



**QUESTIONS AND ANSWERS.**  
The answers in this column are in no sense "official interpretations." Only the State Executive Committee is competent under the rules to make official interpretations. These are answers to inquiries which are made in the course of routine correspondence with the State Office.

1. Is a student to be the director of the chorus, or may the teacher direct?  
Answer: Yes, the pupil is to be the director—see Rule 7.
2. Will the chorus begin singing by means of introduction on a Victrola, or on a piano?  
Answer: No starting method is prescribed—the choice is wide open.
3. In two part singing, may the director give each part its starting tone? (If not, what procedure is to be used?)  
Answer: No, that is the conductor's business—a student.
4. May the optional song be unison without the chorus having to lose any points?  
Answer: Yes.
5. Among the list of optional songs is given "Joy to the World." It is a two part arrangement. May it be sung in unison?  
Answer: Yes.

Question: I want to know if the girls will play by women's or men's rules in volleyball.  
Answer: The girls will follow the Official Volleyball Rules adopted by the United States Volleyball Association for men.

Question: What is considered evidence of age?  
Answer: (1) Birth certificate; (2) baptismal certificate; (3) Documentary evidence, such as family record of birth in Bible, school records, census records, insurance policy of at least a few years' standing; (4) recent affidavits of date of birth are not acceptable as evidence. See Official Interpretations.

Question: What should be done in case of doubt as to the age of pupil?  
Answer: Submit all evidence to the proper committee and request an opinion.

Question: What is the policy of the League in regard to decisions of judges and referees?  
Answer: The decisions of judges and referees are final. Article XII.

Question: Has the League established the minimum size of a regulation basketball floor?  
(See—QUESTIONS—Page 2)

**Principal Suggests League Sponsor Yearbook Contest**  
(By W. M. Kincaid, Principal, Decatur High School)

I WOULD like to request your consideration of the possibility of the Interscholastic League sponsoring contests in high school annuals.

It seems to be a noticeable trend that more and more schools are putting out annuals, probably due to the possibility of publishing a yearbook for much less expense than in former years.

The League could make it possible for staffs and sponsors to obtain instructions and advice which would be free of commercial interest, improve the quality of books through wholesome competition, and give proper recognition to staffs whose work was found deserving.

It is my belief that the Interscholastic League could be of additional service to the schools of the state by extending its activities into this field.

**TEXAS PLAY BROADCAST**  
YOUR attention is called to a broadcast Saturday morning, January 28, at 9:30 from WBAP, Fort Worth and Dallas. Students in the speech department of Baylor University will present a new play under the direction of Miss Sara Lowrey, head of the department. The play is WEST FROM THE PANHANDLE by Clemon White of Luling. Mr. White's play will be published soon in a volume compiled by Frederick Koch. Mr. White is to be congratulated.

## "One Hundred Percenters" Of Birome Rural School



STANDING, left to right, Lola Mae Looney, 100% Music Memory, Nellie Marie Christian, 100% Spelling, and first place in Picture Memory, Juanita Christian, 100% Music Memory; sitting, Evelyn Pursley, 100% Spelling, Hildred Rhodes, first place in Picture Memory.

With the aid of these one-hundred-percenters the Birome Rural School won the all-round championship in the rural school division of the League in Hill County last year. Indications are that this school will give other schools of its class some keen competition in the Hill County meet next spring. E. M. Savage is principal of the school.

## ITEMS FOR DEBATE SQUAD'S LIBRARY

Summary of Descriptions of Material Necessary and Available

IN ADDITION to the regular League Debate Bulletin, No. 3838, 250 pages, 35 cents per copy or four copies for \$1, there are a number of bulletins, pamphlets, etc., now available for high-school debating teams which should be used as supplementary material. All of these have been mentioned at one time or another in the LEAGUER, but for the convenience of those schools interested in debate, we are here giving a short description of each item.

1. The State Comptroller has issued a bulletin especially for Interscholastic League debaters entitled "Summary of Receipts and Disbursements of State Funds, 1938." This pamphlet contains authentic statistics which every debate team should have access to. The Comptroller kindly offers to  
(See—Debate Library—Page 4)

## Extracurricular Conference Planned For '39 State Meet

Band and Athletics Included Last Year. What Next?

THE third annual Interscholastic League Conference on Extracurricular Activities will be held during the State Meet of 1939, and extracurricular topics for discussion at this meeting are now under consideration. Suggestions from school administrators in this connection will be greatly appreciated.

The minutes of the last Conference, held during the 1938 State Meet, follow:  
Dean T. H. Shelby presented George H. Wells, principal of Austin High School, to act as chairman of the meeting, 2 to 4 P.M., May 6, 1938.  
T. Q. Srygley, assistant superintendent of the Fort Arthur

## New Illinois Regulations

NOT everyone will agree with all of the new rules, but the announced objectives will be universally approved. Here are a few of the new provisions:

1. A boy shall be eligible for interschool competition only between his 14th and 19th birthdays. Modifications are that no boy may play football or enter in cross-country before his 15th birthday and a boy who becomes 19 years old during a given season is permitted to finish the season.
2. A boy is not required to carry any given amount of work but he must be in attendance 80% of the time.
3. Football practice and games are limited to the period between September 1st and December 1st. Not more than seven games may be played and there must be three weeks of practice before the first game.
4. Basketball may be played only between November 15th and April 1st. Only 16 games may be played and two weeks of practice must precede the first game.
5. There shall be an "equal division of facilities between boys and girls" and primary consideration shall be given the well-being of the contestants. Girls' athletics must be limited to intramural and club activities as opposed to interschool contests.—The Illinois High School Athlete, January-February, 1938.

## FOREIGN LANGUAGE TITLES CONFUSING

Music Memory Sponsor Wants Information Identifying Records

HERE is a teacher who wants some help on music memory records. His letter follows:

"Please set us straight on the music memory records. Your LEAGUER this month says, 'Decca Record number should be 20615 instead of number published.' We ordered records from Whittle Music Company, and they sent us Record 20615 and the names are No. A. 1. Papillion, 2. LePetit Ane Blanc. No. B. 1. LeCoucou, 2. Les Abeilles.

"On the music memory test sheets for rural division there are four selections not on any record we have and the above selections which occur on Record 20615. Are the music sheets a misprint, or what shall we do with sheets since they do not have the selection on them for Record 20615?"

Dr. Lota Spell, who has general charge of preparing bulletins and designating records in this contest, replied to this inquiry, as follows:  
"On page 77 of this year's music memory bulletin the titles of all records whose listing is in a foreign language is given, with the English equivalent. 20615 is correct and the titles listed in letter correspond with Butterfly; The Cuckoo; The Bees; and The Little White Donkey. Refer to Bulletin 3840, page 77. A careful reading of that page will clarify matters for them. You have the right record."  
(See—CONFERENCE—Page 3)

## Fewer Football Injuries if the Teams Equally Matched

(By R. J. Kidd)  
THE December 1938 bulletin of the Wisconsin Interscholastic Athletic Association was devoted entirely to a discussion of athletic injuries in Wisconsin schools.

The Wisconsin Interscholastic Athletic Association has recently completed a careful study of the athletic accident benefit plan in operation in that state. The Association has found that the average benefits paid per boy has been greater than the registration fee for each boy. The Board of Control has made a serious study of the causes of accidents with a view to inaugurating some plan to reduce the number of athletic injuries. One of the recommendations of the Wisconsin Board of Control was to equalize competition between football teams. The report pointed out that one-sided contests and games between teams that were not of equal strength resulted in an increase in athletic injuries.

This particular phase of the report should be of interest to Texas school men. In Texas we seem to be accustomed to having teams from small and numerically weak schools serve as a battering ram for larger schools to practice on. We have accepted this practice as a correct and natural procedure. The fact that occasionally a small school wins over a larger one is no evidence contrary to the plea for equal competition. What fun, joy or satisfaction can a football team from a small high school, with a squad of about fifteen boys, have when they are matched against another school where the football squad has from thirty to forty players? Today we talk about fair play and sportsmanship in all of our athletic contests. We equalize competition in football by permitting each team to have eleven men on the field, allow each team four downs to make the required ten yards, etc., but these rules only equalize playing conditions within the game itself.

The League has advanced a step further in attempting to equalize football competition. The chief objective of the reclassification plan is to meet the specific need for equalizing football competition. The small schools claim that they have to play the larger ones in order to earn funds to finance their athletic program. If we can justify interscholastic athletics on any educational basis at all, then athletics should be considered on the same basis as any other educational activity and supported in the same way.

