dress, full evening. In order to obtain a job for himself, Ted must convince Mark Andrews, his prospective boss, that he is happily married. So Ted invites Andrews home to dinner. Arriving there, Ted finds a note from his wife saying that he can have his divorce! What divorce? A friend comes to Ted's rescue, but matters only get more complicated. It is all a grand mix-up and very entertaining.

Have a Husband, by Jean Provence. Fitzgerald Publishing Co. 30c. Non-royalty.

Farce, 1 act, 3m1w, int., modern dress, about 25 min. A farce on the modern girl who has several beaux. All parts are young, making up a play with amusing situations that high school students would like to do. The fellow under the couch will bring many laughs.

Inkslingers, by Mignon Jenkens. Samuel French. 35c. Royalty \$5.

Farce, 1 act, 5m4w, int., modern dress, about 25 min. A very funny play that possesses a refreshingly different type of plot. Four writers—all writing different styles of stories—assume that a studio has stolen his idea for use in a picture now in production. Coincidentally, they all pick the same day to try to get evidence in order to lodge the same complaint at the same studio. On that particular day the scenario of the picture in question

has disappeared and the studio is in an uproar. An unexpected ending leaves the audience in a splendid humor.

Life Line, by Warren Beck. Row, Peterson & Co. 50c. Non-royalty.

Comedy, 1 act, 3m5w, int., modern dress, about 30 min. A play about youth—highly romantic in theme. Good assembly material. Kathleen has been tacitly engaged to Bill Anderson for some time. The handsome and dashing Russell Wallace has succeeded, however, in winning her interest in spite of herself. His precipitate courtship offers a contrast to Bill's more prosaic methods that doesn't—for the moment, at least—help Bill's case any. But in the end, good old faithful, plain-spoken Bill gives a convincing proof of romantic love.

Love in the Bonds, by Imogene Cook. Fitzgerald Publishing Co. 30c. Non-royalty.

Comedy, 1 act, 7w, int., modern dress, about 25 min. A college play with a setting in a sorority house. The girls of the Beta Delta Pi House are doing their best to show their rushees that a college career spent outside the Beta Delta House would be a wasted four years. They are especially trying to impress Marion, their latest candidate, who is reputed to be the daughter of an oil king. But they are due for a surprise! Good entertainment.

A Pair of Country Kids, by Vivian Mayo. Walter H. Baker Company. 50c. Non-royalty.

Comedy, 3 acts, 5m5w, int., modern dress, full evening. Life has been pretty humdrum at Joggins Junction where Mrs. Starr conducts the Starr Hotel. But newcomers into town speed up things considerably. A city slicker tries to beat Mrs. Starr out of her property when he thinks there is oil in it. Oil is there, but it gets there in a very amusing way. A comedy containing many laughs.

The Ring and the Look, by Mary Thurman Pyle. Row, Peterson & Co. 50c. Non-royalty.

Comedy, 1 act, 2m6w, int., modern dress, about 30 min. A vivid comedy about high school youth. The characters are accurately enough drawn to be convincing. A good selection for school entertainment. Also quite suitable to Junior High School production.

That's Logic, by Daniel Sarier. Longman's Green & Co. 35c. Royalty on App.

Comedy, 1 act, 3m4w, int., modern dress, about 30 min. A play containing many amusing situations in an unusual setting. Not difficult to stage. The play takes place in a fruit and vegetable stand and is a satire on the reasoning of seller and buyer. Mr. Meely tries to beat a customer out of a watermelon she has bought because he gets a higher price from another. A Rational Man tries to settle everything fairly by logic and reason. Because he is fair—all turn on him.

Toby Helps Out, by Anne Coulter Martens. Dramatic Publishing Co. 50c. Non-royalty.

Comedy, 3 acts, 5m4w, int., modern dress, full evening. The group is out to win the play contest with a very hilarious melodrama. However, all take it with deadly seriousness except the cut-up, Toby. Toby takes the part of the poor old mother in the play. While the heroine pleads with the villain, Toby, rigged in women's clothes, clutches his hands in despair—and lifts off his wig! Other of his antics convulse the audience, but make the cast want to murder him. But all ends happily on both sides of the footlights.

A Weakness for Nurses, by Edna Higgins Strachan. Row, Peterson & Co. 50c. Non-royalty.

Comedy, 1 act, 2m3w, int., modern dress, about 25 min. A comic satire on the "blue-bloods." Easily staged. Not much action, but the play moves swiftly because of its dialogue. Excellent opportunity for characterization. A young blue-blood convalescent falls in love with his nurse—and has his way, for once.

Who Says Can't? by Kathryn McClure. Row, Peterson & Co. 50c. Non-royalty.

