



Frank C. Bean, of Bagwell, enclosing a sheet of grotesque "doodling," remarks: "The enclosure is a group of notes taken by a debate judge in our county meet. My team won this contest, but I am unable to discern from these data just why."

AT THE close of the "season" last spring, Mrs. Leila P. Douglass, of Alto, wrote us as follows concerning the "unfamiliar" Picture Service: "For the third consecutive year my fifth grade group has won the Picture Memory Contest in our County Meet. I feel that your efficient service has been a great help to us. Some of my students have asked that we continue to study unfamiliar pictures,—they are so interested."

The discontinuance of art contests last year caused some disappointment among those schools that had been giving attention to this very well worthwhile activity. However, participation was so limited that the League State Committee decided to abandon them. Walter J. E. Schiebel, Principal, Technical High School, Dallas, voices his protest in the following letter:

"We were all disappointed to note that the district contest at Denton did not include provision for the art and art pottery contest. I suppose that this was cut off because of the apparent lack of interest; however, we find that the pupils themselves report; also the teachers, a real interest in this contest. Furthermore, as you must recognize, these art contests are distinctly worthwhile as opposed to the usual run of athletic contests which are so popular. I think it would be too bad if this contest were discontinued permanently, and I want you to tell me what we can do to centralize enough attention on it to have it restored."

14 Innings, Playground Ball, One Run, Record?

CHARLIE W. ADAMS, Principal, Gray's Prairie School, in Kaufman County, writes to inquire if a 14-inning game with one run in playground ball is not a record. His letter follows:

"In playing playground ball at the county meet in Kaufman County, Gray's Prairie and Warsaw played a fourteen (14) inning game, the score being one to nothing. I think that is a record. Please publish it in the Interscholastic League to see if it is a record."

Also explain how this play should have been ruled: A man was on first base, batter bunted the ball, but as he ran to first base he ran into the ball. According to the rules the runner was out. Should the runner that was on first be permitted to go to second or should he stay on first?"

Mr. Kidd replied that in his opinion batter was out and runner should not have been permitted to advance to second base.

Collin County Meet

McKINNEY was happy, this year, to be again host to the Collin County Interscholastic League track and field literary meet. For a number of years, the events of this county meet have been held in our city, and, mainly through the efforts and work of the local Junior Chamber of Commerce, the meet was again brought here, this year. Students from all over the county came to participate in the various events, all of which are excellent training in some line for the young school student, besides being entertaining to him or her and developing a zest for competition. We are always glad to have the county meet in McKinney. To those who attended, we express the hope that you enjoyed your visit in McKinney and invite you to come back again soon and visit our friendly little county capital. We appreciate you.—*McKinney Gazette*.

A lad elaborated the Boy Scout's duty of obedience, as follows: "A Scout obeys all to whom obedience is due and respects all duly constituted authorities."

77% Tuleta Grammar School Participate In League Work



Bee County Girls Baseball champions in 1938, representing the Tuleta Grammar School. Following is identification of the pictures: Upper row, left to right: Idella Nelson, Betty Lou Puckett, Geraldine Higerd, Joy Stoltzfus, Elizabeth Martignoni. Lower row, left to right: Ruby Lee, Jean Dirks, May Belle Stoltzfus, Ja Nell Connerrey.

PRINCIPAL GIVES FACTS & FIGURES

50% of Enrollment Participated in 20 County Meet Contests

ONE of the chief criticisms of Interscholastic League contests is that it benefits only a small number of exceptional students, that it does not touch the rank and file, and that the teachers' time is diverted to the few at the expense of the many. In some schools this criticism is certainly sound. In other schools, however, we find quite a wide participation, and the preparation-period is so lengthened or spread that study and practice for the competitions blends into the curriculum with no loss of school- or teacher-time, but indeed is found to be a great gain, since it furnishes variety and relief from the usual classroom routine, and, through the eligibility rules, really strengthens scholastic records of the participants.



Mary Belle Stoltzfus and Idella Nelson. These two girls won 1938 Bee County championship in the Number Sense contest.

Principal F. B. Jones, of the Tuleta Grammar School, who transmitted the photograph from

(See—TULETA—Page 4)

"Points" Help Systematize Extracurricular Activities

(By George W. Kelly, Supt., Yorktown)

A LARGE majority of school administrators and teachers readily agree that the so-called extracurricular activities are a vital part of any school system. By extracurricular activities I mean those activities engaged in by students for which no credit is given. They are no longer considered foolishness and a waste of time. Every school has a program or a group of activities for which no credit is given. In most schools there are so many of these activities that their organization and functions present a real administrative problem. Yet few of us have recognized the problem and have tried to solve the situation as we do other administrative issues.

When there were only a very few extracurricular activities,

BI-COUNTY MEET GREAT SUCCESS

Sparsely Settled Trans-Pecos Counties Find Stimulating Competition

(By a Student)

IN the four regular high-school grades of Sanderson High School, we have a total of 110 pupils enrolled. Notwithstanding our comparatively small enrollment and the great distances we have to go for interschool competitions, our school is active in the Interscholastic League and in other extracurricular activities.

The Terrell-Brewster bi-county meet was held in Sanderson last spring, with Alpine, Marathon and Sanderson as the three competing schools. Sanderson won in both boys' and girls' debate, in ward school essay writing, in one-act play, and in other literary events. Sanderson also won the track meet with an excellent showing over Alpine.

The girls' debate team of Mary Beth Banner and Elizabeth Brown, represented the school at the district meet held in Fort Stockton, and defeated Pecos and Alpine, winning the district meet. These students then went to the regional meet held in Alpine and lost to Seagraves.

Boys who made a good showing in track the past season were Albert Weigand, Len Haynes, Rafael, Fierro, John Glenn, Robert Lochhausen, Wilburn Short.

In addition to the regular work in school taken for credit in the high school, numerous clubs have provided a chance for the student to receive training in other fields. Clubs have been in the fields of library science, public speaking, dramatics, science, mathematics, shop work, choral club, glee club, homemaking, journalism, and literature.

There was no real problem to solve. Most of us have continued to practice this laissez-faire policy of letting the teachers do the best they can after school with a select group of students. Any phase of school work which is as valuable as extracurricular activities and which takes up as much time as they do certainly must require more efficient planning to function properly.

Plan Experimental

Therefore, it is not my purpose to argue for or against these activities. I wish to present a plan which has been worked out by the teachers and students of Yorktown High School. Our plan is not perfect by any means; we have already made changes in it, and expect to make others. We started out in an experimental manner, using our best judgment and hoping that it would work.

We have an activity period which comes the last period in the afternoon. This period is just as long as our other periods and is considered by the teachers and

(See—POINTS—Page 2)

SCHOLAR-ATHLETE TO ENTER COLLEGE

Leslie Procter, Jr., Temple, Hangs Up High Records to Shoot at

AT the last State Meet a Texan reporter turned in the following personal item concerning Leslie C. Procter, Jr., of Temple, an outstanding debater and athlete in the League for the past several years:

Leslie Procter, age 17, graduate of Temple High School, is one of those rare persons who excels in both literary and athletic endeavors. He is entering college this fall.



Leslie C. Procter, Jr., Temple, Texas

Right now Leslie is a debater, but if you followed Temple High School football fortunes last fall, you probably remember him as one of the Wildcats' three gridiron captains. His versatility made him one of the most valuable men in the district.

"Had it not been for the fact that Temple had a few weak spots last season, and that Leslie could be moved around to bolster either the line or the backfield, I am sure that he would have received even more recognition than he did," D. X. Bible, coach, said.

Football and debating come natural for the Temple youth. His father was a star fullback at Texas Christian, and his mother has coached four Temple debate teams to the state championship.

Leslie's extracurricular record in high school follows:

- Three years of football. (One of the captains of Wildcats last fall.)
- Two years of baseball.
- Two years of golf.
- Three years of basketball.
- Two years of debate (regional winner, semifinals, Texas University).
- One year of declamation. Senior play cast.
- Fire Prevention essay winner for three years.
- Latin essay—district winner 1936-37.
- Latin essay—State winner 1937-38.
- Choral Club.
- President of Latin Club.
- City Federation Short Story winner 1938.
- Selected by faculty as Rotary Boy 1938—Basis: General Excellence.
- Scholarship: 112 A's; 9 B's.

