



St. Hedwig is a two-teacher rural school, unaffiliated and unclassified, so far as I know. There is no high school in the district. Four years ago when I came here this school had never participated in League work. Last year we won the championship cup for one and two teacher schools permanently, having won it three years in succession. I do not know how to express what participation in Interscholastic League events has meant to the boys and girls of this community. The contacts and experiences have made their lives much fuller and richer.—Pearl H. Gravis, St. Hedwig, Texas.

Lewis Moore, Route 2, Mineral Wells, writes the LEAGUER, as follows:

I noticed in the last issue of the Interscholastic Leaguer where no "All-Round" championships will be declared in Duval County Interscholastic League meet. I think this a very splendid idea for every county. Palo Pinto County has already decided, for this year, we would not give awards to "All-Round" champions but recognize individuals, and teams with better awards than have been given in the past.

Are There Too Many Reports?

Principal of School A complained of the Association's policy of requiring so many athletic records to be compiled and filed in the Association's office. During the same week we received the following requests from member schools: School B asked us to furnish copies of past athletic records, as their school had burned and all records were destroyed. School C requested that we check the eligibility of a list of eighteen football players in their neighboring schools from the standpoint of participation. The principal of School D wrote that the former principal and coach had left no athletic records and asked for copies of the past reports. Principal of School E wrote: "We are confused as to the number of semesters in which has participated. Will you please send us the years and semesters in which he has competed in senior athletics?"—Oklahoma High School, Athlete, Dec., 1938.

Teacher Criticizes Topics In Ready Writers Contest

AS A Ready Writers' coach may I make a few suggestions with the hope that they will be considered as constructive criticism?

First: As a whole, those who are able to write pleasingly come from cultured homes. With that thought in mind, do not such subjects as "Cigarette Advertisements," "Gossip Heard in a Beauty Parlor (or Barber Shop)" and "Confessions of a Beauty Expert" seem slightly out of place for high school pupils?

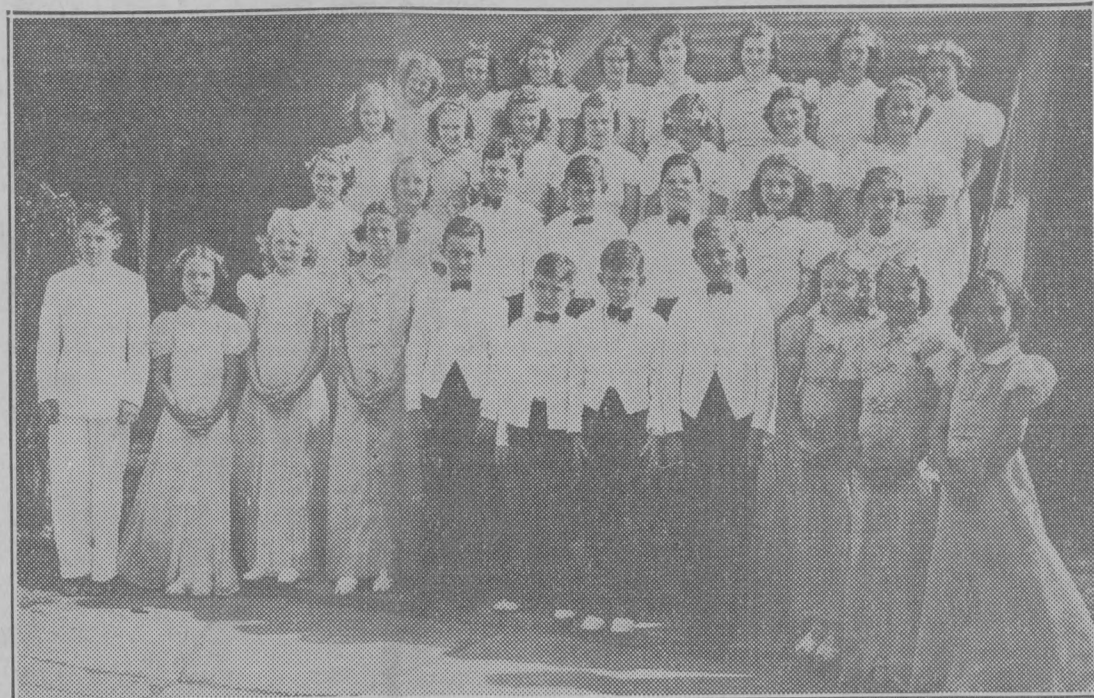
Second: Do you not think that, if the best two compositions were allowed to go on to the next meet each time, there would be more interest in Ready Writing and greater fairness to the pupil, because there would be a better chance of his finally winning? Why is it any fairer for the first four places to be allowed to go on in Typing and Shorthand and Track than it would be to let at least the first two go ahead in literary events?