## WINNSBORO TAKES STOCK OF ITSELF

Progressive Program Includes Many Extra-curricular Offerings

(Prepared by Principal O. E. Moore and read by Dale Dickey at the State Fair of Texas, Oct. 15, 1938.)

IT has been the policy of the Winnsboro school board and the administration personnel to keep the curriculum constantly revised and abreast with the most modern trends in education. During the past decade, the following courses have been added to the curriculum: Texas history, business arithmetic, general science, Spanish, band, vocational agriculture, world history, and general mathematics.

## PERSONALITY DEVELOPMENT

In addition to the regular courses that are offered by the high school, many other opportunities are available by which students may develop fully their personalities. The school has for a long time taken an active part in all phases of the work that is sponsored by the University Interscholastic League, such as football, basketball, track, debate, essay writing, spelling, extemporaneous speaking, declamation, typewriting, shorthand, etc. The high school was represented in the county, district, regional, and state meets last year. In connection with this

## CLASSIFICATION MEETS APPROVAL

Veteran High School Coach Says Enrollment Is Right Basis

WE HAVE received from John R. Pierce, Coach of the Corsicana High School, the following comment on the present basis for classification of schools for football competition:

"I know that your committee will soon be making final plans for next year's football season, and I also know that much pressure will be used and has been brought on you to make certain concessions in the classification of schools. I think if you will check these requests, they are basing their claims entirely on the fact of winning football teams. This I know is in opposition to the purpose and benefit of interscholastic athletics, and I know of no fairer way to classify than the one you have outlined and can see no reason to make any exceptions.

## South Texas Community Is Pleased With 6-Man Team

(A. W. Springfield, Superintendent of Martindale Schools)

INQUIRIES have been coming in to my office from over the state the past week in regards to six-man football as played in our district this year. This sport was entirely new to us and football was played for the first time in seven of the eight schools participating; however, I am sure it would be of interest to you to know how it affected our school as well as how the general public has rallied to this sport.

I can frankly say that my school board at the first mentioning of football was rather cold toward the subject and were a bit leary about going into such a sport. This reaction was partly caused by the publicity accidents in football get in our daily papers. Their natural thought ran to the fact that they did not want any of their boys engaged in a sport that had possibilities of these casualties. With this you may see that perhaps the starting of this sport did not draw the enthusiasm of the patrons.

(See—6-MAN TEAM—Page 3)

## HIGHLAND SPORTS

Scotch and English Get Together to Enjoy Competitions

SPORTS, games, contests of every kind and description have been used from time immemorial to promote national unity. The following item concerning games held at Ranelagh, England, is illustrative:

"The first fully representative Highland gathering in southern England for many years has just been held here.

"The competitors in a varied program of Highland sports, including tossing the caber, numbered more than 100, and were mainly champions of the games which have been held during the past month in Scotland, including those at Braemar. English sportsmen were invited to compete with Scotsmen in certain open events, the only condition being that they should wear the national dress of Scotland, the kilt.

"The swing of the many-colored tartans and the music of six of the famous pipe bands from Scotland, as well as that of the London Scottish Regiment, transformed the grounds of this London country club into a gay and colorful spectacle reminiscent of clan gatherings way up north 'across the border.'

"The games took place twice each day on one of the five polo grounds here for three days. The arena was floodlighted for the evening performances. The proceeds are to be divided between the Scottish section of the Imperial Boy Scouts' Association and the Royal Caledonian School at Bushey, Hertfordshire. It is hoped to make these games an annual event in this part of England."

## WRITER POINTS OUT VALUES OF LEAGUE TYPING CONTEST

(By Miss Mildred Huke)

THE Interscholastic League established a State typing tournament in 1925, laying down as one of the conditions for entry that a school must be affiliated in typing by the State Department of Education. The record shows that in that year there were only 36 schools in Texas affiliated in typing.

In 1927 the number had increased 39 per cent. In 1928 there was an increase of 158 per cent. The following year 833 per cent more schools had affiliated typewriting. By 1935 the increase had reached 1,219 per cent. This unusual increase in the number of schools affiliating typewriting is due partly to the stimulation of the contest, but mainly to the practical value of the subject.

\*"An Analysis of the Results of State Typewriting Contests in Texas," by Lillian Edwards.

(See—TYPING—Page 3)

## NEW AWARD PLAN IN FT. STOCKTON

Students Approve System to Include All Competitive Athletics

A NEW program of awards to athletes in Fort Stockton High School has recently been inaugurated by Superintendent J. F. Reeves. It applies to participants in all sports: football, basketball, tennis, volleyball, and track. The plan was worked out by a faculty committee and presented to the student body for suggestions.

In its final form, the policy is as follows:  
1. Only one award will be given each year per student.  
2. The first year's award will be a sweater.  
3. The second year's award will be a bracelet, ball, or trophy.



La Nell Brannon, first to receive Senior Plaque of new award system in Ft. Stockton High School.

4. The third year's award will be a sweater, bracelet, ball, or trophy.  
5. The fourth year's award will be a plaque with an athletic history engraved thereon.

6. A condition of every award will be that the student shall make passing grades in three out of four subjects per semester.

7. Only two sweaters may be awarded to a student during his high school career.

8. A senior may have his choice of awards, subject of course, to the above condition.

The purpose of this new system is to eliminate the practice of making awards only to football and volleyball players, and to make it possible for all athletes to win awards, Mr. Reeves says.

The plaque, which is optional for senior students, is ten inches high and of "sun-ray" gold plate, with a special insert Panther-head design, and the name of the school and of the city. In the space below is the name of the student, the sport or sports which he engaged in, and the years in which he played each sport.

LaNell Brannon, graduate of the class of 1938, is the first one to receive this plaque from Fort Stockton High School. She played and lettered in volleyball for four years.

## 6-MAN FOOTBALL

Says Some Changes in Rules Would Be Desirable

(By Erwin Brand, South Lockett School, Vernon)

I BELIEVE that the six man football game restrictions should not be the same as the eleven man football game restrictions for the following reasons:

In the six man game the players only play 40 minutes as compared with 60 minutes for the eleven man game.

In the six man game the players only play 40 minutes as compared with 32 minutes for basketball.

Since the spectators are usually scattered and the gate receipts small, and since you will only have approximately four to six games at home, we need more games so that the game will be successful financially. According to an article written by the originator of six man football in a recent issue of the American Magazine, teams in other states often play two games in the same week, since the playing time is little more than basketball.

These suggestions are made as a result of the experience we have had this season with the six man game.

## N.T.S.T.C. (Denton) Plans Debate Institute, Feb. 17

(By Joe M. Ray)

NORTH TEXAS State Teachers College is planning to have its second Debate Institute for Interscholastic League debaters on Friday and Saturday, February 17 and 18, 1939. We are making this announcement this far ahead of time so that if it is at all possible you will be able to make your plans to attend our Institute.

The attendance at our Institute of last year was very satisfying. Almost 300 high school debaters and coaches registered with us during the two-day period. We are looking for an even greater attendance this year than we had last year because of the fact that we gave only four week's advance notice of our Institute and because of the bad floods and cold weather which descended on us two days before our Institute opened.

We have an understanding with several eminent authorities to come and lecture to the visiting debaters and coaches. These include Mr. Thomas A. Rouse and Mr. George C. Hester, co-authors of the current Interscholastic League Debate bulletin and Mr. Roy Bedichek, director of the Interscholastic League Bureau. We hope to get at least two other prominent figures, one to present each side of the debate subject. We plan to have practice debates and luncheons and banquets as we did last year. We are looking forward to seeing your debate coach and your debaters on February 17 and 18.

## Brownwood Debate Squad Numbers Fifteen Pupils

Students in Brownwood High places in the Interscholastic League debating contest.

Final tryouts for the places will be held later in the year. Fifteen girls and six boys were selected and from this group a team will be chosen to represent the school.

Selected for the final tryout are Jean Dawson, Martha Oxford, Doris Blair, Mary McClelland, Olive Heatherly, Kathryn Riddle, Mary Jo Emison, Marguerite Smith, Helen Dikes, Sybil Hollingsworth, Ruby Lea Fields, Dorothy Keese, Frances Hopson, Irene Taylor, Margaret Wage, Willie Mae Thomas, Evelyn Lindsay, Bobbie Louise Knight and Betty McIntosh.

Boys named for the tryouts are Billy Achor, Joe Owen, Grady Reid, Jack Oates, Harry Kilgore and Try Holoman.—Brownwood Banner.