"Consider the Unity of Things" IT IS not enough, therefore, to fix attention on professional conceptions of education alone. Observations must also be taken from the center of society, for education, government, economy, and culture are parts of the same thing. Hence a paradox. If educators are to make wide and real the reach of their theory and practice, they must step over the boundaries drawn by their profession and consider the unity of things. By concentrating affections on their sphere of special interest, they will separate education from the living body of society. Important as are the methods and procedures of education, they are means, not ends; and the ends themselves are linked with the genius, spirit, and purpose of the society in which education functions, by which it is sustained, vitalized, and protected. Yet in stepping over the boundaries of their profession to find their bearings, educators are at the same time compelled, by the nature of their obligations, to hold fast to those values of education which endure amid the changes and exigencies of society.—Chas. A. Beard.

COACH CONDEMNS CHEERING ERRORS

Tennis at State Tournament Drew Some Unruly Spectators

TOO many of the matches of the State Tournament are marred by the unsportsmanlike and illegal cheering of errors," writes a girls' tennis coach on return from the last State Meet.

"Dr. Penick has stopped matches time and time again to warn against this practice. I really don't know who the offenders are. Possibly University students coming from the schools which the players represent; possibly supporters of the players who have followed them to Austin.

"This is a difficult problem. There will always be some offenders. But the evil might be reduced by printing notices in the LEAGUER, Official Program, and possibly the Constitution and Rules condemning the practice of cheering netted balls, outs, faults, etc. Coaches might be requested to instruct their supporters as to proper conduct at tennis matches.

Against Barring Champions "I want to express my ideas concerning barring state champions in tennis from further par-

(See—Coach Condemns—Page 2)

LEAGUE PEP-TALK BY H. S. STUDENT

Wills Point Pupil Points Out "Values" of Interschool Competitions

(By Mildred Weeks)

POSSIBLY some of you do not understand just what is meant by Interscholastic League activities. The League is composed of all the common and independent school units of the county. These schools meet at a set date to compete against one another in both literary and athletic contests for all schools. The winners of the county meets compete in district meets next in regional contests and finally in the state meet.

The contests are for the purpose of developing the body and the mind and preparing students to be better citizens. Just what is the value of these meets to the individual and also to the school? As for the individual, I believe that there is nothing in the world that can replace the feeling of victory, especially when a person has worked diligently and put his best efforts into his work. Still only a few can win while many must lose. Nevertheless we gain something either way we go. When we do lose, we learn to do so in a sportsmanlike way. It takes losses in little things to prepare us for the big losses we are sure to face later in life.

The individual learns the value of clean competition, how to face it, and how to come out winner whether he actually gets first place or not. These contests strengthen the school in that it awakens the competitive spirit of the student body, thus promoting cooperation and a feeling of oneness among the students. Each student is given an equal chance to show what he can do and he can rest assured that he is backed 100 per cent strong by all his classmates. Sometimes talented students are discovered at these meets and they are given an opportunity to develop their talents. These are only a few of the values that are derived from the Interscholastic League activities.—Editorial from School Page of Wills Point Chronicle.

From a fifth grader's health-test paper: "One of the main causes of dust is janitors."

A mugwump is a bird that sits on the fence with its mug on one side and its wump on the other.

Sedalia School In State Meet



REPRESENTING Sedalia school in the State Interscholastic League contests at Austin, May 6-7, were Marshall Robertson and Orlena Lay. He participated in the rural pentathlon track events and she entered the essay writing contest. Orlena Lay won first place in essay writing and was presented the Annie Webb Blanton loving cup. She was coached by Mrs. U. L. Downey, teacher of history and English.

Editor Approves League

DISCUSSION of the unicameral idea in legislation calls attention to the fact that this subject has been debated this spring in nearly every one of the high schools in Texas. Argument has been presented in these debates that covers every phase of the question, and it will be enlightening to a good many other folks besides the children and school authorities. And aside from this particular discussion, the Interscholastic debates form an invaluable training for the young population coming on, and one that will mean much for our state's future welfare.

The Texas Interscholastic League has been an influence in ways too numerous to mention, and has given an outlook for high school pupils that was formerly enjoyed only by those able to attend college. Some high school football teams are almost as good as many college aggregations. Contestants in the various events go to the county, district, regional and state meets, and this is a sort of education that cannot be received from books alone. The editor of "School Activities," a national school journal, in the course of a preface to an article written for it by Bedcheck of the Texas League, stated that the Texas Interscholastic League "is the largest and most highly developed extracurricular association in the country, and one that promotes an almost unbelievable array of school activities."—Seymour Banner.

Director Urges Safety First In Interscholastic Football

(By R. J. Kidd, Director of Athletics)

TEXAS high schools are entering upon another season of strenuous and exciting football. This sport calls for the best that a boy has physically, mentally and morally. School administrators and coaches are duty bound to see that every contestant that presents himself for competition is physically fit to engage in two months of hard bodily contact activities. It is a well known fact that there are more injuries in football than in any of the other sports, and that the injuries are more severe than in other activities.

In some instances the coaches and directors of football have be-

DECLAMATION CHOICE

"Interpretative Readings" Not Admissible Under Rules

SPONSORS of the declamation contests should read carefully the rules governing the nature of the selections which are admissible. Always bear in mind that this is a declamation and not an interpretative reading contest. Last season "The Death of Sidney Carton" was given in one of the League meets. Answering a letter of inquiry concerning the eligibility of the selection, the League Director of Speech Activities replied, as follows:

"It is a bit difficult to fit 'The Death of Sidney Carton' to the qualifications of a declamation as set forth in the Constitution and Rules of the Interscholastic League. The selection must have been quite well done to gain the consideration that it did.

"However, I fail to see how it could qualify under the rules of the League contest. In my judgment it is a reading, not a declamation. A declamation is a prose selection which meets the accepted requirements of platform speaking in thought and composition. The judging of a declamation should be based on the fundamentals of platform speaking instead of interpretative reading. This is not a criticism of your judges, but merely our interpretation of the rules."

A good motto for the autobiographer: "I am resolved to dare to say all I dared to do."—Montaigne.

Director Urges Safety First In Interscholastic Football

(By R. J. Kidd, Director of Athletics)

come so interested in the progress of the team or in the performance of a limited number of boys that they have forgotten their responsibility to every individual member of the squad.

Coaches are familiar with the hazards that are bound to occur and the injuries that do take place on the playing field. Every effort should be made to eliminate unnecessary accidents. It has been estimated by some authorities that 50 per cent of the injuries that occur in athletics could be prevented by the proper controls.

The University Interscholastic League is urging that every contestant's health and physical well-being be adequately protected during the athletic season.

We believe that school authorities can reduce the number of injuries by providing:

Try this Assembly Program On Audience-Shy Pupils

MOST speech teachers will agree that one of the greatest obstacles to effective speech is self-consciousness. They concur, as well, in the belief that the best cure for self-consciousness is speaking before an audience, no matter how painful the experience may be.

Despite this unanimity of opinion the only students who have the opportunity to speak before an audience of any size are the ones who are self-confident enough and sufficiently talented to make the debating team or to represent the school in speaking contests.

Thus we find audience contacts being limited to those students who need them least.

What is the solution? Obviously there is little to be gained from forcing the shy, inexperienced speaker to make a public appearance as a debater or contest speaker. The only results would be to bore the audience, lose prestige for the school, and probably make the speaker himself more determined than ever to remain in obscurity.

If you have a problem of this kind, why not take a tip from the new type of radio programs wherein the members of the audience provide the entertainment without being wholly conscious that the spotlight of attention is on them.

Professor Quiz

An assembly based on Professor Quiz program would give six or eight students a chance to appear on the stage without requiring any special talent in speech or dramatics. And if the popularity of the Professor Quiz air show is any indication your audience will love it.

To present such a program you will require only a few chairs, a hat, some questions on individual slips of paper, a question-master and a team of contestants.