Third: Why could it not be made possible for us coaches to secure copies of the winning compositions of the different meets, or perhaps the compositions of all the State Meet contestants? As it is, we never get to see or read a composition and, thus, cannot know how to coach up to the standard of winning themes.

These are some items I have been thinking about for some time. Now that my contestant is out of the running for this year, I am expressing them before another year's contest comes around. I hope you will consider them in the light that I make them, the interest of the pupil.

There are those who would be equally horrified at hearing the Christian religion doubted and at seeing it practiced.—Samuel Butler.

Lavaca County Winner In Choral Singing



Chorus of Stephen F. Austin School (Yoakum)

This is the choral club which represented Stephen F. Austin School in the Interscholastic League Choral Contest held in March 1938. This group, composed of elementary grade students won first place in choral singing in Lavaca County. The chorus won first place in the city meet, held in Yoakum, competing against the other elementary schools in the system. The conductor of the chorus is Buddy Beversdorf, age 11. Mrs. Mollie Green is principal of the school, and the chorus was under the supervision of their music teacher, Miss Goldye Hollander.

Individuals appear in the picture, as follows: First row: Left to Right: Lottie Stevens, Jerry Dobbs, Bennis Shelton, Buster Beversdorf, James Mertz, Haidee Lou Palmer, Erna Dearson, Billie Guestringer. Second Row: Dorothy Genn, Margie Blauer, Benton Cain, Bobby Genn, T. J. Stevens, Gloria Hartman, Doris Long. Third Row: Alice Dvorak, Margaret Roose, Doris Kaiser, Gertrude Blauer, Joyce Wendt, Frances Findley. Last Row: Mae Lee Palmer, Lucy Norrel, Peggie Neil, Edna Hahn, Doris Findley, Corine Mylins and Joan Shumaker.

CORRECTION

THE COURT etiquette award in Tennis at the last State meet went to Jenny Lee Sloan, of Breckenridge. In the September issue of the LEAGUER, page 4, col. 6, it is erroneously stated that Miss Sloan is from Brackenridge high school, San Antonio. The LEAGUER regrets that this error was made and gladly publishes this correction.

CHORAL SINGING RULES ALTERED

Radical Revision Made in Ward or Grammar Grade Class

CHORAL singing rules for the Ward or Grammar Grade Class were radically revised this year. The revision was not completed by the time the Constitution and Rules had to go to press, so it was necessary to issue them in mimeograph form.

A mistake was made in the first mimeographed circular, and that had to be recalled and another issued. Each school participating in this contest should have the circular entitled, *Revised List (1938-39) for Interscholastic League Choral Singing Contest—Grammar Grades Class*. If you do not have one of these circulars, you should request one from the State Office.

Note these items, concerning which many teachers have written to the State Office:

1. Any method of starting is permitted.
2. The choir must be conducted during the contest by a pupil-conductor.
3. Each choir sings three songs.
4. Two selections are made by chance, and one by choice.

5. General rules, such as eligibility, divisions, etc., are given on pages 56-57 of the Constitution and Rules. Note particularly the definition of "Unison Singing," but note also that the prescription of "Unison Singing" for all contests is confined to the Rural class. Note, also, Rule 10 which gives instruction to judges in both classes, Grammar Grade as well as Rural.

6. Read carefully items pertaining to choral singing in the Official Notice column of the LEAGUER.

7. Rural class rules appear in full with list of selections on pp. 56-58 of Constitution and Rules and the mimeographed circular has nothing to do with the Rural Class.