## Student Control

THE University of Bologna is one of the oldest, if not the oldest, of European universities. In the Middle Ages, the students elected both their masters and the governing rector. A doctor who refused to take a vow of obedience to the representative of his pupils had no means of collecting his lecture fees. If a professor desired to leave the town, he had to make a deposit to insure his return. If he failed to receive an audience of five at his regular lecture, he was fined as if he were absent. He had to begin at the sound of the bell and to quit one minute after the sound of the next bell. He was not allowed to skip a chapter in his commentary or to postpone a difficult text to the end of the hour. The masters gave their lessons in their own homes and eked out their miserable stipends by renting rooms to the students.—David Riesman, M.D.

## NOTICE TO ATHLETIC DIRECTORS

SOME important changes have been made in the rules for conducting the tennis, playground ball and volley ball tournaments. The athletic director should familiarize himself with these changes before attempting to arrange the county and district tournaments. We are calling your special attention to Rule 7, 14 and 15 of tennis section; Rules 3 and 4, section i and j of playground ball section; Rule 5 of volley ball section, and Article X, Section 4, pages 114 and 115.



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

BOY BEDICHEK .....Editor

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

VOL. XXII JANUARY, 1939 No. 5

AN Associated Press dispatch, dated Breckenridge, December 30, states that the late H. Y. Benedict, President of The University of Texas at the time of his death, was born in Eliasville, Stephens County. As a matter of fact, however, he was born in Louisville, Ky., and at the time he came to Stephens County with the "Peters Colony" he was seven years old.

WE PREDICT the near tragedy in the Amarillo High School will furnish many a student committee with some thunder in petitioning for early Christmas dismissal in years to come. It seems from a press dispatch that R. B. Norman, principal, yielded to solicitations and dismissed classes just four minutes early for the Christmas holidays. Hardly had one large classroom been vacated before the ceiling crashed to the floor. We believe, however, there is a better lesson for the building inspector than for the "early-Christmasers" in this incident.

JUST when we are on the point of advocating the inclusion of rhythm band as a county contest, someone points out the advantages of the harmonica band over the rhythm band. Some counties have been carrying on one as an optional contest and some the other, and some both. We should like to have discussion of the comparative values of these two activities. Maybe the rhythm band should be confined to the lower grades, and the harmonica band introduced into the high school division? Let us have suggestions from the musically inclined, and musically interested. One argument we have heard frequently in favor of the harmonica is that it is less expensive. How about it?

LAST year there were over 1,500 high schools in Texas participating in Interscholastic League basketball. From all indications there will be as many or more registered with the League for the 1939 season. During the 1938 season there were several outstanding teams that were not allowed to qualify for the State Basketball Tournament because the schools failed to join the League before the closing date which is January 15th. The League is compelled each year to disqualify several teams, because of failure to file application for membership before the above date, and remit fees. We are hoping that no team will be disqualified for the 1939 High School Basketball Tournament because of a school's failure to satisfy Article III, Sections 2 and 3.

INTERSECTIONAL football games between high schools are certainly not in accordance with sound educational practice. It is usually the team that has had a full home schedule in which it has attained some distinction that engages in these far-off competitions. This means that on top of a schedule that is all the traffic should bear is superimposed a long trip that takes the players out of school for an additional week or more. But the most serious objection is that no two states have identical eligibility rules, and without uniform eligibility rules what significance can be attached to any competition? Texas with its low age-rule competes with teams in states which allow participants 20 or 21 years of age. In other words, some of our Texas schools have during the past season actually placed their own boys against teams of men. Such competitions violate the first maxim of sport, viz., fair play.

FREE speech and the freedom of the press is being challenged even in democratic countries, and have been effectually abolished in the totalitarian states. Men now past forty can remember when it was considered that this freedom had been won, once and for all. They recall that in their youth no one thought of questioning the right of free men to speak what was in their minds, nor of any publication to publish views, no matter how extreme, on any matter of public concern. But this freedom has again come into question. Three hundred years ago, John Milton set at the head of his great essay on the freedom of the press the following quotation from Euripides, written two thousand years before Milton was born:

This is true liberty when freemen men  
Having to advise the public may speak free.

Thus in ancient Greece the fight was on, and perhaps two millennia hence the fight will still be on. Really, no fight for liberty is ever finally won. Even in comparatively free America today, we are operating under a dozen sneaking censorshipships. Even our text-books are censored; radio is censored; movies are censored. Of course, some of this censorship is wholesome insofar as the decencies of speech are preserved and malicious libel prevented. But our censorshipships extend farther. The observant reader need not go far for examples. The English press is suffering today from many insidious forms of censorship. One is a sort of "good form" whispering campaign which impresses upon publishers from high-up government authorities that a loud defense of democracies or undue condemnation of dictatorships compromises the government and makes dealings with the totalitarian powers unnecessarily difficult. This amounts to a tacit censorship of the English press by foreign powers. By no means is the fight for free speech won.

ORIGINALLY promoted by sellers of spelling books based on "findings" of the so-called "experts" who had delved down into the child's vocabulary, there is still current the fiction that children's vocabularies on, say, the eighth grade level includes only about fifteen hundred words. Any person of common sense who will think a minute will know this is an underestimate, but almost any statement which is repeated often enough will finally gain general acceptance. We once called in a nine-year-old lad for a half hour each morning and, with a list of common words before us, gave words out to him one after another asking him either to use the word correctly in a sentence or give a short definition of it. In ten half-hour sessions he went to 1,780 words, and we hadn't gotten half through the list we had selected, and we didn't care to be made a fool of any further, so we quit. It is some satisfaction, however, to have this fiction utterly destroyed by no less an authority than C. K. Ogden, Director of the Orthological Institute, Cambridge, England, who says: "In this connection, it may be noted that those who have not given much thought to language are frequently in error as to the number of words used for the purpose of normal education. Even before they go to school, young learners are generally making use of between 2,000 and 3,000 separate word-forms, and there is an American list of the 20,000 most frequently needed by teachers. Most readers of these pages will have a working knowledge of 20-25,000 words ready for all purposes, and there are more than 7,000 so common that they might any day be seen in advertisements or head-lines designed for the general public. So statements in the papers, saying that we may get on happily with 500, are based on the chance ideas of some office-boy."

SOME social philosophers attribute the ills of the world to the fact that technology has outrun social controls. There is likely something in this. During the holiday season each year the American Association for the Advancement of Science holds its meetings, and the newspapers given inadequate summaries of the discussions of various groups composing this Association. Even a casual reading of these summaries reveals a difference in temper or "atmosphere" between the pure science groups and the social science groups. The discussions in the former indicate a passion for ascertaining relevant facts, a caution in their interpretation, an able if often tentative defense of hypotheses, a mart, in short, of free and unrestricted barter of ideas. In the social science groups, on the other hand, there is much clogging of the free interchange of ideas, and for a very good reason. Thought here is by no means as "free" as it is in pure science. Often the social scientist has a job, or hopes to get a better job, more or less under political control. Political control is in turn dominated by folk-ways and folk-preconceptions, or the so-called "eternal verities." Within this enclosure, the discussion is wonderfully keen, clear and illuminating, but after all, much is taken for granted. There is not the tacit admission that all that now passes for science is subject to constant revision. This view becomes clearer when one considers the totalitarian states where much of pure science is now in process of being subjected to a political straitjacket. It may be, therefore, that in the race between pure science and social science, one runner is hobbled and the other is not. Progress in human thinking is toward some nearer ascertainment of truth through the medium of argumentative competition, and the rate of progress is certainly accelerated in those fields in which discussion is freest.



#### CLOSING DATES

January 15: Last day for paying membership and basketball fees.

February 1: Last day for filing acceptance of One-Act Play Plan.

Fees are always acknowledged and membership receipt mailed. See that you have membership receipt on file; you may need it.

#### Choral Singing Correction

Rule 5, p. 56, Constitution and Rules, calls for closing entry date of January 15. This has been found to be unnecessary, and hence provision is canceled.

#### Pupil Director in Choral Singing

In both divisions of choral singing, that is in the Grammar Grade as well as in the Rural division, a pupil eligible under Article VIII, conducts the choir at the county meet.

#### Picture Memory Bulletin

Bulletin 3536 is the bulletin for use in picture appreciation during the current school year. An error occurred in one issue of the "Publication List" indicating another bulletin.

#### Art. VIII, Sec. 13

Excerpt from Minutes of State Executive Committee meeting December 7, 1938: "The following amended interpretation of Article VIII, Section 13, was read, discussed and adopted, effective in 1939-1940:

"After a pupil in a lower class school makes a choice of a higher class school within fifteen miles of his home he will lose his eligibility for one year if he changes to another higher class school located within fifteen miles of his home; unless (1) there is a corresponding change of residence by his parents, or (2) the County Board of Education has approved the change of schools and the tuition money has been transferred in accordance with the law providing for transfers from one district to another."