The question-master should be an experienced speaker for he must be able to ad lib sufficiently

(See—ASSEMBLY—Page 2)

WHAT EDUCATORS SAY ABOUT CONTESTS

IF CONTESTS have any place whatever in a public school, they must be considered as an educational method. Contests are such a method; a method which uses the instinctive desire to excel and to win, which is inherent in every person, to induce the student to do certain things, the doing of which is beneficial to him.—*Inter- and Intra-High School Contests*, by L. S. Lyon. Education. 33:38.)

A CONTEST is not good or bad in itself; it is good or bad according to the spirit in which it is conducted and the kind of leaders which it brings to the front. (Arthur T. Hadley, *Education and Government*, p. 182.)

TEACH the child to play fairly, with fullness of life, with joy in success, with good sportsmanship in failure, and we have contributed a part to his nature that will make him able in the great game and business of life to rejoice in its successes, to be a good sport in its failure, to hold his head high and strive again for that which he seems to have lost.—(*Character Education Through Play*, by Willis A. Sutton, Recreation, Feb., 1931, p. 592.)

IN AMERICAN schools these contests do not have to be stimulated. They are the most highly motivated activities we have. What is needed is guidance and restraint, and the direction of the sport into good channels. While a help in developing school spirit, a good means of physical education, and a source of pleasure to many, all this should be held subordinate to the question of proper control with a view to character development. They (contests) unify a school as few other things do, and they put forward the idea of selection on the basis of ability to do rather than on any other standard.—(E. P. Cubberley, *The Principal and His School*, pp. 543-47.)

(See—SAFETY FIRST—Page 4)



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BOY BEDICHEKEditor

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TENNIS matches at the 1938 state meet were marred by razzing, cheering errors, booing officials, and other manifestations of roughneckism. Some of this was due to the fact that rain drove the tennis matches inside, and once the crowd were looking down on a basketball court from bleachers the basketball psychology asserted itself.

IT HAS been suggested that conferences for playing playground baseball among high schools in the spring after the county meets are over might furnish a sport for this sport-dull season and wind up the school year with a little more of a bang, athletically speaking. We do not know whether or not this is a practical suggestion, and we should like to have school administrators consider it, especially in connection with end-of-the-year administrative problems.

IN THE Harlingen Star of March 11 we find a list of the pupils from Mission registered in the "literary division of the Hidalgo County meet." There are 140 individuals in this list. If approximately the same number of pupils from the Mission schools entered the athletic contests there were nearly 300 pupils actually entered. Considering the size of the Mission school system, this must represent a large percentage of participation, and is a quite effective because concrete answer to the criticism that League contests involve only a few.

DR. DINA REES EVANS, who judged the State One-act Play Tournament in Austin during the 1938 State Meet, is enthusiastic in praise of the Texas plan for developing speech work in the schools. She says: "At the meeting of the American Theater Association next December, I am going to talk about your plan and suggest that through our Association it be extended throughout the entire country." Dr. Evans is director of the dramatics work in the Cleveland, Ohio, public schools, and is considered one of the outstanding authorities in the country on school dramatics.

FROM an educational standpoint any game for money or valuable consideration, outcome of which is predominantly determined by chance and which does not stimulate the acquisition of a valuable skill, is a gambling device. Article 1083, Texas Criminal Code, defines as a "delinquent" any boy under 17 or girl under 18, who "patronizes or visits any place where a gambling device is operated." Under present conditions, and providing that our definition of a gambling device is sound, there are now at least one million "delinquents" in Texas.

THE seventh grade promotion program of the Hubbard schools last May had as its general theme: "Who Taught America to Sing?" The theme was presented in three scenes, with appropriate illustrative material. The general story was told by Raymond Hawkins, a member of the class. Scene I gave the contributions of the American Indians; II, the Spaniards, Mountaineers, Scandinavians, and Scotch-Irish; III, Southern Belles, Negroes, Gay Nineties, World-War Boys, Cowboys, and Popular Group. It is the educational type of Commencement program, and in line with the best practice.

THE most convenient way to secure federal tax-exemptions on high-school football games is to submit the season's schedule to the internal revenue office at the beginning of the season with request for exemption. The internal revenue office reports that some schools make the request game by game, which is unnecessary. Unless tax-exemption is secured before the game, the receipts are subject to the federal tax. There are two offices authorized to grant exemptions in Texas, one in Austin and the other in Dallas, serving the respective federal reserve districts into which the state is divided.

SCHOOLS interested in organizing a students council for participation in school government will do well to write to H. I. Torrance, High School, Waco, for a mimeographed account of the 1938 Convention of the Texas Association of Student Councils which met in Waco April 8-9. Herein will be found summaries of speeches made by students on the "How we do it" order. Excellent suggestions are made concerning projects and enterprises undertaken by student councils in various high schools in Texas. Rather detailed minutes of the several meetings are recorded which suggest the spirited character of the discussions which took place during the convention. Included, also, is a list of twenty or thirty sponsors with their addresses. While these sponsors do not authorize this offer, we are sure that most of them will be glad to correspond with other teachers who have student council responsibility thrust upon them, and share their experiences. It might be well to enclose a stamped and addressed legal-sized envelope along with your request to Mr. Torrance for a copy of the proceedings. Harlandale High School (San Antonio) was chosen as the site for the 1939 convention, date of which will be set two weeks earlier than it was this year, which will throw it late in March.

THE National Institute of Public Affairs, established for the purpose of recruiting promising college graduates for government service, has been in operation now for four years. Its work has been so successful that it is now subsidized by the Rockefeller Foundation. The Director of the Institute, Dr. Frederick M. Davenport, journeys throughout the United States interviewing graduates who desire to enter public service. "We demand not only prime scholarship," said Dr. Davenport recently. "We want to know what the student has done outside of class. Has he taken a prominent part in student council, athletics, journalism? Has he shown qualities of leadership? We want the type that makes things happen." In short, it is Dr. Davenport's opinion that the participator in extracurricular activities makes a better prospect for efficient government service than the non-participator. It is the school's duty to provide a varied program of extracurricular activities to meet the enlarged demand for the particular type of training offered only through these activities. Not only the Government but private enterprise is becoming more and more insistent upon accepting for responsible positions only the type of individual "who makes things happen."

OF particular interest to Texas teachers is a chapter in the report of the National Emergency Council, aided by an advisory committee of outstanding southerners, recently made to the President, and now available in published form. A number of Texas newspapers have been publishing summaries of the report. A clipping of the Council's report on education in the South should be pasted in every teacher's scrap-book for ready reference. For instance, one runs across such revealing paragraphs as the following: "The South must educate one-third of the nation's children with one-sixth of the nation's school revenues. According to the most conservative estimates, the per capita ability of the richest state in the country to support education is six times as great as that of the poorest state. Although southern teachers compare favorably with teachers elsewhere, the average annual salary of teachers in Arkansas for 1933-34 was \$465, compared to \$2,361 for New York state for the same year, and in no one of the southern states was the average salary of teachers equal to the average of the nation. In few places in the nation, on the other hand, is the number of pupils per teacher higher than in the South. Overcrowding of schools, particularly in rural areas, has lowered the standards of education, and the short school terms of southern rural schools further reduce their effectiveness. In the South only 16 per cent of the children enrolled in school are in high school as compared with 24 per cent in states outside the South."

LEAGUE contests lend themselves to training pupils for life situations in speech if the sponsor will take advantage of them. In local try-outs, county, district, regional, and state meets the contestant is tested out under a great variety of conditions. In one meet, he will have a large audience; in another, only a sprinkling of people in the auditorium. Sometimes he confronts only the judges and the presiding officer. He speaks often from a high stage far away from his audience; again he is in a small classroom with no stage at all. Does not this variety fairly well duplicate the actual speaking situations which the average public speaker meets in the ordinary run of his engagements. Here, then, is an opportunity for training the pupil to keep his poise in almost any set-up which he encounters. It is a bit ridiculous for a speaker to launch out before half a dozen people as if he had an audience of a thousand people; still he should be able to "launch out" if he does have a large group to address. It would seem a good practice, therefore, for the coach to train the pupil for these different speaking conditions. If he is to talk merely to a committee of judges, let him adapt his manner and voice to a more conversational tone and attitude; let him have small-room practice and large-auditorium practice. Even go so far as to introduce now and then some artificial confusion, for certainly at one time or another he will have a real confusion to deal with. In short, prepare him for what he will find in contests, being sure that these conditions are a replica of the conditions he will have to face as a public speaker in after life.