"The theory of exchange," wrote the freshman taking his first economics test, "as I understand it, is not very well understood."

TEXAS LEADS IN 6-MAN FOOTBALL

Survey Shows More Schools Playing in this State Than in Any Other

(By Stephen Epler)

YOU will be interested to know that Texas now has more schools playing 6-man football than any other state. North Dakota is second with 120 schools, which is the highest per cent participation. There are only 225 high schools in the State and only about 80 play 11-man football.

Several states are still unheard from, but 42 states reported a total of 1217 high schools playing interscholastic 6-man football in 1938, 540 playing intramural and 396 other groups playing a total of 2,153 6-man groups.

Wants Rule-Suggestions

We are always glad to get rule suggestions and opinions on the rules. The present rules are the result of considerable experiment and careful thought upon the part of the rule committee, and just like your state eligibility rules there is a sound reason for each rule. The required second pass, known as the "clear pass" rule has as its purpose first to give more players a chance to handle the ball, secondly to discourage mass plays and line plays, and thirdly to handicap the offense which is much stronger in 6-man football. A clear pass is much more effective for these second and third functions than a mere change of hands would be. Most players

(See—6-man Football—Page 3)

Ohio Educator Pleads For Health Program In Schools

(By Dorothy Wooten Jones)

"A physical education and health program which does not reach each and every boy and girl is inadequate," Dr. D. Oberteuffer, head of the physical education department of Ohio University, told the High School Principals and Supervisors section when it met with the Texas State Teachers Association in Dallas. Mr. E. B. Comstock, president of the Section for 1937-38, introduced the speaker. In the business meeting following Dr. Oberteuffer's talk new officers were elected as follows: Mr. Edwin D. Martin, principal of Hamilton Junior High, Houston, president; Mr. J. R. Stalcup, principal Brownwood High, first vice-president; Mr. Thomas Justiss, principal Paris High School, second vice-president; and Mr. Ben W. Wiseman, principal

DEBATE INSTITUTE NTSTC FEB. 17-18

Attractive Program Outlined by Director for Second Annual Meeting

(By Dr. Joe M. Ray)

THE North Texas State Teachers College is planning to hold its second Debate Institute for Interscholastic League debaters on Friday and Saturday, February 17 and 18, 1939.

Speakers

Three rounds of practice debates for the students will be scheduled. Furthermore, several prominent persons have agreed to speak on our program. Mr. Roy Bedichek, Head of the Interscholastic League, will speak on the purpose and advantages of high school debating. Mr. Thomas Rousse, Debate Coach of The University of Texas, will discuss the technique of debating the sales tax question, and he is tentatively scheduled to make a talk on the arguments for a sales tax. Professor George C. Hester of Southwestern University, a former member of the Texas Legislature and co-author of the current high school debate bulletin, will discuss the arguments against the sales tax. Mrs. Sarah T. Hughes, Judge of the Fourteenth Texas District Court at Dallas, will speak on the disadvantages of the sales tax. Mr. N. S. Holland, Superintendent of Schools at Breckenridge, will talk on the arguments for the sales tax. Representative Alfred Petsch of Fredericksburg, a member of the present Texas Legislature, has tentatively agreed to defend the sales tax for us. We are still trying to get other speakers. You and your debaters can ill afford to miss this array of speakers.

Entertainment

We plan to have two luncheons, the tickets for which will not be over fifty cents each and may be less. The college will arrange, as was done last year, to direct visitors to homes near the college campus where they may obtain lodging at around fifty cents each per night. Further particulars on these matters will be sent to you on request.

CAUTION LETTER IS GOOD SERVICE

Director of Limestone County Issues Valuable Circular to Schools

(Frank L. Williams, of Mexia)

FRANK L. WILLIAMS, of Mexia, Director General of the Limestone County League, took time by the forelock and on January 4 addressed a circular to all the schools, as follows:

Looking forward to a successful Interscholastic League meet in March, I submit the information herewith enclosed for your benefit.

Please remember that January 15 is the last day for paying membership and basketball fees. If this fee is not received in Austin by that time, your school cannot participate in the county meet this spring.