#### City-County Units

The State Executive Committee has lowered limit for independent districts wishing to form city-county unit to white scholastic enrollment of 2,100.

#### Art. VIII, Secs. 1, 7, 17

The official changes under the provisions of Article VIII, Section 1, Section 7, and 17, will not become effective until the school term of 1940-41.

#### Picture Memory

The print of portrait of George Washington included in this year's selections may be distinguished from the others by noting that it is the one which faces to the right.

#### Choral Singing for Grammar Grades

A number of errors have been discovered in the record numbers of the mimeographed list of songs now in circulation. Please write to the League office for circular entitled, "Revised List."

#### MUSIC MEMORY

Cancel the last paragraph of Rule 9 beginning on page 52 and ending on page 53, which conflicts with Article VIII, Sec. 11, of the Constitution and Rules.

#### Roscoe Suspended in Football

Acting on unanimous recommendation of District Football Committee, District 6-B, the State Executive Committee, February 9, suspended the Roscoe High School in football for the season of 1938. See Article XIII, Section 3, Constitution and Rules.

#### Error in Record Number

On page 53 of the Constitution and Rules, Decca Record number should be "20616" instead of the number published.

#### Basketball

The University Interscholastic League will use the same type basketball in the State High School basketball tournament as has been used in the past.

#### Q. and A.

(Continued from Page 1)

Answer: No. The League strongly recommends that the minimum dimensions be 42x74 feet.

Question: Who is considered a high school student?

Answer: A pupil becomes a high school student when he enrolls for three or more high school subjects. Section 17, page 113.

Question: Is the report to the higher meet by the director in charge of the contest considered as an entry into that meet?

Answer: No. The superintendent or principal of the winning school must send in an entry list in due form. See Article IX, Section 6.

Question: The parents of a boy who has been attending school A for a year or more will move away from School A this next summer. The boy wishes to continue in School A next fall. Will he be eligible at School A next fall?

Answer: Yes, as far as Article VIII, Sections 13 and 14 are concerned.

Question: A student has been in attendance in School A for seven semesters at the close of the fall semester. May he remain out of school during the spring semester and return to school in the fall and be eligible?

Answer: No. See Article VIII, Section 16.

#### High School Press

By  
Frances Mueller

January 15 Is Deadline

EDITORS, you have a deadline to meet and an important one! For those high-school papers which have not yet enrolled in the Interscholastic League Press Conference, January 15 is an important date. At that time enrollment in the I.L.P.C. will come to a close.

Any high school in the State that is a member of the League may enter its student newspaper in the I.L.P.C. To date, 110 newspapers have enrolled, but there are others which have not yet enrolled but were members of the group last year.

#### New Members Notice

For the benefit of the new members of the I.L.P.C. the following items about the contest to be held May 5 and 6 should be interesting. Send a copy of each issue of your paper from the first Fall issue to the last issue before March 1 to the I.L.P.C. office so that the judges can give each paper proper consideration. To be considered for the contest a newspaper must publish at least eight issues before March 1. High school newspapers published less frequently are invited to be enrolled in the I.L.P.C. but may not be entered in the contest. The first and second place ranking papers in each division in each of the four sections will be eligible to select two members of the respective staffs, eligible under Interscholastic League Constitution and Rules, for competition in the State Meet. The papers ranking highest in each division and in each section of the State shall be announced by April 5.

#### T.H.S.P.A. Meets

The Texas High School Press Association, of which Dr. F. L. McDonald of Texas State College for Women is director, had a very successful meeting in Denton on December 9 and 10. Approximately 400 high school journalism students and their sponsors attended the meet. At the final group meeting, it was announced that 100 high school papers were enrolled in the T.H.S.P.A.

A novel feature of the convention was the publication of *The Lass-O*, college paper, by the high school students present... which gave this particular issue the distinction of having the largest newspaper staff in the State.

#### Mimeographed Papers

So often in the discussion of high school papers, the mimeographed type of paper is overlooked. The column this month will be devoted to items about these mimeographed papers. Nineteen high schools have sent their mimeographed papers to the I.L.P.C. office for criticism and comment. Of this number, sixteen are enrolled in the I.L.P.C.

The most important problem in connection with these papers is the mimeographing—this either makes a paper successful or makes it a failure. No student wants to read a paper if the mimeographing is smudgy or very dim. It is difficult on the student's eyes and he loses interest in the contents of the paper. High school editors should note the importance of leaving sufficient white space between the columns of the paper. A crowded page is not attractive. Also anticipate the end of a line so as not to have numerous divided words coming at the end of your lines. Cartoons brighten the pages of your mimeographed paper, so use good, appropriate ones as often as possible.

#### First Class Work

The following papers should be congratulated upon their neat mimeographing work: *Hi Times* of Christoval High School, *Panther* of Miranda High School, *Bulldog News* of Stamford High School, *The Press* of La Vega High School, *Bow Wow* of Yoakum High School, *The Messenger* of West Columbia High School, and the *Cowboy World* of Lubbock Junior High School.

Mimeographing is difficult and takes patience. The following papers, with some improvement, will find themselves in the class with those mentioned above: *Lions Roar* of Levert's Chapel School at Overton, *Coyote Howl* of William Adams High School at Alice, *The Bear's Tale* of Pharr-San Juan-Alamo High School, *Hornet's Nest* of Gatesville High School, *District Messenger* of Crosby High School, *The Spotlight* of the Junior High School at Texarkana, *Maverick Stampede* of Pearsall High School, *Eagle of Barbers Hill High School* at Mont Belvieu, *Wildcat* of New London High School, *Bobcat Weekly* of South San Antonio High School, and *The Cat's Meow* of Rio Hondo High School.

#### Number of Columns

These papers have much in common, yet each has its individual characteristics. Out of the nineteen different papers studied, it was found that six are three-column papers, while eleven are

two-column papers. Two papers were not consistent about their columns, according to their most recent issue. Page 1 of the *Bobcat Weekly*, paper of South San Antonio High School, had three columns while the inside pages consisted of two columns. The first three pages of *The Bear's Tale*, paper of Pharr-San Juan-Alamo High School, consisted of three columns while the other pages had two columns. Whether two or three columns are used, the paper should be consistent throughout its pages.

Several papers which use three columns have more the appearance of a real newspaper, especially is this true of the make-up of *The La Vega Press* and the *Cowboy World*. Another paper which uses three columns is the *Bulldog News*.

#### Pages of the Paper

Another question arises in the number of pages. The size of the school and its facilities have something to do with the number of pages. Many schools have a large newspaper staff, while others have only a few individuals doing the work. The number of pages varied greatly among the nineteen papers. Some had four pages, while others had fourteen. The average number seemed to be about eight or ten pages.

Should the pages of a mimeographed paper be folded or clipped with brads? Again the matter of size plays an important factor. Of the nineteen papers studied, six used the folded method while thirteen preferred brads. It was the smaller papers, those having four and six pages which used the folded method. The brads are more advantageous because they keep the pages together.

High school papers are experimenting with the use of color. The *Bow Wow* of Yoakum High School has used blue and orange paper while the *Leopard* of Lorena High School has blue pages in one issue and green in the next. *The Hornet's Nest* of Gatesville High School uses yellow, while the *La Vega Press* seems to prefer green for all its issues. Printed papers are consistent about using black and white except for certain occasions, such as holidays when color is employed.

This is an important question and one which interests high school editors. In studying the nineteen papers, it was found that nine are issued bi-weekly and six are issued weekly. Several papers did not state in their mast-head just how often they are published.

#### The Mast-Head

The mast-head is one part of the paper which is often treated with little care, and this is a mistake on the paper's part. Most papers choose to place the mast-head at the top of column 1 on page 2, which is a very good location for it. Here the students can find it easily and quickly. Be consistent about the placing of your mast-head. Do not let it be on page 2 of one issue and on page 4 of the next. One of the most attractive looking mast-heads was found in the *Cowboy World*. A small cartoon, similar to that used in the name-plate, was used at the top. The affiliations of the paper were also named. The *District Messenger* included most of the material which should be found in the mast-head of a high school paper. In the mast-head, a paper usually gives the following data: name of the paper, when established, how often published, by whom published, and in what city, subscription price, advertising rates, members of its staff and the sponsor's name, and affiliation with groups such as the Texas High School Press Association and the I.L.P.C.