A REPORT by the Carnegie Foundation for the Advancement of Teaching asserts that both State subsidies and income from endowments are today flowing in large amounts to individuals who might be replaced in college by students who would yield a larger educational return on the investments. This is a statement that should cause no informed person any surprise whatever. It takes money to go to college, because in no case does the State or endowed college put up all the money. Indeed, fees and living expenses are becoming prohibitive to all students whose parents are not in relatively high income groups. But the relatively high income groups do not produce all the children who can profit by more education than the high school furnishes. It is obvious, therefore, that students in the institutions of higher learning are selected to some extent on an economic basis. The fact that dad can put up \$500 or \$1,000 a year for son's education is no sign whatever that son is capable of profiting by a college education. Thus the State's or the endowment's share of what it costs to send son through college is absolutely wasted. At the same time, a student from a poor family may be mentally capable of profiting by a college education but is driven by economic pressure into some blind-alley job where his natural endowment is not fully utilized by society. Of course, the rugged individualist is ready with examples of exceptional individuals who surmounted every difficulty and secured an education profitable to himself and to the State whether or no. But the trouble with the average rugged individualist is that he has never been taught to think statistically, and such a report as the one under consideration has no meaning except to people who can think statistically.



Error in Record Number
On page 53 of the Constitution and Rules, Decca Record number should be "20615" instead of the number published.

Bacon referred to the "objections concerning the dignity of learning which arise from ignorance, appearing sometimes in the zeal and jealousy of divines; sometimes in the severity and arrogance of politicians; sometimes in the errors and imperfections of learned men themselves."

Up-to-date capital punishment: "In the United States people are put to death by elocution."



"Were We Guinea Pigs," by the Class of 1938, University High School, Ohio State University. (Holt: \$2.)

THE other day a book by A. Lawrence Lowell, president emeritus of Harvard, went over the dam. It seemed, and still seems, a useful disquisition on the problems of education. But there is a more useful one out today. This is called "Were We Guinea Pigs?" and it has 55 authors. These are the members of the graduating class of the University High School, Ohio State University, and the book itself is an effort to find out whether, in their six year experience with "progressive" education, the method had justified itself. "Were We Guinea Pigs" is published instead of the usual class annual.

Pupil's Suggestion
The plan grew out of one pupil's suggestion. It was discussed and rediscussed, the class was divided into small groups, and each of these produced an outline for the book. A small committee sifted these into two or three complete outlines, and these, with samples of the students' writings, were submitted to a publisher. With extraordinary foresight for a publisher, this one instantly signed a contract.

The book is not a defense of "progressive" education. It merely tells exactly what has happened to this particular class in six years as guinea pigs. Subject by subject, and project by project, it proceeds through the years and through the curriculum. Some things, the young writers feel, did not succeed. One of these subjects was science, and the other music. It happens that the graduates feel in both cases that the fault lay not with the method, but with the fact that, unfortunately, instructors had to be changed so often that a continuous productive job was impossible.

Experience Cooperation
They believe their experience, on the whole, was very successful. They show much more than this in their text, however. They show a capacity for life and an understanding of the cooperation processes necessary to successful living far beyond most adults. Furthermore, as in the case of certain other cooperative writing ventures (such as the Federal Writers Project state guides) they show that such proceedings can turn out elastic, expressive, economical prose. "Were We Guinea Pigs" even has humor.—John Shelby, in "The Literary Guidepost."



USE PICTURES IN CLASSROOMS
(By Ella Victoria Dobbs)

ALL children love pictures. The intense popularity of the Funny Page is just one proof of this interest. Because it is a deep seated interest—an appetite—the school should recognize it and make sure that it has ample food of wholesome quality to feed upon. Many pictures should be available and enjoyed solely for the sake of satisfying this appetite. The joy children find in pictures justifies their use, were there no other value, for happy activities tend to develop happy dispositions.

Pictures have great teaching value. Recognition of this fact is shown in the increased use of pictures in text books. Some of the newest reading books begin with pictures only. The teaching value of pictures applies to practically all fields of school work. All children love to make pictures and they gain much through their effort to express their ideas and feelings and because of its reflex upon their thinking. This gain in appreciation may be great; far beyond the success of the pictures made. Children's pleasure in picture-making sometimes shows a decline as their appreciation increases. This is frequently due to overemphasis on the quality of the work and too little attention to the analysis of fundamental principles and the mechanics of execution. As a help toward improved expression certain pictures may be

examined to discover what the artist did to make us see what he wants us to see,—whether he gave the important object intense color, or made certain lines lead to it, or made all other items small or less important, or how he directs attention to the center of interest.

Summarizing the above statements we find it worthwhile to use pictures in the classroom—

- (1) For pure enjoyment and the inspirational value of happy activities.
- (2) For the related value in understanding life as it touches many fields.
- (3) To develop a basis for discrimination between the cheap pictures too common in advertising, and what is really fine, especially in the selection of pictures for the home.
- (4) For their help in showing how an artist has used his materials to express his ideas.

To secure these values the teacher should select subjects within the range of the pupils' understanding, and of the best quality procurable. These should be well mounted or framed, and hung in a good light.

The picture should be allowed to make its own impression for a few days before class comment is begun, during which time pupil reaction should be observed. Differences in enjoyment will be apparent.

The first class comment should be directed toward better understanding and enjoyment of what the artist has tried to express but no child should feel constrained to express approval he does not feel.

Later brief conversations may center at one time upon the colors used; at another time upon an analysis of the composition of the picture. At another time interest will center in the artist, his life and perhaps incidents which led to the painting of the picture. Older pupils will be interested in connecting an artist with a group or school which used certain methods which distinguish their works.

It is helpful for each pupil to build up his own collection of small prints, well mounted and preserved in booklets or portfolios, with accompanying data according to his stage of progress. It will help if we observe how the artist puts his picture together. Notice "A Madonna of the Rose Garden." The trees add to the formal feeling of pattern. It is interesting and helpful to notice how the artist balances his dark and light spots, and his large and small objects, and how he makes some objects seem close while others seem far away. Whether we ever make pictures worth preserving, it helps us to see more clearly if we try to use suggestions we gain from what others have done. Keen observation is a quality worth working for and helps us to understand and enjoy many things.

We can understand some pictures better if we dramatize them. In making our bodies express what the picture tells us, we feel in our muscles as well as in our thoughts what the artist wished us to enjoy.

The artist preserves interesting occurrences that would otherwise be lost. The beauty of a sunset lasts only a few minutes. Certain choice landscapes can be seen only from places far away from us. The picture brings the beauty to us in imagination and also helps to observe beauty close at hand which we might not otherwise notice. Vivid imagination is another valuable quality well worth cultivating.

*By Francesco Francia, Italian School, 1450-1517. Not in this year's selection, but an excellent picture for any classroom.

Now, Will You Be Good?

I promise to take a vital interest in all phases of Sunday School work, donating of my time, service, and money without stint, for the benefit and uplift of the community.

I promise to abstain from all dancing, immodest dressing, and any other conduct unbecoming a teacher and a lady.

I promise not to go out with any young men except in so far as it may be necessary to stimulate Sunday School work.

I promise not to fall in love, to become engaged, or secretly married.

I promise to remain in the dormitory or on the school grounds when not actively engaged in school or church work elsewhere.

I promise not to encourage or tolerate the least familiarity on the part of my boy pupils.

I promise to sleep at least eight hours each night, to eat carefully, to take every precaution to keep in the best of health and spirits in order that I may be better able to render efficient service to my pupils.

I promise to remember that I owe a duty to the townspeople who are paying me my wages, that I owe respect to the school board and to the superintendent who hired me, and that I shall consider myself at all times the willing servant of the school board,

and the townspeople, and that I shall cooperate with them to the limit of my ability in any movement aimed at the betterment of the town, the pupil, or the schools.—Teacher's Contract, required of all teachers employed in a certain southern city.