No Composite Teams

In the League membership there is no composite school. By that we mean that a school having consolidations, or more than one building, cannot enter its entire school as one unit, but it must enter each individual school with a separate membership fee and completely separate. I am informed that there were some exceptions to this rule last year and we shall watch it closely this year.

The date of the county Interscholastic League meet has been set for March 24, 25. At this time all the literary events and the finals in some of the physical events will be held. Preliminaries in volleyball, playground ball, and so forth, will be held the week-end prior to these dates.

The executive committee decided that the rules of the Interscholastic

(See—Caution Letter—Page 4)

Referendum Results

RETURNS of the recent referendum on four items affecting the University Interscholastic League football competitions, were canvassed by the State Executive Committee recently, and all of the proposals carried.

Since the questions involved only football, the referendum was not submitted to the entire membership of the League which includes six thousand schools, but only to those participating in football, or about seven hundred.

Five hundred and fifty-seven ballots were returned. Proposal No. 1 reads as follows:

The State Executive Committee may, upon unanimous recommendation of the committee, of any football district, admit a school from a lower conference to the said district, such transfers, if any, to be made on a yearly basis; effective at once. Vote: 528 for; 23 against.

Proposal No. 2:

There shall be no football practice and no football equipment issued from the close of the spring training period to September 1; effective at once. Vote: 415 for; 141 against.

Proposal No. 3:

No school may engage in any post-season (i.e., after Dec. 1) game other than in regular inter-district play-offs scheduled by the League; effective 1939 season. Vote: 356 for; 192 against.

Proposal No. 4: Spring football practice shall be limited to one calendar month, and no training shall be permitted nor equipment issued except during this period; effective spring of 1940. Vote: 425 for; 132 against.

Each of these new rules will be included in the football plan, and each will require some specific interpretations which will be made shortly after careful study by the State Executive Committee, according to Dean T. H. Shelby, Chairman.

NO BOY can tell me two lies running; he gives himself away by his manner. But little girls look at me with starry eyes and take me in every time. Ladies with whom I have discussed this question say that it is merely a matter of sex—they are equally unable to detect boys in untruths.—Canon Peter Green, quoted in Medley.

PLAYGROUND BALL

Ground Rules Should Be Prepared and Announced

IT IS a good plan for the County Director of Athletics to decide in advance, and announce "ground rules" in Playground Ball.

Limestone County Interscholastic League has adopted the following rules, prepared by J. D. Foster, Athletic Director:

(1) Overthrow at first, second, and third base, with ball remaining in fair territory, base runner is allowed to advance as many bases as it is possible to make.

(2) When the catcher misses the ball on the last strike, the batter is out.

(3) The runner cannot score from third base on a passed ball at home base if the ball touches any object, enters a crowd gathered near this plate, or is touched by any person other than a legal player of the side in the field.

(4) Any player is permitted to use a glove.

(5) On an overthrow at first and third that falls in foul territory whether or not it strikes an object or goes into a crowd, all base runners are permitted to advance one base. Any ball touching the basemen or any part of its equipment shall not be considered an overthrow.

(6) If a fair hit ball goes into a crowd in any manner or strikes an object foreign to the playing field, the batter and all base runners are limited to a two base advance.

(7) The use of hard baseball bats to bat with is not permitted.

SPEECH INSTITUTE HELD AT ABILENE

Abilene Christian College Host to 300 Teachers and Pupils

ABILENE Christian College was host to a very successful Speech Institute which was attended by over 300 teachers and students. The meetings were held all day January 21, on the College campus. Prof. Don H. Morris and his colleagues had the affair well organized and the day was spent pleasantly and profitably by the large number who were there.

Debate Round Table

The first general session in the morning was opened by President James F. Cox who welcomed the visitors to Abilene Christian College. A discussion by Prof. Thomas A. Rousse of The University of Texas on high school debating was followed by the regular chapel period of the College. The college band entertained during this time.