Comedy, 1 act, 3m3w, int., modern dress, about 15 min. An excellent comedy for junior or senior high school students. All but two characters are of high school age. Good for classroom assembly, or evening performance. Plot of typical family life—very amusing.

Basic Principles of Speech, by Saret and Foster. Houghton Mifflin Company.

An unusually good text for speech fundamentals. Should be in every school library as supplementary reading, if not used as a text in speech. It is a valuable aid to the speech teacher.

Tourist in art museum: I want to see a picture of Hitler's mother. Attendant: What? Tourist: A picture of Hitler's mother. Attendant: Do you mean Whistler's mother? Tourist: Oh, something like that.

Debate Institute

(Continued From Page 1)

to deliver addresses to the debaters. We also will have addresses by academic authorities on the debate subject. I, myself, am author of the bulletin "The Texas Legislature: One House or Two?" which is currently in use by Interscholastic League debaters in Texas; I shall preside over the Institute and deliver one address on the debate subject. We plan to have two teams of the North Texas State Teachers College debate squad to give an exhibition debate on the question of the one-house legislature for the benefit of the visiting debaters and coaches. There will be a luncheon on Friday and one on Saturday, at which times there will be addresses on the debate subject.

"Information about the cost of meals and lodging for your coach and debaters during their stay in Denton will be sent to you within a few days. At that time, we will send you also a tentative program for the Institute.

Practice Debating

"I am enclosing you an entry blank which must be returned to us by February 15 if you plan to attend the Institute. Each debate team, both boys and girls, will be scheduled for three practice debates during the two days. The winners of the debates will be decided, but there will be no eliminations. If your entry blank is not in our hands by February 15, then we cannot guarantee you that your teams will be scheduled for practice debates. Regardless of whether you return the entry blank, however, we would be glad to have you attend the Institute to hear the speakers and the practice debates. If we can, even at the last minute, we will schedule practice debates for everyone in attendance.

"Your debate coach and your debaters are extended a cordial invitation to visit our campus and attend our Institute on Friday and Saturday, February 18 and 19."

Detailed program appears in this issue.—Editor.

District Meets

LIST of District Officers and District Organizations was published in the January issue. A few changes and corrections have been reported, as follows:

Changes in Districts
Mr. L. L. Sone, Pampa, fills the position of Director General in District No. 2, left vacant by the resignation of Superintendent R. B. Fisher at Pampa.

Superintendent J. T. Ferguson, Navasota, should have been reported as Director of Declaration in District No. 17 in place of Superintendent R. F. Hartman, Nevada.

Districts 15 and 16, Harrison County, and the Marshall city-county unit removed from District 15 and placed in District 16.

Dates District Meets
Dates for district meets have been reported, as follows:

District No. 2: April 15-16.
District No. 4: April 8-9.
District No. 5: April 8-9.
District No. 6: April 8-9.
District No. 7: April 15-16.
District No. 8: April 8-9.
District No. 9: Basketball Tournament, February 18-19; Volleyball Tournament, February 25-26; District Meet, April 7-9.
District No. 10: Basketball Tournament, February 17-18; District Meet, April 8-9.
District No. 11: April 8-9.
District No. 12: April 15-16.
District No. 13: Basketball Tournament, February 18-19; District Meet, April 15-16.
District No. 14: April 8-9.
District No. 15: April 15-16.
District No. 16: April 15-16.
District No. 17: April 7-9.
District No. 19: April 8-9.
District No. 20: Track and Field Events, April 8-9; Literary Events, April 15-16.
District No. 22: April 15-16.
District No. 23: April 8-9.
District No. 24: April 15-16.
District No. 25: April 14-16.
District No. 26: April 8-9.
District No. 27: April 8-9.
District No. 28: April 15-16.
District No. 29: April 15-16.

Multiple County Units
In District 7: Schleicher-Menard-Sutton-Kimble.
In District 22: Gillespie-Kerr-Bandera.
In District 30: Reeves-Ward-Loving.

An unusually good text for speech fundamentals. Should be in every school library as supplementary reading, if not used as a text in speech. It is a valuable aid to the speech teacher.

Tourist in art museum: I want to see a picture of Hitler's mother. Attendant: What? Tourist: A picture of Hitler's mother. Attendant: Do you mean Whistler's mother? Tourist: Oh, something like that.

An unusually good text for speech fundamentals. Should be in every school library as supplementary reading, if not used as a text in speech. It is a valuable aid to the speech teacher.

Tourist in art museum: I want to see a picture of Hitler's mother. Attendant: What? Tourist: A picture of Hitler's mother. Attendant: Do you mean Whistler's mother? Tourist: Oh, something like that.