—Assembly—

(Continued from Page 1)

to put the contestants at ease and keep the program moving.

The contestants sit on the stage in a semi-circle and each contestant rises in turn, takes a question from the hat, hands it to the question-master who reads it aloud. The contestant then answers if—if he can. Even if he can't, he is reassured by the knowledge that all his fellow-contestants are in the same boat, for no one member of the group is likely to know the answer to all his questions.

Type of Questions
Questions should be selected that are somewhat out of the ordinary, and yet within the realm of knowledge of the average high school student. The following types of questions, favored by Professor Quiz, help make the program more entertaining than would questions that were simply factual in nature.

"How many F's are there in this sentence: 'Fifty frantic firemen were furiously fighting flames.'" or "Express the following sentence in the words of a familiar proverb: 'A member of the genus-homo is distinguished by the assemblage of individuals with which he is associated.'" or "Describe each of the following moods by the use of a color: I was very mad (I saw red). I was depressed (I was blue). I was thinking seriously (I was in a brown study). I was feeling fine (I was in the pink)." Other methods of giving the self-conscious a chance to make a public appearance are the Pronounce-a-down and the spelling bee which is once again coming into prominence.

By making the program a contest between classes or selected teams from different clubs you can have an additional spirit of competition that will intensify audience interest.—Platform News.

—Points—

(Continued from Page 1)

pupils as a regular part of the school day. We do not have students who cut activities or think the school day ends after their last academic course.

Various activities are taught by the teachers according to their respective interests and ability, trying to keep the load evenly distributed. Most of the activities meet either once or twice each week. We have two types of activities, athletic and literary. We require every student who is passing three or more courses to take one literary and one athletic activity. If he is failing two or more courses, he must go to the study hall during activity period.

List of Activities
We have the following activities. The number indicates the number of times which each meets during the week.

Debate	2
Band	2
Volleyball	2*
Spelling	2
Tennis	4†
Football	2
Basketball	1
Dramatics	1
Choral Club	1
Pep Squad	2
Drum and Bugle	2
Paper Staff	2
Volleyball	1‡
Playground Ball	1‡
Playground Ball	1*
Gym	1‡
Gym	1*

In addition to this, the debate group meets for an hour from 7:00-8:00 p.m. each Monday. The Choral Club meets from 6:00-7:00 p.m. each Tuesday. The Band meets from 7:00-8:00 p.m. each Tuesday. The dramatics group meets from 7:00-8:00 p.m. every other Thursday.

After football season ends, we put in basketball; instead of pep squad we put in girls' gym. We have student librarians who have a library club which meets once or twice a month. We also have a home economics club which meets once each month.

We have a point system of making all awards. We give a certain number of activity points for each activity. The number of points given depends upon the activity and the honors won. If a student gets 100 activity points during a school year, he is entitled to a sweater award. The letter will bear an emblem designating the activity in which he has the most points. He is entitled to a sweater award the first year in which he

*Girls.
†Different Groups.
‡Boys.

gets 100 points and in his senior year if he makes 100 points. In other words, the most sweater awards which he can get is two. A silver medal award is given if he has received one sweater, makes 100 points, and is not a senior. The senior boy and the senior girl who have made the most points while in high school receive a gold medal award each year.

Points Committee

The number of points granted for the various activities is determined by a committee of teachers and the student council. We have permanent activity record cards for all students. These cards give the students' names, the school year, activities, honors won or offices held, and number of points.

At first our idea was to encourage participation, and we did not limit the number of activities, but now we have had to limit participation to four activities. We have a student council composed of nine members which has been functioning satisfactorily. We put out a school paper every two weeks. There is no advertising in our paper; we sell enough subscriptions at 25 cents each semester to pay expenses. Almost all of our assembly programs are planned and put on by students under the direction of some teacher.

Since the beginning of this activity program, student spirit and morale have improved a great deal. We have practically no disciplinary problems. We have few rules and regulations. We try to create a feeling of ease and naturalness. We keep the students busy doing worthwhile things, and they have no time for undesirable things.

We have an activity fund at the bank in which is deposited all the receipts from all these activities. All expenditures for activities are paid from this account. If there is insufficient fund, a provision is made in the budget to help finance these activities.

In short, the principal features of this set-up are: plans formulated by superintendent and principal; teachers participated in discussion; teachers participated in setting up the system; students participated in setting up the system; scholarship was upheld; participation was limited; awards were limited; all activities were recognized; final authority was vested in school officials; all students participated; program was properly financed; activities were given a regular time in the schedule.

—Coach Condemns—

(Continued from Page 1)

participation. During almost twenty years of Interscholastic League tennis, four cups have been retired, two in girls' doubles and two in boys' singles. Austin, Dallas, Masonic Home, San Antonio, and Houston have perhaps had more than their share of the championships, but some thirty odd other high schools have had tennis championships. In a good many instances the tennis champions have not been developed by the schools which they represented. They were developed in towns or cities where the interest in tennis was high by tennis clubs, their fathers, or friends.

Tennis Interest Shifts

"Centers of tennis ability and enthusiasm change very much as do centers of football ability. Boys' tennis in Houston and Waco has been better during the past three or four years than in Dallas, Fort Worth and San Antonio. In girls' tennis the smaller schools have shown a superiority over the city high schools. There have also been some good boy players from some of the smaller high schools. My belief is that few schools, if any, will be able to maintain a superiority in any division of tennis in the future for as long as three years.

"I am inclined to be rather democratic in my ideas and rather slow to advocate a change in a system that has been in use almost two decades. I would dislike to see any eligible high-school student barred from competing in Interscholastic League tennis. If one of my pupils won a state championship, I would like for that championship to stand for the best in Texas. I would not want to make the winning of a state championship too easy.

Spunk and Spirit

"Any tennis player who does not have the spirit and spunk to try against a player who has previously won a championship can't be much of a player. A state champion plays under the same rules and conditions as any other player. He may or may not have had more experience. If I am ever lucky enough again to get a tennis player or players to the State meet, and there are some former champions still in high school, we would want to play them.

"I, of course, do not have all the information about this problem. It may have some angles about which I do not know. But, personally, I do not believe that barring state champions would prove helpful to our high-school tennis."

TEACHERS' GUIDE TO GOOD PLAYS



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

All My Life, by George Savage. Samuel French. 35c. Royalty \$5.00.

Drama, one-act, 4w, int, modern costumes, 30 min. Mrs. Sawyer is the happiest mother in the world. Her daughter has just won a national poetry contest. However, when she tells her daughter of her good fortune; all happiness departs. It takes all of shrewd Mrs. McGregory's tact and diplomacy to get her daughter's happiness. Good for an all-woman cast, and has nice climax.

The Bandit and Roberta, by Icha-bod Hunt. Denison. 50c. Non-royalty.

Farce-comedy, three acts, full evening, int, modern costumes. Roberta has a yen to reform a man. Tony, the wayward son of a rich man, escapes parental discipline and takes refuge at the summer inn where Roberta lives. Roberta starts out only to reform Tony, but finds she has fallen in love with him. A robbery which turns out to be an elopement, complicates matters for a time, but all ends happily. Many laughs and should appeal to high-school audiences.

Burgains In Cathay, by Rachel Field. Samuel French. 35c. Royalty \$5.00.

Comedy, 1 act, 4m3w, int, modern costumes, 30 min. An interesting and enjoyable comedy that is worth the time of any actor or audience. The burden of the play is on a young sales-girl in a book store. Through clever salesmanship, she sells her sweetheart's book of poetry and helps him gain the right to spend his time writing. Recommended for contest use.

The Blue Teapot, by Jean Lee Latham. Dramatic. 35c. Royalty \$5.00 and \$10.00.

Comedy, 1 act, 2m2w, int, modern costumes, 30 min. This very popular comedy possesses fire, movement, and characterization. A very appealing sentimental play which has won many good contests. Recommended for contest use.

The Bride and the Burglar, by Florence Lewis Speare. Samuel French. 30c. Royalty \$5.00.

Comedy, 1 act, 2m1w, int, modern costumes, 25 min. A bride and groom are just moving into their new home. A bag is left at the station and the groom goes back to get it. In the meantime a burglar enters and tries to get away with the best gift of all—the silver, but the bride outwits him. It is acceptable for contest use, but is a better auditorium play. A gun is used which can be faked.