After chapel the meeting was divided into debate and one-act play round table discussion groups. Prof. Rousse, Prof. Morris, and Mr. Comer Clay of the Abilene High School led the debate section. Prof. Katherine Boyd of Hardin-Simmons, Prof. H. P. Fellows of

(See—ACC Institute—Page 3)

Eastern Speech Association Adopts Novel Contest-Form

SPEECH teachers are usu-

ally interested in socializing the speech situation. They see that pupils do better in a natural environment, that is, in surroundings and upon occasions which duplicate as nearly as may be the surroundings and occasions of similar discourse in ordinary life. For illustration, a classroom exercise in after-dinner speaking is a highly artificial affair. Humor which arises spontaneously around the dinner-table surrounded by well-fed guests falls flat in an auditorium and somewhat flatter in an ordinary classroom.

Again, a community meeting filled with rival factions and surcharged high-powered local politics calls for one type of speaking, while a group gathered together primarily for entertainment calls for another. And so on.

Moreover, the number of listeners, the seating arrangement, lighting, the formality or informality of the occasion, as well as the numbers which have preceded the speaker on the program all have their effect. The skilled teacher of speech attempts to create a variety of speaking situations so that the pupils may become accustomed to speaking under conditions likely to confront him in later life. Some teachers carry this so far as to subject their pupils to good-natured razzing from the audience in an attempt to duplicate the environment of the "stump-speech."

TEACHER SERVES 3 GENERATIONS

Mrs. Hattie Taylor, Anderson, Teaches 43 Years in Same Classroom

THIS is a recent picture of Mrs. Hattie Taylor, of Anderson, Texas, who is now teaching her forty-third year, consecutively, in the same classroom of Anderson High School.



Mrs. Hattie Taylor, Anderson, Tex.

Through the years of her half-century of teaching service in Texas schools, she has the distinction of numbering among her pupils and ex-pupils, three generations—the children, their parents and grandparents—two instances of this kind. The explanation of this unusual situation—probably without a parallel—is the fact that her early teaching as a very young teacher included high school work, in which classes were grown pupils; her later teaching

(See—3 Generations—Page 4)

Terry County Drops All-Round Championship Plan

(By Nellie Mae McLeroy)

AT A meeting of the teachers, superintendents, and coaches of Terry County recently it was voted to again dispense with the counting of all-round championship points in the Terry County Interscholastic League Meet.

The virtues of this plan were "sold" to the Interscholastic League officials, teachers and schools of the county last year in its initial year of employment in the county. The plan served to eliminate much confusion and "cut-throat" competition that had previously been manifested in the League meets of the county. Instead, the Meet better promotes the objective of the League i.e., the fostering of a get-acquainted, friendly competitive spirit among the schools of the county, and the determining of representatives of the county to the district meet. Under this plan, no school is declared all-round county champions for the whole meet, but county champions are declared in the various contests.

This plan, the teachers of Terry County, wish to recommend to other counties as being worthy of a trial.

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ally interested in socializing the speech situation. They see that pupils do better in a natural environment, that is, in surroundings and upon occasions which duplicate as nearly as may be the surroundings and occasions of similar discourse in ordinary life. For illustration, a classroom exercise in after-dinner speaking is a highly artificial affair. Humor which arises spontaneously around the dinner-table surrounded by well-fed guests falls flat in an auditorium and somewhat flatter in an ordinary classroom.

Again, a community meeting filled with rival factions and surcharged high-powered local politics calls for one type of speaking, while a group gathered together primarily for entertainment calls for another. And so on.

Moreover, the number of listeners, the seating arrangement, lighting, the formality or informality of the occasion, as well as the numbers which have preceded the speaker on the program all have their effect. The skilled teacher of speech attempts to create a variety of speaking situations so that the pupils may become accustomed to speaking under conditions likely to confront him in later life. Some teachers carry this so far as to subject their pupils to good-natured razzing from the audience in an attempt to duplicate the environment of the "stump-speech."

What Does School Expect Of the Teacher of Speech

(By Florence S. Horton)

DURING the past year and a half, as editor of The Speech Association, and chairman of the committee on affiliation, and more recently as president of The Texas Speech Association, I have occasion to talk to many people about this matter of Speech training. I have made it my business to get the viewpoint of State officials, college officials, superintendents, principals and others outside the Speech field. I should like to pass along some of these ideas for what they may be worth to other Speech teachers.