#### Name-Plate

Make your name-plate as attractive as possible—it is the show-window of the paper, which invites a person to read the publication. Particularly attractive were the name-plates of the following papers: *Cowboy World* of Lubbock Junior High School, *The Press* of La Vega High School, and the *Bulldog News* of Stamford High School. Besides the name of the paper, the volume, number, date, high school and city should be given.

#### BASKETBALL ELIGIBILITY REPORTS

AT the last State meeting of Delegates a resolution was passed requesting that the League require that the basketball eligibility blanks be filed in the State Office at the beginning of the season rather than at the close of the season. The last day for paying the basketball fee and the membership fee is January 15th. Immediately following the closing date the State Office will mail to each participating school in basketball two eligibility blanks. One of these blanks is to be filed with the county director of athletics and the other is to be sent to the State Office. The cooperation of the schools in helping the State Office to get these reports in at an early date will be appreciated.

#### Mixed Teams of Boys And Girls in Playground Ball

(By R. J. Kidd)

PHYSICAL education leaders within recent years have realized that there was a need for activities in which a mixed group could participate without serious injury to the girl. Teachers have seen that pupils are losing much in the way of social development because of the artificial division in physical education activities. The two sexes work and play together through their adult life, and in the opinion of play directors there should be a reasonable amount of mixed games during childhood as a preparation for later relationships.

Playground ball is a game that demands enough skill to challenge both boys and girls. The game does not require a great deal of physical endurance, and is practically free of any personal contact such as found in football and basketball. The League has recognized the need for a mixed game and has provided for it this year. For the 1939 season such contests will be limited to the rural school. If they are found to be successful and interesting to these schools, in all probability provision will be made to extend the activity to other participating members.

Rural schools interested in organizing such a group should read Constitution and Rules, section on playground baseball, rule 3. The interested schools must notify the county executive committee of their desire to create a separate class for this activity in the county meet.

#### Extemporaneous Speech Topics

SOME of the topics given below are "static," others "evolving." For illustration, No. 30 is static, since no further news is likely to appear concerning it; on the other, No. 1 is evolving; that is, changing in the news from day to day and week to week. Under the rules, contestants are judged to some extent on the up-to-dateness of the material presented. So, it is necessary to follow through, and keep your information fresh.

Sponsors are cautioned to read the rules of the contest carefully, pages 39-44, of the current, edition of the Constitution and Rules.

1. Present Status of the War in Spain.
2. What's Left of the Treaty of Versailles?
3. The Last of the Last Democracy in Central Europe.
4. Germany's Next Reach for Territory.
5. Chamberlain: A Peace Prize or an Honorary Swastika?
6. The "Berlin-Rome Axis."
7. Russia's "Friction" with Japan in the Far East.
8. What's Become of the League of Nations?
9. President Roosevelt's Peace Message to European Rulers.
10. Japan's Drive Toward Hankow.
11. Guerrilla Warfare in China.
12. Economic Strain in Japan.
13. Lindbergh's Reported "report" on Air Forces in Europe.
14. Germany's Effort to Become Self-sufficient Economically.
15. Germany's "Strength through Joy" Program.
16. The Flight of European Jews.
17. Revelation of The Dies Congressional Hearings in Japan.
18. Fascist and Communist Organizations in This Country.
19. The "Totalitarian" State as Opposed to the Democratic Ideal.
20. The "Have" and the "Have-not" Nations.
21. "Isolationism" vs. "Collective Security."
22. Issues in the recent gubernatorial campaign in Texas.
23. Commissioner J. E. McDonald vs. Hester Wallace: What's the Fuss About?
24. What Is the Sales Tax?
25. The So-called Roosevelt Purge.
26. Thomas E. Dewey: Racket-buster.
27. Mexico's Expropriation of Oil Properties.
28. Threatened Strike of the Railway Brotherhoods.
29. Centennial Celebration of the Capital of Texas.
30. The President's Visit to Canada.
31. People's Library Movement in Texas.
32. The Pan-American Conference in Lima, Peru.
33. Italy's Demands for French Territory.
34. Roosevelt Third-term Talk.
35. Sir Anthony Eden's Visit to America.
36. Results of Lima Conference.
37. Issues Before the Present Texas Legislature.

\*Austin Chamber of Commerce, Austin, Texas, will furnish material on this topic free on request.  
\*Extension Loan Library will furnish material on this topic.

#### Football Notice

On October 29, 1938, the State Office sent out the tentative assignments for the 1939 football season. We announced that the superintendent of the first school listed in a district should act as temporary chairman if there was no acting chairman in the district. If the football committee in your district has not met for the purpose of completing the district organization under the provisions as set forth in Article VII, Sections 8, 9, and 10, please contact your chairman at once. The office plans to complete tentative assignments to districts about the 15th of February in order that participating schools may complete, as nearly as may be, their football schedules for the 1939 season.

An enterprising canner announces English peas pressed into cubes—a great convenience for those who prefer lifting them with a knife.

#### The School Chorus

III. DICTION

Prof. J. Clark Rhodes, North Texas Agricultural College

LOVELY, but I can't understand the words." How many times we have heard this or said it ourselves! Because songs do carry a message, it is absolutely necessary that the words be clear. The matter of diction in singing has been the subject for many a long and complicated treatise. For the school chorus, however, there are a few cautions which will clear up most of the difficulties encountered: pronunciation, diphthongs, vowel quality, and consonants.

#### Correct Pronunciation

First of all, words must be pronounced correctly. That seems perfectly natural, but it is surprising how many gross errors get by even the best directors. Short e's are the most dangerous. In unaccented syllables they usually become *uh*. With Christmas just past I wonder how many times you heard, "Hark, the herald angels sing," and "Silent Night."? In certain localities short e's are spoken *an*, sung as short i's making men, min; tender, tinder; or get, git. With that one example of common mispronunciation as a starting place tune your ears and the ears of your singers for any slight deviation from accepted pronunciation. The humorous approach to this problem is often most effective because mispronounced words are ridiculous when noticed and the impression stays.

#### Attention to Diphthongs

Diphthongs shouldn't cause the trouble they do for distorted diphthongs sound so abominable. Too many times our Sewanee River starts out, "Waeceeeeee down," etc. Right now I am having trouble with a student who insists upon singing a final "e" as "aheeee" instead of singing the "ah" and putting just a suggestion of the "ee" sound at the end. In words such as "now" and "how" care must be exercised that they are not sung "naow" and "haow." In this, as in pronunciation, words should sound as natural in singing as in speaking, using the best speech as your model.

#### Proper Blend

If perfect blend and intonation are desired, it is necessary that all singers sing the vowel sounds exactly the same way. In unchanging voices that use an easy flowing head tone this is not a problem but as soon as voices begin to mature and take on individual qualities, the trouble starts. The director must insist that the singers use a pure blending quality in spite of how much each wants his or her voice heard. What I mean here is that a breathy, lifeless *ah*, a dark covered *ah*, a nasal *ah*, and a brilliant *ah* will not sound like the same vowel. Sometimes selecting a model quality in the chorus and using it as a pattern will help the rest get the idea of the quality you want. Let me warn you that the select voice might get the idea she is supposed to lead the rest, so use care. If just one or two voices have an "off quality" you may have to work with them alone a little. Any effort along this line is well repaid by more beautiful choral singing.

Initial and final consonants are dreadful stumbling blocks for the amateur chorus. They are either bumped or just not there at all. The most troublesome consonants are the explosives which must be clicked with tongue or lips. If both tongue and lips are free and quick to act, words will come out more distinctly. The consonant must be exaggerated in order to carry along with the tone and it doesn't help to sing any louder. That merely makes matters worse. Let one or two chorus members at a time sit out and listen. They'll soon learn the importance of putting in consonants when and where they belong.

In diction, as in all matters of singing, you waste time talking about troubles and mistakes. Correct them when they show up and help your singers grow in fine musical discrimination.

As an illustration of the type of medical subjects discussed during the scholastic period, the following questions are taken from the famous "Conciliator" of Peter of Abano: Is the brain of hot or moist complexion? Is manhood hotter than childhood or youth? Is life possible south of the Equator? (Abano answers yes.) Is the white of the egg hot and the yolk cold?—David Riesman, M.D.

Indication of the obvious is often more important than the elucidation of the obscure.—Justice Holmes.



TEACHERS' GUIDE TO GOOD PLAYS  
CONDUCTED BY F. L. Winship

(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 play in the light of the eligibility requirements laid down in the Constitution and Rules.)