Buddy Answers an Add, by J. C. McMullen. Baker. 35c. Write for royalty.

Comedy, 1 act, int, modern costumes, 5m3w, 30 min. Buddy has a mania for answering adds. His parents are nearly driven to distraction by the accumulation of samples, the incessant phone calls, and the many salesmen who call. In desperation, his parents and friends play a trick on him which cures him of his habit. This would be a good junior high school play.

The Doctor In Spite of Himself, by Moliere. Samuel French. 35c. Non-royalty.

Comedy, 2 acts, 6m3w, 1 int, 1 ext, 1 1/2 hours, 17th century costumes. This famous farce by the greatest of French dramatists is excellent for high school and little theater groups. Full of broad action and keen humor, it would serve as a project to increase enthusiasm of any who might be interested in dramatics. It never fails to get over and can be done with almost no scenery or with a cyclorama. Recommended.

The Lady Who Ate an Oyster, by Mary Cunningham. Frederick B. Ingram Publications. Rock Island, Ill. 35c.

Comedy, 1 act, 4m5w, int, modern costumes, 25 min. When a lady eats an oyster that her friend had ordered and discovers a valuable pearl, claimants for the pearl become numerous and insistent. What finally happens to the pearl and its claimants makes an amusing comedy.

Lavender and Red Pepper, by Ruth Giorloff. Samuel French. 35c.

Comedy, 1 act, 8w, int, modern costumes, 30 min. Gram is a lively old lady, turned seventy, but with a mind of her own. When she returns from a visit and finds that her daughter has done her room over—ultra modern—she retaliates by going ultra modern herself, until her daughter pleads to be allowed to restore the room to its former old-fashioned comfort and simplicity.

The Philosopher In the Apple Orchard, by Anthony Hope. Samuel French. 35c.

Comedy, 1 act, 1m1w, ext, modern costumes, 25 min. The philosopher sits in the apple orchard, so engrossed with a book on the Science of Being that he fails to understand that the beautiful girl who comes to talk with him loves him. A gentle and appealing pastoral comedy, with the distinction of having been first played by Lumsden Hare and Billie Burke.

Editor Indicts The Large Scale Debate Tournament

TOURNAMENT debates are the result of small forensic budgets, sparse home audiences, and the laudable desire of instructors to provide technical debate experience for large numbers of students. At first, tournament debates were conducted on a small scale. Under such conditions the tournaments were of value—we hope.

We are told that certain animals of early geological periods became extinct because they were too large. Debate tournaments, with few exceptions, are now too large. It is difficult to believe that, aside from certain technical debate strategy, any great aid to effective speaking results from cooping-up six persons—four debaters, one judge and one chairman-timekeeper—in an unattractive classroom and keeping them there for an hour.

We indict large-scale tournament debating because it in no sense represents a public speaking situation. Presumably, debate should give training in good public speaking. Actually, however, tournament debating is almost always carried on in a private speaking situation. Public speaking techniques are not designed for private speaking situations.

We indict large-scale tournament debating because it regimented, speeds up and de-humanizes the conduct of the debaters. The debaters rush in in great numbers a few minutes before the time set for the first round of debates. They dash off to an assigned room. They hurry back to the central meeting place to attempt to discover the decision. They speed away to the second round. And so it goes. We cannot help but feel that debating has to do with the intellect and personality of a debater. We are naive enough to think that debating has something to do with rounding out the personality of the student and assisting him to learn to make friendly contacts with other debaters. There must be an element of leisure in the origin and growth of friendship and in the meeting of minds of the students of different colleges. One of the benefits of the single debate system where one team goes to another campus and spends the day in the company of the students of the host college and then engages them in debate in the evening is that there is time for an exchange of more than just a reference of page numbers in the Congressional Record or the Monthly Labor Review. Opportunity is there for the development of intercollegiate goodwill, inter-campus friendship, as well as for the exchange of intellectual currency.

On the whole, we are opposed to large-scale tournament debating, but presumably none we suggest an acceptable counter-plan—for example, the incorporation of tournaments—we shall be unable to enforce any decision that may be rendered against them!—Editorial in *The Gavel*, March, 1938.

Red Carnations, by Glenn Hughes. Samuel French. 35c. Royalty \$5.00.

Comedy, 1 act, 2m1w, int, modern costumes, 25 min. A comedy providing genuine entertainment. The story of a boy and a girl meeting in a park after having met previously at a ball. Neither knows the other, but the man is to identify himself by wearing a red carnation. The father of the girl is on the scene when the young man arrives. Both have red carnations in the lapels of their coats. Complications set in! This play was done recently over one of the networks with great success. Recommended.

Sad About Europe, by Philip Johnson. Samuel French. New York. 35c.

Satire, 1 act, 2m3w, int, costumes modern, 40 min. A typical middle-class American couple, traveling in rural England meet "history" and "romance" in masquerade. A good play that may be very effectively produced.

The Shrieking Owl, by Bert Griscom. Samuel French. 35c.

Mystery comedy, 1 act, 5m2w, int, modern costumes. A humorous one-act mystery play with plenty of thrills, but entirely plausible withal.

Squaring the Circle, by Valentine Kataev. Baker and French. 75c. Royalty \$10.00.

Farce, 3 acts, 3m2w, int, modern costumes, full evening. A humorous treatment of the conditions in modern Russia by a Russian. Because of a housing shortage, two mismatched couples have to live in a single room. One woman is an ardent Communist, the other is more bourgeois. Many "border incidents" make the story one continuous laugh. Offers excellent opportunity for good characterization. It is one of those plays which acts better than it reads. Good for advanced casts and great fun to produce.

Uplifting Sadie, by Alice C. D. Riley. Samuel French. 35c.

Comedy, 1 act, 13w, int, modern costumes, 30 min. A satirical comedy with a gentle jeer at would-be high-brows. Easy to produce. Any club audience will recognize the types which are set forth.

Wedding Presents, by John W. Rogers, Jr. Samuel French. 50c.

Comedy, 1 act, 2m5w, int, costumes modern, 35 min. A young man who has no family is about to marry into an aristocratic Southern family. Hearing to tell them, he invents several relatives, and sends presents in their names. In a touching scene the deceit is disclosed. Recommended.

Which Is the Way to Boston? by Ronald Lorenzen. Dramatic Publishing Co. Chicago. 35c.

Drama, 1 act, 2m2w, int, modern costumes, 25 min. A drama of the supernatural founded on a New England legend. Good drama that achieves a supernatural effect of great force, together with a telling climax.

Politeness Lubricates The Wheels of Human Relations

WE WONDER how many student organizations take the pains to write a short letter to an invited speaker, after the meeting at which he performed. It is a time-honored custom for the departed guest to write to his host shortly after the visit is over, and it is a pleasing and satisfying custom. It winds the thing up in due form, and even if one "lies a little," it is not amiss. The convention is well understood.

At least one of the speakers at the last convention of the Texas Association of Students Councils received, shortly after his appearance before the convention, the following note from the student council of the sponsoring high school:

On behalf of our school government and the Texas Association of Student Councils, we express our thanks and appreciation to you for helping to make the meeting a success. Your address to our convention gave us as much valuable material to aid us as any other single part of the program.

Next year we are going to try to score better on one of your criteria; that of securing a greater percentage of students to participate in our school government, for we realize our weakness here.

We are mimeographing a complete report of the convention for all member-schools and will send one to you, hoping that you will not judge us too harshly if your address is not reported as accurately as it might have been.

Again, to you we express our thanks.

Best Actress Award Won by Member of Kingsville Cast

Jean Kennedy, of Kingsville

MISS JEAN KENNEDY was awarded the title of best girl actress at the Texas Interscholastic League One-Act Play contest held last spring in Austin. She received a bronze plaque given by Samuel French, publisher, and a gold medal given by the state as well as a scholarship in dramatics for a summer term at Texas State Teachers College, Denton. Miss Kennedy is the daughter of Mr. and Mrs. C. B. Kennedy and a senior of Henrietta M. King High School. (Picture by courtesy of *Call-Times*, Corpus Christi.)