Can't Get Course of Study

One official said that they were glad to give more attention to the oral phases of our language, but that it had been difficult to find people who would put in the long hours of hard work that were necessary to formulate the course of study.

I know of one large school system where the administrators have for three years asked the Speech teachers of the different schools to work out a unified system of training. To date nothing has been done about it.

A superintendent said that when he started out to hire a Speech

(See—Special Teacher—Page 3)

AMATEUR SPORT

University Dean Says Its Traditions Enrich Community Life

ONE of the finest traditions in American life is that of amateur participation in sports. Through the years, hundreds of colleges and universities have steadfastly supported the agencies set up to promote and maintain the programs, codes, and regulations necessary to carry out the details of amateur athletics. Hundreds of our finest men have devoted their energies and dedicated their lives to this great cause. And, thousands of high school boys are playing their hearts out each Saturday afternoon to prove themselves worthy of a place on some college or university team.

Betrayal of Faith

Whenever any institution, athletic committee, alumni group, coach or player breaks a rule or attempts to evade the codes adopted, in order to win a game or get more money, such an act is one of betrayal of faith—the faith that institutions have in sister institutions—the faith one man may have in another—the faith of millions who support the far flung program as spectators and rooters—the faith of college men who play on college teams—and more than all else, the faith of the thousands of boys who are coming along through the high schools depending upon the honesty, dependability and sincerity of those who set the patterns and write the rules.

The tradition of amateur participation in sports is not merely a matter of games played. It touches almost every social activity. Service clubs and civic organizations in all cities and communities are supporting projects given over to boy development featuring sportsmanship, fair play, ability to lose as well as win, honesty and a desire to play the game according to the rules. Speakers, writers, and other leaders preach the gospel of courage, square-shooting, and courtesy. Dads and mothers live through the glorious experiences with their boys and dream of the day when Willie or Johnny will play in the great stadium and be cheered by the throngs.

Don't Sell Out

The fine tradition of amateur participation in sports will go on, even though occasionally some one institution, committee, alumni group or man does fail to keep the faith, but I say to those who are tempted to sell out—"Isn't the tradition with its idealism worth more than a mess of pottage?"—Raymond E. Manchester, Dean of Men, Kent State University, Kent, Ohio.

(See—Novel Contest—Page 4)

(See—Health Program—Page 4)



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 FEBRUARY, 1939 No. 6

THE Wisconsin High School Athletic Association recently voted on whether or not to limit the football season to a period beginning the third Tuesday preceding the third Friday of September and December 1. It carried 147 to 31.

CHORAL SINGING directors are urged to read the statement appearing in another column of this issue giving a resume of the changes made this year in the Ward or Grammar Grade Class. Also, the county directors of this contest should have this statement ready for reference at the county meet.

FINAL ASSIGNMENTS of schools to football districts for 1939 competition will be made on February 15. In making these assignments, the State Executive Committee presumes that silence gives consent. Those schools not complaining of the tentative assignments are considered satisfied. So speak now or forever after hold your peace.

DEMAND for more serious comedy in the One-Act Play contest is quite widespread. Since the elimination of tragedies two years ago, there has been a veering away from anything of a serious nature, apparently for fear of being disqualified by judges who would consider the more serious comedy as not comedy at all. In the March issue of the LEAGUER, Mr. Winship, Director of Speech Activities, will discuss this matter at some length.

SOME of our music teachers who are scoring the use of the phonograph in preparing their choruses for League contests will be interested to know that Nelson Eddy learned to sing operatic arias from a phonograph and was stimulated to the exertion by a determination to enter into a competition for the role of Amonasro in a performance of "Aida." Much of his education was secured through correspondence courses; so canned music and canned instruction both have their uses. Let us be cautious in scoffing at these humble instruments.

EACH YEAR the Buffalo High School entertains the other schools of Leon County with a junior prom. It is a big social event for the schools, and all the preparations are made by the pupils of the Buffalo High School under the sponsorship of Mrs. J. M. Scott. Naturally, the work is apportioned to various committees of students and furnishes an extracurricular activity which the students themselves enjoy and participation in which is certainly educational. It also promotes good feeling among the schools involved, as well as among the various communities of the county. We think the Buffalo High School deserves high commendation for this fine enterprise.