THIS is the last half of the list of new plays and books we recently placed on our shelves. The first was published in the December issue of the LEAGUER. If you wish a separate copy of the entire list, address your request to us and it will be answered promptly. We wish to call attention to the key to the publishers at the end of the article.

Since publication of the December LEAGUER, we have secured a number of new plays from Denison, Longmans, Ivan Bloom Hardin, Baker and French. These will be reviewed soon.

Next month we shall review new plays for contest use not on the suggested list. Write to us if we can serve you.

- Children's Plays**
- Aladdin and the Wonderful Lamp (F)
  - America Remembers (F)
  - Ancient and Inspiring Story of Cinderella, The (L)
  - Around the World with Girl Scouts (F)
  - Bruin's Inn (NS)
  - Children Hear About Sleeping Beauty of Easter, The (B)
  - Comrades of Courage (DE)
  - Enchanted Island of Snickerly Nick and the Giant (DF)
  - Fountain of Peace, A (DE)
  - Hans Brinker (B)
  - Held (F)
  - Land Where Good Dreams Grow, The (F)
  - Lost Camping Place, The (NS)
  - Little Black Sambo and the Tigers (DR)
  - Little Boy Blue (F)
  - Magic Melodey, The (F)
  - Meaty Rabbit and Mr. Fox (F)
  - Me Too's Birthday Party (F)
  - Mister Arithmetic Steps in (F)
  - Mrs. Magicians (F)
  - \*Nittied, The (F)
  - Pandora Opens the Princess Kosy Cheeks (E)
  - Queen Puff Puff (F)
  - Rainbow Palace, The (F)
  - Rescue of St. Nick (F)
  - Second Thanksgiving, The (DE)
  - Shrimp (F)
  - Sleeping Princess, The (L)
  - Snickerly Nick and the Giant (DF)
  - Sportmen Beware (A)
  - Star Light, Star Bright (F)
  - Teddy Bear Stays Off Relief (D)
  - Thankful for What (DE)
  - Thanksgiving Hilde and Seek (DE)
  - Timmy and the Lost Fan (F)
  - Weezy Man, The (D)
  - White Peacock, The (F)
  - Wickedest Witch, The (F)
  - Wild Rose (F)
  - Willie Captive in Japan, The (NS)
  - Wizard of Oz, The (F)
- Drama Production Books**
- General Principles of Play Production (PH)
  - Way of the Drama, The (DE)
  - Work of the Little Theatre, The (NS)
- Entertainments**
- Oldville Has a New Cease Firing Minister (B)
  - Boner's School Room (D)
- Monologues**
- Beatrice Herford's First Person Monologues (F)
  - Singular (F)
  - Dialect Play Readings for Moderns (F)



F. L. Winship

BECAUSE it is close to the time when teachers will select declamation numbers, and begin that concentration on one-act play casts and debate squads, we offer you an opportunity to read the books reviewed in this column. They may be borrowed for seven days. If you are interested in these books, or others reviewed in preceding issues, please write to us.

**Practical Books**

Noble and Noble Publishers, New York City, N.Y., is doing an enviable piece of work in providing teachers with books which are of practical value. Their "Debater's Help Book, Volume V," priced at \$2.00, has a great deal of material on the British-American Alliance. While the question is not the one debated in Texas this year, the text is of value because of the references, samples of briefs, and the bibliography. Another book which is certain to be of interest to debaters is Volume XVII of the "Intercollegiate Debates." As a reference work and guide to the proper handling of Sales Tax question, we feel this volume is one which debaters should have.

"Pi Kappa Delta Winning Debates, Orations and Speeches, Volume VII," contains some of the finest examples of collegiate work in the history of Pi Kappa Delta contests. The orations are of superior quality, and should serve as models in declamation contests. The book is listed at \$2.00 and is definitely worth the money.

A fourth volume of Noble and Noble which particularly impressed us, was Volume X of the "Yearbook of Oratory." Again, it is our pleasure to read some of the best oratorical work done in this nation last year. It should be a great help to teachers who handle work in declamation.

This entire series is so worth while that we recommend all of the books for your speech library. They should be invaluable to directors of debate and declamation.

**Judging Contests**

"How to Judge Speech Contests," by James Noble Holm, is published by Platform News, Portland, Maine, price \$2.00. There is no doubt that the judging of speech contests is the most important phase of contest procedure. Upon the judge, you place the responsibility of ranking your cast, team, or individual performer. We all admit there are too few good judges. Mr. Holm's book should help to remedy this situation.

While it is primarily for the judge, or would-be judge, it has some very informative matter on the organization and conduct of speech contests. I recommend this book to the managers of all speech contests.

There are instructions and suggestions to judges of all types of contests. Debate, Original Speech, such as extemporaneous speaking, and oratory, Interpretative Reading and the One-Act Play all have adequate discussions of the proper procedure as to the judging of each. Generally accepted standards are set up in each event, and this entire business of judging is approached in a matter-of-fact way which clarifies much which may have troubled the judge as well as the director.

While Mr. Holm has not been arbitrary in setting standards and indicating procedure, he has left no doubt that speech contests can be judged effectively. The ballots, plans of judging, sets of standards, and the appendices give every judge ample opportunity to use his own specific ideas, and yet conform to those generally recognized as acceptable by leading authorities. The entire work is carefully footnoted and is approved by such men as Professor E. Turner Stump of Kent University, and Dr. A. T. Weaver of Wisconsin. It is a book which will make a better judge out of a good one, and could even make

a satisfactory judge out of a poor one. We urge directors, judges and contest directors to read this book.

**Non-Royalty Plays**

"The Fourth Yearbook of Short Plays," is offered by Row, Peterson & Co., at \$4.00. No company has done more to furnish good non-royalty one-act plays than Row, Peterson. This fourth collection seems to be the finest of the group. It contains twenty-five plays. Fifteen are comedies and ten are of a serious nature. There are plays for all types of casts, and most of them are very simple to produce. They are plays which can be used a few years hence as appropriately as at the present time.

While the volume costs \$4.00, it is cheap at that price. You receive twenty-five plays and none require a royalty. Thus you actually pay but sixteen cents for each of the plays, and it would appear that almost all can be used by high school casts. If you are looking for non-royalty one-acts, you can't go wrong on this excellent collection of plays. In many cases single copies may be examined through our library and purchased from Row, Peterson. We certainly recommend this book as a part of your school library.

**Seven Objectives for the Debate Coach to Consider**

(By Clarence Jacobson, Rapid City, South Dakota)

KIPLING has said, "I keep six honest serving men (they taught me all I knew). Their names are What and Where, and When, and How, and Why, and Who." Two of these gentlemen, I believe, can be used as guides in realizing certain objectives in debate training. They are "What" and "How."

What should be the objectives of a well-directed program of debating? May I list a few?

1. Debate training helps students to become keenly aware of the important part argument plays in settling policies and in adjusting human relations. They, therefore, are taught to rely upon evidence rather than surmise in reaching conclusions.
2. Debating trains students to state facts accurately. Debaters realize that no loose statements will do, because they will be constantly checked up by the opposing side. Knowing this, they proceed cautiously and thoughtfully in formulating their statements.
3. Debating gives students an opportunity to become better acquainted with methods of research. It teaches them how to trace sources of information in the library. Thus, they become familiar with the sources of reliable information upon social and economic questions, and, as a result, are more interested in these problems. This is true not only for a particular debate; intelligent participation in questions in later life results. Knowledge of one question helps debaters to understand other questions.
4. In debating, students acquire skill in gathering data, and in analyzing, digesting, and interpreting these data. They are taught to adopt and adapt a particular system of assembling, labeling, and indexing material for quick and accessible use.
5. In debating students strive to become better speakers. Debating makes them more skillful in presenting their ideas clearly and fluently. It develops poise and confidence as well as correct use of the visible, verbal and audible symbols of speech. These, in themselves, make debating a worthwhile activity.
6. Debating tends to develop resourcefulness and initiative. Competition demands that debaters have a great fund of knowledge on the particular proposition on which they are debating, and as a result, they try to become thoroughly familiar with all phases of the question.
7. Debating teaches students to get along with each other, to work together as a group and to appreciate the points of view of others, as well as to learn to adapt their own points of view to those of others. Debating is a real education in human relations.—Platform News.

**Present Objectives**

Our objectives for the year include: First, an increased membership. Mr. Standlee Mitchell, our vice-president, has been made chairman of a membership drive. We hope to have at least one hundred new members before our next convention. This committee has adopted for its motto "Every speech teacher a member of The Texas Speech Association."