The human conscience is that portion of the psychic that is soluble in alcohol.—Dr. Benjamin Tilton in *Medley*, London.

TRAINING VALUES IN POETIC DRAMA

Theater Teacher Points Out How Pupils May Expand Personalities

(By Walter Pritchard Eaton, Yale University Theatre)

I ONCE HEARD an intelligent high-school girl say that she couldn't enjoy Shakespeare "because he wasn't real." She did not mean, I suppose, that the emotions of his characters were not real; I think she meant partly that his people lived long ago, almost in a fairy world sometimes, and especially that their language was unlike any talk we hear today. Her attitude was perfectly natural to a person brought up in a world where plays, movies, novels, short stories have been for a generation or more almost exclusively realistic. This exclusive diet of realism has made many of us forget that realism, as we know it, is only one of many styles, and that much, if not most, of the world's greatest drama is definitely non-realistic.

Profit and Loss by Realism

What have we gained by realism? What have we gained, that is, by making the characters in our plays people who live around the corner from us, and talk just as we talk? And what have we lost?

We have gained a kind of vividness of recognition. When we see a character on the stage, or hear him talk, we can say at once, "That's right!" or we can say, "The author doesn't know his people. That man wouldn't talk that way." We all have now a ready-made test for truth in drama: Is it real? We have also gained, by realism, the ability to make plays about the social and economic problems of our times—like Galsworthy's *JUSTICE* or Odette's *WAITING FOR LEFTY*. And this is a valuable gain.

What have we lost? We have lost the dignity and power of the Word, and moving eloquence of poetry, the exaltation of language and emotion which transcend our daily realities and lift us into a higher world of the spirit. And wrapped up in this loss is another—the loss of great acting. The realistic actor must speak and behave like the Man Around the Corner, if his wife dies, feels sorry, no doubt, but he doesn't say, "Tomorrow, and tomorrow, and tomorrow, Creeps in this petty pace from day to day—"

Nor does the Boy Around the Corner, looking at the moon with his best girl, exclaim, ". . . In such a night, Stood Dido with a willow in her hand, Upon the wild sea banks, and wait her love To come again to Carthage."

No, he says, "Jeez, it's some night!" and let's it go at that. If the actor representing his tries to do any more, he ceases to be realistic, hence by our standards he ceases to be true.

"Bricks Without Straw"

But he also fails to be deeply moving, or powerfully romantic, or great. You cannot make bricks without straw without great language and high emotions.

So our stage pays for its realism by littleness.

In the last few years both our dramatists and actors have felt this, and the dramatists have been writing poetic plays, and many actors have sought to act in them. Maxwell Anderson has been the leader among the dramatists. He has even made characters of today, in the shadow of the Brooklyn Bridge, talk in verse (in "Winter" and "The Great Day"). And not only have his plays been hailed by the public, but the players who spoke his verse have enlarged their artistic stature by so doing. Nobody can doubt for a moment that Burgess Meredith, formerly a young realistic actor, is a better, richer actor today because he wrestled with the high emotions, poetically expressed, in *WINTERSET*. Nor can any wise observer doubt that Helen Hayes, now so delightfully and regally impersonating Queen Victoria, in prose, gained no little measure of her power to make her small person regal and commanding by first playing *MARY OF SCOTLAND*, and speaking its vivid and moving verse.

Old-Timers Knew Shakespeare

The old-time actors never thought they had learned their trade till they could act Shakespeare. There was common sense behind this belief. To speak great verse on the stage, and to impersonate great characters and depict powerful, deep emotion, is a training which nothing else can supply. Any actor, young or old, who has mastered a role in fine poetic drama, will thereafter be a much better, a much more authoritative and moving actor, in any other role, even a realistic one. Ask Helen Hayes, ask Katherine Cornell, ask Maurice Evans.

So this is a word of advice to all young actors, amateur or professional—but especially amateurs, who need it most! Take every chance you can get to act in Shakespeare, or in any other fine non-realistic or poetic play. Never mind whether you like Shakespeare or not. Learn to speak the verse so that it is lyrical or emotional or whatever it should be to fit the scene; but always so it is beautiful speech. Learn to carry yourself with ease and grace and distinction. Learn to let yourself go in the emotional scenes. You'll be surprised. You will go back to a play about the Man Around the Corner, and there will be a deeper quality in your tones, a greater assurance in your movements, a warmer emotional response from your audience, than you ever experienced before.

Hamlet said there were more things in this world than were dreamed of in Horatio's philosophy. And there is a lot more in drama, and in acting, than is dreamed of in the realistic play about the Man Around the Corner.—*Lagniappe*, November-December, 1937, issued by Row, Peterson & Company.

Judge Adopts Sports Style In Reporting Final Debate

(By John Keen)

I SAT IN ROOM 1, Garrison Hall, University of Texas campus, among many auditors, as two girl debating teams battled for the Interscholastic championship for debate in the girls' division. It was the finals. One team was from Wichita Falls High; the other from John H. Reagan of Houston.

Contest of Nations

The question was on the adoption of the Unicameral Form of Legislature for Texas. Houston advocated the new plan. On the program, I noted that from John H. Reagan was one girl of English descent and one from Ireland; from Wichita came one Scotch descendant and one from England. Later, I was to observe that the affirmative slung the bull with two Christy Matthewson-type hurlers (both right handers); the negative from the Northwest used a team of southpaws. All four put the pill across neatly. It was a well-balanced debate.

In fact it was the best debate, from the point of intelligent discussion, and not the worst from the delivery angle, that I have judged on this same question this year. This was my fourth; and all the others were in the collegiate-trained rank by men debaters. This statement is not soft soap for the lady debaters; for I am over fifty and happily married yet.

The English girl from Houston opened, but I almost got knocked out by a wide one she tossed, when she split the screen with "To intelligently determine."

Scotch-Irish Bout

The Scotch lassie from Wichita was the best individual debater of the four, an unusual thinker on her feet, and she talked about the subject right to her audience; but I got a bit dizzy by her fumbling of the Butler bunt on the "minority control" question. She may have helped lose one judge's decision by that juggling act. The final decision was three to two. I lost also, being one of the two.

You can always overlook the Irish, they are so earnest and vital. But I was waked to a blink when Kelly said her lady opponent "had failed to overlook the fact," etc. But she got the decision from the English judge, so "Kelly is good," I admitted when that English judge told me afterward that he hardly knew how to vote, but Kelly's oratory and (well I won't say the rest as he is young and I am not acquainted with his personal connections in life) made him decide for the affirmative.

When the southpaw, English hurler rose, a smile from the fair representative of Wichita High School biased me. But her coach had failed to teach her that emotions are best expressed in debating through restraint of the physical posture, so as to leave more power to the speech act. Her English could be improved by copying the Irish and Scotch. But her smile was always an antidote. Some man is going to enjoy his breakfasts, long after we are dead and gone.

PLEA FOR PAY IN SPEECH JUDGING

College Teacher Urges Critic Judge to Be Paid on Reasonable Basis

(By Sarah Lowrey, Baylor University)

WE HAVE just had a very pleasant visit from Miss Gertrude E. Johnson, professor of interpretation, Department of Speech, Wisconsin University. While here she told me of her experience in judging for Dr. Barnes in his state contests in Iowa which she has served three years in succession. They have a critic judge for each division. This judge may hear a dozen or fifteen plays lasting over a period of three days. You, no doubt, have the form which Dr. Barnes uses and know that it appears very complex.

Evaluation Appreciated

Miss Johnson was intrigued by it and said while she was busy every second she felt that it was the most satisfactory type of judging she had ever done. At the end of each evening or afternoon performance she stood before the entire group of actors, directors, and audience and gave her evaluation of the work done. On the final evening she made comparisons of the entire tournament. She said people were exceedingly appreciative and that the second year the plays showed definite improvement along the lines she had suggested the year before.

One director told her that she learned more from that experience than she learned from all the summer schools she had attended. For this service they paid Miss Johnson \$100. She said she never worked harder to earn \$100 in her life, but she enjoyed it because she felt that she was really contributing to their productions in the future.