EXTEMPORANEOUS Speech teachers sometimes complain of the number of topics assigned. There are a lot of topics, but there is much overlapping of topics. We found one teacher the other day who had made a very ingenious grouping of topics so that the preparation for half a dozen different topics was centralized under one theme. Thus the preparation also "overlapped" and was in like measure cut down in quantity. She said that Nos. 3, 4, 5, 6, 8, 14, 20, and 33 were all involved in one way or another with No. 2, and that portions of a speech on any of these topics will find a place in a speech on any other. So she called this "blocking" the topics for preparation of the speeches. In like manner, Nos. 1, 5, and 6 are related; and Nos. 17, 18, and 19 are related closely since all deal with fascism or communism. Nos. 7, 10, 11, and 12 deal connectedly with Japan, Russia, and China. Or turn to the Texas topics: Nos. 22, 24, and 37 all go together, and the background preparation for the three is the same. We thought that this teacher's solution was quite sensible and therefore pass it on.

THE WINK AND ORANGE high school officials recently sent to the State Office a copy of the financial statement for the 1938-39 football season. These financial statements were published and distributed locally so that school patrons and football fans might have the correct information as to athletic expenditures and income. In most instances the football fan thinks in terms of income and gate receipts rather than of expenditures that are necessary to carry on the athletic program. The school administration in these towns believe that such a practice has some specific advantages, as follows: (1) People are correctly informed as to income and expenditures in football; (2) It represents an expression of appreciation of the support given the team; (3) It acquaints the patrons and fans with the financial details of a football budget; (4) Since the high-school football program is a school and community affair it is appropriate that the patrons be correctly informed in regard to the management.

We believe that such a practice has many advantages and commend the practice to other members of the League participating in this popular and often highly commercialized activity.

THERE is one complaint about the rules in declamation which like Banquo's ghost will not down. Each year it comes up in correspondence and in disputes at numerous county meets. It involves the classification of selections. Is a given piece a dramatic reading or is it not? Some teachers apparently like dramatic impersonations, and drive just as

near the edge as possible without going into the ditch. Sometimes they go into the ditch. It seems to us that the distinction is easily made. In a declamation the speaker adopts the words and thought of another and presents them as his own. In a dramatic reading, the speaker assumes the character of another person, that is, impersonates. There are some selections that may be presented either way; they may be spoken as a declamation or they may be impersonated, hence we have the anomaly of having the same selection ruled out in one meet and admitted in another. Many miss the point that much depends upon the delivery. "Ring, gradpapa, ring," may be declaimed or the speaker may assume the character of the little girl in wild excitement and so edge over the line. Pieces that involve a good deal of conversation are always dangerous, for the temptation is to assume the character of first one person and then another, and still it is possible to declaim such pieces without impersonation. Many teachers have suggested that there should be a separate division for dramatic readings so as to lessen the temptation to edge over the line when good dramatic talent is available. Others think the evil should be cured by prescribing a list of eligible declamations. Both solutions have practical difficulties. We should like to have this argued out in the LEAGUER by speech teachers who feel warmly on the subject and have had experience.

COUNTY MEETS are not far away. Here are a few suggestions that experience has shown will, if observed, save a lot of grief. First, be sure that your membership receipt is available. Any other member-school may challenge your right to be in the meet, and your membership receipt is an all-sufficient answer. Next, be sure of your classification. The definitions in Article VII will help in this matter. Read the definition of "high school," "rural school," "double unit school," "junior high school," and "ward or grammar grade." See into just what niche your own school fits. You will have to indicate your own classification on the entry blank which carries all your entries into the county meet.