Tourist in art museum: I want to see a picture of Hitler's mother. Attendant: What? Tourist: A picture of Hitler's mother. Attendant: Do you mean Whistler's mother? Tourist: Oh, something like that.

The Speech Arts In Texas Schools

This column belongs to the Texas Speech Association for discussion of speech problems, and news concerning the Association, its members, or their work. Communications should be sent to Mrs. Florence Horton, Pasadena, Texas, "Historian" of the Association and editor of this column.—Editor.

WE ARE indebted to Miss Florine Fox of West Junior High School, Waco, Texas, for the material in this column. It is taken from a speech entitled, "Speech Units for the Junior High School," which she made at the Houston Convention.

After comparing Junior Speech to a "make something toy" which will develop the child's character and imagination she says in part:

What Kind of Speech Teacher?

Are you the teacher in this rush of life that assigns matter of fact lessons, failing to create situations whereby a child realizes the worthlessness of his mental efforts? In your eagerness to have work well done, do you drill your pupils in your manner of doing things? Or are you just the one with experience in the group who stands ready to help if needed?

Children know when their efforts aren't effective and always come to know why. And don't we all find happiness in the art of accomplishing things?

Do your classes drag? Do your average pupils despise speeches? Do their efforts bore you? Then your imaginary toy lacks paint and the spring is broken. Don't be discouraged and destroy it, but put it in a "unit" hospital.

We'd be appalled if the doctor told us he'd have to remove our pupil's eye or hand. Yet we calmly allow an organ to decay, which is more vital to his success and happiness, namely, his imagination.

Some "Drops" Prescribed

Drop the words "class," "lessons," "test," and choose more glamorous words that give the same results. Use names that provoke thought. In the beginning name the basal unit "Let's Pretend." It is through this idea of playlike that all technique is given. First, let's pretend that we are a group of people and need a leader. Let's exchange opinions about qualifications of good officers; let's nominate, make campaign speeches, hold elections and install officers. After a week of such procedure, a little boy came up to me and said, "Miss Fox, when are we going to start speech work?" I said, "John, we've had speech work for one week." "I've been walking and talking one week and I wasn't scared!" Amy Lowell says, "Art is artificial until spirit takes precedence over form." Really, I wouldn't recommend beginning work as art, but it is akin when pupils lose themselves and talk and act with spirit. The organization must have a name. Let pupils choose one, like "Stage Door Society," "Footlight Performers," and "Personality Builders."

Program Committee
Let the president appoint a program and social committee. The social committee plans one party a quarter. The program committee appoints a pupil to preside each day, decide topics, and with my help create situations, and states how roll has to be answered. Roll call is answered according to unit. By this I mean, if it is book week, answer with favorite author, character, or story; if drama is being studied, answer with favorite actor, play, or famous playwright; and in between times answer with best speaker you have heard, pantomime interesting character, or tell how to be a good neighbor. This point alone gives you the pupil's background, as well as his likes and dislikes, and puts you in position to break the barriers between pupil and teacher.

Are we training all pupils to be speakers or actors? No. Then the most essential element is being a good listener. Through round-

table discussions, pupils will bring out the qualities of a good listener, both in conversation and in assembly. Even the restless junior age child knows right from wrong, and knowing the opinions of his friends bears more weight than reading a textbook or having teachers list "musts." Invite readers or speakers in, and have pupils introduce them. Teach your group to listen, to show appreciation by attitude, applause, and to express in words how they have enjoyed your guest.

Interest

Curiosity is the God-given key to the joy of knowing. All pupils know good acting from bad, but now is the time to stimulate that curiosity to know why it is good. Let's pretend that we have more than one voice. Pupils are delighted to find that one moment they can sound like a crafty old witch, and the next like a princess.

Jokes, stories with conversation, and poems worked into programs are very interesting. Let's pretend that we are someone else, and by pantomime tell that imaginary person's manner, and of course, by make-up and costume picture for the physical eye that person's looks. Pupils learn that the audience sees their mental vision of the person, and thinking is stimulated and soon they learn to observe, listen, imitate; they imagine and relive that experience from an audience.

The junior speech department is a melting pot, and when called must boil forth some play, speech, or stunt to fill in on any program. Therefore, special units within the "Let's Pretend" unit keeps material ready for special events.