Now I'll venture to say the League spends more than \$100 in the state one-act play contests alone in paying the expenses of two or three sets of judges, and the participants of those contests know very little more at the end of the contests than they did at the beginning. The value of paying an expert judge and giving him a chance to offer constructive suggestions is, at least, threefold. It points the way to improvement to those participating, it divides the burden among the experts in the state, thus limiting the number of times they are called upon to serve and it gives a better feeling that one is paid for one's professional service, incidentally enabling one to pay a substitute at home if necessary.

Expenses Not Enough

In thinking over this matter I cannot think of a single profession save that of teaching whereby experts are called upon to give their service for expenses only. One would not think of asking such a favor of a doctor, a lawyer, or a preacher. Even when my preacher father and brother-in-law go off to hold meetings or speak they are paid and in turn they pay the one who preaches for them in the home church. Consider this, we teachers of speech spend thousands of dollars in study to say nothing of the books we buy to keep abreast of the times. Surely our professional service is worth more than mere expenses. On the other hand there is a peculiar quirk in the human brain which makes them more appreciative of the services for which they pay. Hence, I believe the respect which such a system would demand would be worth the price. However, I have shown you that the price itself is not any higher than the price which is being paid now, and in my opinion the returns would be vastly more.

For example, this morning as I was eating my breakfast I received a telephone call to furnish nine University professors to go to a town some distance away for Thursday, Friday, and Saturday to judge high-school contests. The superintendent acted as if he were very magnanimous when he said, "we will care for the bus fare and local expenses." He is asking University professors to leave their positions for which they are being paid and serve the high schools for expenses only, by no means taking into account the inconvenience and the drain on one's energy through such a trip.

I hope that this does not sound ungracious. I have served the public schools in Texas for many years and served them gladly. The reaction has usually been genuine appreciation, but I have felt dissatisfied in that my services amounted to so little, merely rendering a decision when I might have contributed much in the way of constructive criticism.

Director Urges Changes In 1-Act Play Judging Rules

(By J. Clark Weaver, Director, Baylor University Little Theater of the Department of Speech)

WHILE looking over the Constitution and Rules of the University Interscholastic League governing the one-act play contest, I found that the judge should give 25 per cent to the choice of the play; 40 per cent to pantomime; and 35 per cent to diction: total 100 per cent.

I think the idea of penalizing a teacher for having bad taste in the choice of the play is an excellent one, but in view of the fact that both the legitimate theater and speech educators have discovered that a bad play can never be acted or interpreted very well even when dressed up in all kinds of stagecraft regalia (which your rules committee has very wisely omitted from the judge's guide) do you think it quite fair to penalize the actor 25 per cent for the teacher's bad taste—and in some instances the school authorities' unwillingness to pay for quality—i.e., royalties?

I also wonder, in spite of the emphasis upon winning, and contests for the contest's sake, if perhaps the other two standards for judging the one-act play, diction and pantomime, should not be explained and elaborated.

I make this second inquiry because it seems to me that Hamlet's advice to the players is not good advice to the amateur actor because he takes too literally, "Speak the speech I pray you, as I pronounced it to you, trippingly on the tongue."

As a consequence of this literalness, I find that it takes almost the whole of the freshman year of my beginning actor's time learning to undo bad habits, i.e., pounding out each vowel, consonant, and syllable of every word; and learning to speak naturally with rhythm, variety of pitch, tone, quality, and force. These bad habits of speech, the beginning actor tells me, were acquired in an effort to improve his diction—"trippingly on the tongue."

I also find that the beginning actor interprets the word pantomime to mean gestures that are made with the hands rather than to mean a full bodily response in a given situation.

It occurred to me then, that perhaps your committee on rules might relieve this concentration upon these two superficial aspects of educational dramatics by revising their standards for judging the one-act play contest and extending these standards to include other phases of acting.

Now, instead of taking into consideration just two aspects of acting, pantomime and diction, let us begin with the major objective of acting: characterization.

There are a great many things besides diction that are necessary in creating a characterization. Suppose we remember that we judge a character upon the stage more or less the way we form judgments of people in real life; that is, we judge them first by the way they speak and second by the way they move about.

The first aspect of characterization then, is voice, or what we hear. However, we can not stop there. We must take into consideration the various aspects that make up a character's voice.

Let us list some of these as: (1) diction; and ask only that the diction be in keeping with the character and not confined to standard pronunciations in the dictionary.

(2) Quality; and let us ask only that the quality of the voice be in keeping with the character.

(3) Voice control; and let us ask only that the voice be adequate in force for the characterization.

Other aspects of voice may be added if these three do not seem sufficient for a basic explanation of why the actor did, or did not, "sound like" the character.

In real life we depend more upon what our eyes tell us about a person than what our ears tell us. The same is true of acting. Therefore, the second aspect of characterization, and by far the most important is bodily activity.

I see no reason for finding a substitute word for pantomime, if we will remember that gesturing with the hands is only a small part of pantomiming, and that creating a characterization calls for a complete bodily response which involves the use of the head, face, arms, torso, legs, and the feet. It is only when all these instruments are working harmoniously that we can say the actor "looked like" the character.

The second major objective of acting is team work. Your committee on judging standards has not allowed for this phase of acting at all. Regardless

of how well each individual character is conceived, the play will not be exempt from monotony if the cues are not picked up quickly, if the actors do not respond to each other, if the play does not have rhythm, climax—tempo. These aspects of acting can be accomplished only when all the actors are working together as a team.

In outline form the judges' ballot might be arranged in the following form:

- A. Characterization
 1. Voice
 - a. Quality (10 per cent). (Is the quality of the voice in keeping with the characterization?)
 - b. Diction (10 per cent). (Is the diction in keeping with the characterization?)
 - c. Voice control (10 per cent). (Is the voice adequate in force for the characterization?) Voice: score, 30 per cent.
 2. Bodily activity
 - (Is the bodily response and activity adequate for, and in keeping with the characterization?) Bodily activity: score, 20 per cent; characterization score, 50 per cent.
 - B. Team work
 - (Is the ensemble acting adequate?) Score: 40 per cent.
 - C. Choice of play. Score: 10 per cent.
- Total score: 100 per cent.

While emphasis upon such detail as this—and even more—in the judges' ballot may seem to be a trivial and unimportant matter, I believe that its inclusion will more clearly define the ballot and will aid the actor and the director in improving his own performance. Inclusion of such detail will also help us all to remember that the primary purpose of the contest is educational—learning through participation—not just winning.

PLAYS ARE LOANED TO TEXAS SCHOOLS

League Speech Director Calls Attention to This Service

(By F. L. Winship, Director of Speech Activities)

ONE of the most difficult tasks confronting a director is the selection of a play for production. With the opening of school for another year, it is perhaps well to remind all teachers that this department has on hand thousands of one-act and three-act plays which are lent for reading purposes.

The advantages of this plan to the director are obvious. Time and money are saved, and any number of plays may be read in order to determine the final selection. Last year 15,000 copies of plays were sent to Texas teachers for reading purposes.

We want you to avail yourself of this opportunity. Your request for plays will be promptly handled. By using our loan library for plays, you will be increasing your chances of selecting a better play, and will be helping us to build a more complete and comprehensive library. If you have problems in play selection, drop us a note and we shall do all we can to be of service to you. Address all communications to Extension Loan Library, The University of Texas, Austin, Texas.

Interscholastic League Work

Interscholastic League work goes hand in hand with school work. For instance interscholastic league spelling can be taught as a spelling lesson in school. A student has to have training to enter the Interscholastic League and training begins in the school.

Interscholastic League work is beneficial to the student in that it provides good training. The student may learn to speak correctly and there are many benefits derived from other phases of this work. This enables a person to come before a group of people and stand upon his own merits. A man that is able to stand on his own merits has the world in his power. The power of speech is one of the greatest assets a man can possess.—*Atlanta Journal*.

AT THE early age of six, Amy Lowell, the poetess, attracted sufficient attention to have a part of her letter quoted in a national magazine as an example of childish ingenuity.

Amy wrote her father a brief note and signed it, "Your loving son."

"Why did you write 'son'?" inquired her father later.

Amy hung her head. "Because I couldn't spell daughter."—*Scholastic*, New York.