Second, more attention to Speech in the Elementary Schools and closer cooperation with auditorium teachers. We have a Committee on Speech in Teacher Training now working along this line. Mr. John N. Watson is chairman.

Third, more specialized work in the field of Speech Correction. Miss Ruth Pirtle, Texas Technological College, heads the committee for this work.

Fourth, An active Speech Section in each of the eleven Divisions of the Texas State Teachers Association. If there is not a Speech Section in your division, will you organize one, or put me in touch with some one who will?

Fifth, More publicity—through personal contacts and other legitimate channels. We feel that most speech people will be interested in our Association when they see its value to them and to the cause of speech.

**All Phases of Speech**

Sixth, A 1939 convention program which will give more attention to all the phases of speech, and which will provide inspiration for Elementary, Junior High, Senior High, and College and University teachers. We hope, also, to have more time for personal contacts and the exchange of ideas and experiences.

Seventh, The Convention of The National Association of Teachers of Speech to be held in Texas in 1940. A delegation of our Association will go to Cleveland to extend the invitation during the Christmas holidays. Please ask your friends to help during the National Convention here.

We realize that this is an ambitious program, therefore, we ask your cooperation. Will you not help by sending your \$1.50 dues

**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 Miss Florine Fox, West Junior High School, Waco, Texas, "Historian" of the Association, and editor of this column—Editor.

**Message from President of Texas Speech Association**

WE HAVE just attended a most interesting and worthwhile convention in Dallas. These annual meetings are a chance to get new ideas and inspiration for the



Mrs. Florence Sartor Horton, President, Texas Speech Association.

year's work and it is hoped that more and more teachers will attend them.

**Free Text in Speech**

The Texas Speech Association has gradually grown in size and influence over a period of years. We feel that we made worthwhile progress during the past year in securing the adoption of a free text book in speech, and in securing a three-year affiliated program for the Junior-Senior High Schools. A tentative course of study has been worked out and mimeographed. Copies may be secured from Mr. W. A. Stigler, Curriculum Division, Department of Education, Austin. At our convention in 1939 we are to discuss this course and make any necessary revisions. Then Mr. Stigler will print it in bulletin form.

Our past achievements would have been impossible without the united support of an active state organization. If our work is to go forward as it should, we need the cooperation of every speech teacher in Texas. If we are to win the support of administrators and other groups we must show a professional attitude and present a united front.

Present Objectives

Our objectives for the year include: First, an increased membership. Mr. Standlee Mitchell, our vice-president, has been made chairman of a membership drive. We hope to have at least one hundred new members before our next convention. This committee has adopted for its motto "Every speech teacher a member of The Texas Speech Association."

Second, more attention to Speech in the Elementary Schools and closer cooperation with auditorium teachers. We have a Committee on Speech in Teacher Training now working along this line. Mr. John N. Watson is chairman.

Third, more specialized work in the field of Speech Correction. Miss Ruth Pirtle, Texas Technological College, heads the committee for this work.

Fourth, An active Speech Section in each of the eleven Divisions of the Texas State Teachers Association. If there is not a Speech Section in your division, will you organize one, or put me in touch with some one who will?

Fifth, More publicity—through personal contacts and other legitimate channels. We feel that most speech people will be interested in our Association when they see its value to them and to the cause of speech.

**All Phases of Speech**

Sixth, A 1939 convention program which will give more attention to all the phases of speech, and which will provide inspiration for Elementary, Junior High, Senior High, and College and University teachers. We hope, also, to have more time for personal contacts and the exchange of ideas and experiences.

Seventh, The Convention of The National Association of Teachers of Speech to be held in Texas in 1940. A delegation of our Association will go to Cleveland to extend the invitation during the Christmas holidays. Please ask your friends to help during the National Convention here.

We realize that this is an ambitious program, therefore, we ask your cooperation. Will you not help by sending your \$1.50 dues

to our executive secretary, Mr. J. Clark Weaver, Baylor University, Waco? Miss Florine Fox, West Junior High School, Waco, is now editor and historian. It is her job to furnish an article for the LEAGUER each month. The Interscholastic League generously donates this space. Will you help fill it? Miss Fox will also appreciate clippings about speech work over the state for the year book. Mr. Mitchell solicits your help to increase membership. Please let me know what you are doing in the speech field. We are most anxious to discover new people, new talent and new ideas. Your suggestions will be appreciated.

**An Amateur Play Elicits 41 I-Don't-Likes from Critic**

HERE are a bunch of "I-Don't-Likes" which an anonymous writer lists in Platform News noted down while he was hearing the performance of a play by amateurs:

- I don't like:
1. Waiting until 8:15 or 8:25 for the curtain to rise on a play that was scheduled to begin at 8 o'clock.
  2. To see an isolated eye peering surreptitiously between the cracks of the curtain, apparently trying to estimate the size of the house.
  3. To hear whispers, giggles and footsteps on the stage just before the curtain rises.
  4. To see players dashing about the hall in costume and make-up before curtain time.
  5. Plays of mistaken identity—plots that depend for their humor on the minister's being mistaken for an insect exterminator or rich Aunt Arabella's being confused with the new cook.
  6. To see player's so heavily made up that the make-up is visible to the audience.
  7. To lose part of a line because a player starts speaking before a laugh has died down. Neither do I like to see players obviously waiting for a laugh to fade out. Least of all do I enjoy seeing players wait for a laugh—that doesn't come.
  8. To have my attention distracted from a player who is speaking, by another player who is nervously drumming on the table top.
  9. To see players look towards the prompter's corner when they have forgotten their lines.
  10. To hear the prompter's voice supplementing a player's memory. If the prompter must prompt, surely he can be audible to the players without being audible to the audience.
  11. To see players shunning the middle of the stage as though it were a bottomless pit.
  12. To see untrained players treating the play (in self-defense probably) as though it were just a huge joke and didn't matter much to them or anyone else.
  13. Off stage mob scenes, in which the players sound like actors trying to sound like a mob.
  14. To see slow moving players get caught in a falling curtain as they are making their farewell bows.

**6-Man Team**

(Continued from Page 1)

**Curiosity Draws Crowd**

We did enter the league formed with the help of the Interscholastic League, and played our first game against Umland on the 23rd day of September. From curiosity we had a crowd of perhaps 150 people. Their reaction was very favorable.

We have had a high school band for five years. All this band could do during football season was to accept invitations to play at football games played by our neighboring schools. This band at the opening game began an activity that has not only been pleasant to them but has increased their ability both in music and marching. Following the first game our schedule called for a game every Friday until Nov. 10 when we concluded our schedule with a crowd of four or five hundred spectators, with favorable observations from the patrons.

Even though they were afraid of the sport, the patrons had followed their team, in some instances having as many or more people at the games when we visited another team than that team had patrons, and had failed to see any injuries to a player of either side. They remarked about the physical improvement of the boys as they had gained good solid weight and looked much better from a health standpoint. They completely adopted six-man foot-

ball as one of the best games they had ever seen due to the fact that they could follow the ball, see the working of the plays and above all see the blocking and tackling of each player. All in all, summing this up to the fact that they could see the whole game thereby enabling men and women alike to learn the game within a short period of time. This instance will probably prove this point. We have a man of seventy-five years of age in our community who on a morning before a game asked a clerk in one of our stores to show him some pants. Upon being asked why he needed new pants he stated that if he didn't buy some he would have to wear his Sunday pants to the football game that afternoon. This spirit was predominate throughout the community. The stores all closed for the games played in Martindale and when we visited other teams they just managed to leave one person to carry on the business. This was sufficient as all the community followed the team.

This sport did not affect the interest manifested in eleven-man football. Not only did the patrons who had been accustomed to seeing the college, Lockhart and Luling teams play continue to see these games but others who had up until this year had no interest in seeing these games became regular in attendance at one or more of these above mentioned games each week.

**Satisfies a Need**

My conclusion would be that six-man football has definitely filled a spot in the school activity of the smaller school that has long been lacking to make a well rounded program for the school year. I would even add that schools now trying to maintain eleven-man football with too small a group of players would not lose any of the community interest by changing over to six-man football; in fact I am sure that they would increase the school and town spirit for football as they could play better ball and have a better competitive spirit among the players.

**Conference**

(Continued from Page 1)

Superintendent L. L. Wilkes, Hubbard, spoke on the eligibility of participants in inter-school band contests. He suggested that participants should be bona-fide students, should be passing in at least three subjects, certified by the principal, and that regulations be determined by a committee of bandmasters and school administrators. He suggested that any band violating the rules not be eligible to receive any award if the rules are violated through negligence. If the violation is willful, he suggested the band be barred from contests for one year. He stated that the school administrators should be responsible for regulations. He stated that a brief survey made by him showed that eighty per cent of the school administrators did not favor the Interscholastic League taking over the band contests.