Unit Teaching

Unit teaching must be timely. The Waco Community Chest drive and its slogan, "Be a Good Neighbor," served as the beginning for a peace program. Pupils made speeches to create interest in the drive, and one day, a guest speaker called attention to the fact that modern inventions had caused us to live in a world neighborhood. One of the themes for an American education was "Can We Educate for Peace?" This led to more talks and the best were chosen to be given on the school programs, at luncheon clubs in the city. The peace unit culminated November 10, with an Armistice play, "May They Rest in Peace," which can be found in *Silver Magic* by Marcella Rose Kelly, published by the Drama Guild.

As a suggestion for Book Week, costume pupils as favorite book characters and present them in review, like a style show, using characteristic pantomime for character.

Texas Week can be observed, if facilities permit, in a radio broadcast using an adaptation of Jan Isabel Fortune's story "The Rose Window of San Jose."

A Thrift Unit

A thrift unit can culminate in an Indian legend play "The Red Squirrel" available from Thrift Incorporated at Oak Park, Illinois. This play affords ample opportunity for costume and make-up study, as well as an opportunity to use verse speaking choir in the Indian chants.

Pupils enjoy doing and learn by doing. Suggest that they collect magazine pictures which will serve as models for make-up, costumes and unusual ideas for reacting to scene or speech of persons. Appoint committee to select and compile these into a scrap book which will serve as a reference book for future dramatic work.

As a parent thrills in seeing his child enjoy a toy just so we speech teachers feel gloriously rewarded to know that speech is not just a class meeting in four walls, but a torch that lights vision in personalities and endows them with that indomitable philosophy, "Grow old along with me, the best of life is yet to be."

PROGRAM SPEECH SECTION

In North Texas Division

Texas State Teachers Association

A varied and interesting program is planned by the Speech Section of the North Texas Division of the Texas State Teachers Association on March 12, 1938. The session begins at 9:15 in the morning at the Texas State College for Women, Denton, Texas. The program planned is as follows:

The Program of the Texas Speech Association for Recognition of Speech in the Public Schools

Yetta Mitchell
Trinity University, Waxahachie

Practical Methods of Coaching Debate
Otis Hilliard
Denison High School

Objectives and Standards of Judging Speech Contests
Roy Bedichek, Director
Howard Lumpkin
Speech Director, Interscholastic League, Austin

Choral Speaking in the Schools
Mary K. Sands
Texas State College for Women
Demonstration by Choral Speaking Class

Business Session
Miss Peggy Harrison, of Highland Park High School, Dallas, will preside at this meeting.

Corrective Speech

(Continued From Page 1)

ing rhythm. We start off by counting: one, two; one, two; with each swing of the pendulum. Then we vary accenting the first word. We vary the numbers counted and finally fit sentences to the rhythm of this device.

Other Rhythmic Devices

Many other methods of keeping time with our speech are used, including head, hand, and foot movements, hopping and skipping, and swaying of the whole body. Choral speaking also plays a part in this process. These activities tend to overcome that inevitable rapid speech of the stutterer.

A good deal of psychology must be used with the stutterer. Sometimes other teachers are asked to make timely suggestions about improving the personal appearance, or again the child is directed into situations which gradually build up his confidence and self-respect.

The articulatory cases are given as much individual time as possible. By the use of a mirror, the child watches the teacher pronounce a sound three times before he says it once. He watches himself say it in this same mirror, taking pains to shape his mouth as his instructor did. After he has gotten the sound correctly, he is then drilled on words containing that sound in initial, medial and final positions. For instance, if his trouble is with the pronunciation of *v*, voice, revive, and live, would be good drill words, and, "Vines cover the cave," would be a good sentence to give him.

Artificial Palate

If his difficulty is with sounds which require positions that cannot be seen in the mirror, a cheap, artificial palate is made for him and one for the teacher. (In Littlefield the dentist at the Payne-Shotwell hospital does this work free of charge and furnishes the proper materials.)

The instructor covers her artificial palate with powder, places it in her mouth and makes the desired sound, such as *la*. She then removes the palate and shows the child how much of the powder has been removed. He attempts to remove the same amount of powder from his palate. This is a very rapid method for correcting poor tongue and palate contacts for such sounds as *l, t, k, and n*.

Of course many individual cases require individual treatment, but the above methods are most commonly used.

A great deal of this work is done by volunteer students from the high school speech class. All of it is closely supervised by the high school speech teacher.

Adapting Classics

(Continued From Page 1)

another year he made a cutting from the "Barber of Seville." Last year, my own group here, faced with just such a problem, decided to cast our all on Tocheckoff's "The Boor." We fared well. This year, through my instigation, we have decided to adapt another of that Russian farce writer's best known works, "The Marriage Proposal."

Molierie supplies a wealth of material; the Restoration writers: Congreve, Colley Cibber, Van Brugh, and others; Ben Jonson; Beaumont and Fletcher; these, and others too numerous to mention, cannot be plagiarized. They offer material as fresh as the day it was written. There is no copyright problem.

Much Work

This means, of course, many hours of writing, and re-writing in order to bring the language and the technique up to date. And one may take as many liberties as one desires about adding scenes, characters, and incidents. Personally, I always give the original author full credit—first, because his name is better than mine; and second, because it is honest . . . or reverse the order, if you like. In the rehearsals, many things can be added. I always tell my cast that such an adapted script cannot hope to be "finished" until five minutes before the first curtain. The players always feel important that they are allowed to help Shakespeare and me write a "play."

Sydney Howard long ago justified adaptations, as did Casella, Anderson, Shakespeare himself, and Molierie. Who are we so say that those men have not added to the sum of human happiness?

The Problem: Suitable one-act plays for high school contests.

The Solution: Adaptation from a classic, modern or otherwise.

THE American people have de-

manded more and more education for their children. Most of them have not cared what kind of education it was, just so there was plenty of it. The popular ideal has always been a seat for every child. What happened to the child's head while his spine was being supported seemed to be of secondary interest.—Robt. M. Hutchins.



THE DEBATE FORUM

THOMAS A. ROUSSE

Associate Professor of Public Speaking,
The University of Texas

WITH an attendance of almost five hundred debaters and directors, coming from every section of the State, and a program of speakers which was received enthusiastically by the visitors, the first Debate Institute on the current high school debate question held at The University of Texas, January 14-15, was a gratifying success.

Friday's program began with a highly instructive and challenging presentation of the subject by Dr. O. Douglas Weeks. His historical approach and the presentation of the outstanding weaknesses of both the Bicameral and Unicameral systems gave his listeners much food for thought. As was the case in all of the other meetings, the visitors joined in the general discussion that followed the address, and it was gratifying to us to see that the debaters were really asking fundamental questions.

Luncheon

At the luncheon, the adequate facilities of the University Cafeteria were strained to accommodate the demand. As a matter of fact, since only about four hundred could be accommodated on the two days' notice, a large number of the visitors had to go elsewhere for their lunch and return for the program.

Dr. C. P. Patterson, the speaker at the Friday luncheon, defended Bicameralism with his usual enthusiasm and ability. For one hour and thirty minutes, Dr. Patterson elaborated on his various reasons in favor of Bicameralism, and the debaters listened attentively and took copious notes.

At 4 o'clock Friday, the first round of debates for the visitors was under way and some one hundred and twenty-four boys' and girls' teams participated. At 8 p.m., two University of Texas teams staged a typical college debate for an enthusiastic audience. Joe Kilgore and Herbert Petry upheld the affirmative while Jack Love and Edd Miller defended the negative side. The debaters put on a "spicy" performance and the audience followed the arguments closely and enthusiastically, if applause is an indication of audience reaction.

Saturday morning at 10, Dr. Joe Ray and "yours truly" met with the debaters for a two-hour session. After a short discussion on debate technique, Dr. Ray proceeded to discuss the affirmative side of the unicameral question on a question-answer basis. He began with an analysis of the Conference Committee and proceeded to take up the other various arguments of the question. The general discussion was interesting and instructive.

Senator Nelson's Address

The last meeting was the Saturday luncheon at which time State Senator G. H. Nelson, author of the Nelson Resolution for the establishment of a Unicameral Legislature in Texas, was the principal speaker. He delivered a resounding address in favor of the one-house system of legislature for Texas. His address came as a fitting climax to the program, and the debaters indicated their appreciation by their numerous questions and applause. The institute came to a fitting climax that afternoon with two rounds of debates in which the numerous high school debaters participated.

Although we distinctly pointed out that this meet was not to be considered as a tournament, we promised to give you the final statistics in wins by the various schools. It was our hope that the debaters could be judged by speech majors or debaters who would offer, if requested, criticism of each debate they judged. This plan was followed whenever possible. The judges' ballots indicated the following results:

Results—Girls' Division

Teams winning three debates out of three rounds: Alamo Heights, Austin (1),* Greenville, Liberty, Lamar (Houston), Wichita Falls (1).

Teams winning two debates out of three rounds: New Braunfels, Sam Houston, Cisco (1), French (1), Quanah, Wichita Falls (2), San Marcos, Mullin (1), Yorktown, Galena Park, Malakoff, Plainview, San Jacinto.

Teams winning one debate out of three rounds: Victoria, Abilene, Cisco (2), Cuero (1), Willis, Mexia, Victoria (1), Wichita Falls (3), Levelland, Austin (2), Galena-Kingsville, Cuero (2), Cuero (3),

*Numer