**Band Part of School Program**

Superintendent M. C. McConnell, Weslaco, next spoke on "Do Values Obtained Compensate for Loss of School Time?" He states that trouble exists where the band is not a definite part of the school program and if the director is not a member of the school faculty. He stated that some band programs are merely a racket in Texas. He stated that the band director should be a real teacher of boys and girls. He felt that the band contests develop the right school spirit if managed properly.

Colonel George E. Hurt, band director, The University of Texas, spoke on "How Can University and College Bands Help With Interscholastic Contests?" Colonel Hurt stated that band contests as in Texas today are a real problem, and that there is trouble ahead if the contests are not managed properly. He stated that school superintendents at first refused to sponsor music contests; so Chambers of Commerce first aided in the formation of bands. In his opinion the band cannot compare with the orchestra in lasting cultural values. He believes that the entire music program should be put in the hands of the school men themselves.

**Objections to Band Contests**

Questions and discussions from the floor next came up. T. Q. Srygley stated two objections to the present band contests; namely, the distance traveled and the size of the meets. He advised that the League take over band contests as well as Latin, Home Economics, etc.

W. G. Brandstetter, president of the Texas Bandmasters' Association, replied to Mr. Srygley that the plan is to have seven district contests next year instead of four as of this year.

Rufus E. Price, Nacogdoches, recommended the school board's financing the cost of the bands.

Superintendent Bonner Frizzell, Palestine, mentioned the conflicting

of contest dates with other events in the present band contests. He suggested also that standards be raised in carrying on the contests.

Principal C. H. Kenley, San Angelo, raised the question of whether the League should sponsor the band contests. The vote showed an overwhelming majority favored the League taking over the contests.

Dr. Harry C. McKown closed the session by speaking on evaluation of the afternoon program. He stressed the fact that the educators should take over the band program, because the band is the school's best friend-maker. He suggested that the board of education should purchase the larger instruments. He felt that music should be open to every student in school if he wished to take it. He warned that this program is an educational program and not a bandmasters' program. He was skeptical of the expenses of transporting bands great distances as is now done in Texas. He warned that the band should have an educational value and should not be conducted merely to amuse the community.

**Afternoon Session**

The second session, discussing "Educational Implications of High School Athletics," was held in University High School Auditorium, Saturday, May 7, 1938, 10 to 12 A.M.

Dean T. H. Shelby presided at this meeting. Dr. Harry C. McKown first discussed "Some Important Educational Problems in Athletics." He suggested that athletics have gone through three stages: first, opposition; then, toleration; third, the schools take over athletics. He next mentioned some of the outstanding values of athletics; namely, the physical value, recreational, better morale, finer school spirit, and the publicity obtained. He then gave some of the abuses of athletics, as the danger of physical injury, the expense of the program in time and money, the detriment to scholarship, the use of ineligible plays in contests, and the pressure brought on officials. He warned also that the common idea is that the team must win in order to be successful, that the program of physical education and athletics are considered the same, and that most athletic programs are mere pageants. He spoke briefly on these problems:

1. How can we educate a community in the real values of athletics?
2. How shall we finance the athletic program? (He suggested that the board of education should finance the program completely.)
3. How can we arrange athletics as a vital part of our educational program?
4. How can we measure the values of the program?
5. Is the program designed for the students or is it a show program?

**Educational Values?**

Superintendent H. L. Foster, Longview, spoke on "To What Extent Are We Achieving the Commonly Recognized Educational Values of Athletics?" He mentioned the value of team work, socialization, and formation of attitudes, a creation for a desire for good health, and training for leisure time. He then discussed in detail Longview's athletic program. An attempt is made there to get each boy and girl to take part in the program. Longview is attempting to give what the students want, the thing the parents want them to have, and the things the instructors want them to have. He stated that records are kept on the physical condition of each pupil. He spoke of the splendid intramural program that has been developed, and that they are attempting to have games that will carry over into adult life; namely, horseback riding, golf and tennis are given the seniors. He stated that a graduate nurse is on the faculty, the services of two doctors and a dentist are used when needed. He also spoke of immunization against smallpox and diphtheria. He mentioned the fact that thirty-three states have compulsory physical education laws.

**Football Spring Training**

Superintendent L. C. Procter, Temple, spoke on "Refashioning High School Athletics to Meet the Requirements of the Schools' Educational Objectives." He stressed the educator's viewpoint in athletics and suggested that our program today doesn't reach as many students as it should; nor does it carry as much variety as it should. He spoke very strongly against spring practice in football, and doubted whether there was much carry over value to football. He felt that the athletic program should develop health, give enjoyment, and form character.

Superintendent W. T. Walton, Ranger, complimented the League's results in carrying on the athletic program. He felt that spring training should be eliminated and that more stringent rules should be placed on transferred athletes. He mentioned the matter of athletic insurance, and Mr. McKown stated that the school is not responsible for athletic injuries.

Superintendent R. L. Speer, Sherman, praised the work of the

League in carrying on the athletic contests. He was also opposed to spring training and subsidizing of players. He mentioned the fact that outstanding athletic programs have often covered up deficiencies of poor school work.

Superintendent Floyd Betts, Wharton, stressed the fact that the coach should be loyal to the school authorities. He mentioned the fact that in his city all students are admitted free to all athletic games played in Wharton. He felt that the school authorities should finance the educational program if it has any educational value. Superintendent B. M. Dinsmore, Electra, spoke of the value of athletics in building a good personality. He said that athletics teach how to get along with people, and that the program is well worth the cost of it. He warned of the dangers of recruiting and the fact that many school men are losing their jobs in dealing with athletic situations in some communities.

**Insurance Against Injuries**

Dr. H. C. McKown closed the discussions by stating that a committee from the insurance companies is now working on the matter of insurance to cover athletic injuries. He repeated that the schools legally are not liable for any athletic injuries.

Superintendent Bonner Frizzell, Palestine, called for a vote as to whether the State championship in football should be abolished. The majority present indicated that the State championship should be abolished. He next called for a vote on the matter of abolishing spring football training. An overwhelming majority favored the abolishing of spring training.

Dean T. H. Shelby then asked whether those present favored a similar conference next year. Rufus E. Price moved that we continue the conference next year. The motion carried by a large majority.

**Typing**

(Continued from Page 1)

pupils learned to work in any atmosphere without being disturbed by any noise, and they were able to concentrate under all conditions.

**Vocational Training**

Thus the typewriting contest trains the contestants for the use they will probably make later of their typewriting knowledge. Most of the pupils who take the subject intend to use it in their life work, and those who do well enough to go to the contest are, without a doubt, the ones who will later become office workers. The conditions under which the contests are given are excellent training for the strain of office work. The controlled order and quiet of a classroom are never found in an office. Therefore the excitement and strain of the contest offer the pupil valuable training for his future work.

Accuracy over speed is stressed in typewriting contests. It is not unusual for the pupil with the fewest strokes to rank above students with the most strokes. In the ten years beginning with 1926, in no year did the pupil with the fewest strokes place last. The key to the winner depends upon accuracy. In seven of the ten years the most accurate students ranked in the first five places.

**Strenuous Competition**

The typing contest is highly competitive. It is interesting to know that the student setting the present record of 84.67 words per minute in 1934 began working in September to beat the State record of her classmate in 1933. Actual study has proved that as the contestants improve, the entire class improves. As the contestants increase their rates of speed, the poorer pupils are spurred on to raise their low rates in comparison. This motivation is an impelling one. The urges of mastery and desire for approbation are very strong.

Typewriting contests in the Interscholastic League enlarge the pupils' viewpoints and, it is claimed, improve his personality. Because of the wide scope of the contest, pupils from every section of the State participate. Each contestant is therefore given the opportunity to meet different people who live under different conditions. A contest gives the pupil greater assurance for he "goes out on his own" to compete for the school.

**Enriches Course**

The typing contest is an excellent means of furnishing enrichment in the course for the better students in the class. The good students, who might otherwise become bored with the slow rate at which the class moves, will have their interest maintained throughout the term.

The objection is often raised that the teachers neglect the pupils in the class to help the contestants. While there are a few teachers who will do this, as a rule most teachers are conscientious and will give the required extra training outside of the class. The teachers who do neglect their classes fail to realize that their misplaced emphasis does more harm than good.

1762