And, speaking of entry blanks, be sure you have one. About February 15, an entry blank will be mailed to each one of the six thousand member-schools. A few mistakes are always made in mailing out letters to a list of six thousand. If our office does not make a mistake or two, the postoffice will. So, if your entry blank does not show up on time, drop a card to the State Office requesting one. With the entry blank before you, see that each pupil's name is properly entered in the contest in which you wish him to compete. Also, see that alternates are properly inscribed in the space left for the same. Print out the names if you do not use a typewriter. In a few contests, the number on your team is conditioned on enrollment as of February 1. Do the simple mathematical problem involved, and get the right number on your team. Use the entry blank even if you have only one entry. It will look lonesome on the big blank all by itself, but never mind. It will help the county directors to have all entries on the uniform blank.

In preparing the school generally for participation in the county meet, have a few discussions during the auditorium or other activity period on sportsmanship. Try to find the right spirit for one to have when he enters a contest with another person. The profit comes to the individual contestant from serious preparation and from participation. If he wins, so much the better. Like the ancient warrior, Sarpedon, let the contestant feel that he goes to excel or to give another the opportunity to excel. Not only the actual contestants but the whole school should be prepared in the precepts of good sportsmanship, as well as the community itself. Friendly rivalry means what it says with the emphasis on "friendly."

The county officers have special responsibilities. The directors of contests which require special material from the State Office are expected to notify the Director General of the probable number of test-sheets or other material that will be needed. The Director General in turn enters these requirements on a Requisition blank which must be mailed to the State Office at least three weeks in advance of the meet. This blank is mailed out to each Director General well in advance of the time when he will need it. He should be careful to give all the dates required. Remember that different tests are used on different week-ends, and unless the date is given on the blank, the State Office cannot supply the proper material.

So, let's go in with all preparations duly made, and at that, there will be enough tribulation to test out one's emotional stability, maybe too much.



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 3386 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, Sec. 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 62 and ending on page 63, which conflicts with Article VIII, Sec. 11, of the Constitution and Rules.

Error in Record Number
On page 63 of the Constitution and Rules, Decca Record number should be "20615" 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.

SCORES of famous persons in history could not write legibly. Some of Shakespeare's work never has been definitely deciphered. Several of Hawthorne's manuscripts remain unpublished today because no one has been able to read them. And Napoleon's letters were almost in a class by themselves, some of them being mistaken for maps of battlefields.

High School Press
By Frances Mueller

ONE hundred thirty-five high-school papers are members of the I.L.P.C. for 1938-39—an increase of 15 over the enrollment for the previous year! New high schools are established in Texas each year, it is true, but this result means that more high schools are realizing the importance of school papers.

According to available information, some very small cities have a mimeographed high school paper while there is no local paper. The school paper gives parents of the students information about the school system and its operation. This increase in number of papers means that students and faculty feel the need of a medium in the school to inform and entertain students, faculty and parents. The school paper serves in promoting community spirit.

3021 Journalism Students
Today in Texas, according to the 135 enrollment blanks received, there are 3021 high school students studying journalism! The largest number taking journalism is at Sunset High School in Dallas where 250 are enrolled, while the smallest journalism classes are at Breckenridge High School in Breckenridge and Miranda High School in Miranda City, each with a total of 11 journalism students. Whether the enrollment is large or small, the important fact is that students are being enlightened about newspaper work. They are receiving information about a subject which will grow in interest for them—a subject which may become their life profession in later years. This high school training is only the beginning—but an important one!

Regular Courses in 71 Schools
Out of 135 high schools responding to the question: "Is Journalism taught in your school?" there were 71 which answered in the affirmative, while 64 gave the negative answer. In most of the schools where a journalism course is not part of the curriculum, a small, often mimeographed, paper is published. This work is done by volunteer workers, often under the supervision of an English teacher or some other member of the faculty. They learn through their mistakes. They, and the students of the school, appreciate the finished product when it is distributed in the hands of the students—for it has meant volunteer work, time and thought on the part of a few.

The high school paper having the largest circulation of any paper enrolled this year is the *Jefferson Declaration* of Thomas Jefferson High School in San Antonio. Its subscribers number 2,002! This is as many regular subscribers as papers in some of the smaller towns of the State possess. . . . which makes the *Jefferson Declaration* quite an institution in the school.

Printing Difficulties
One of the most difficult problems connected with high school newspaper work is the printing of the paper. Ninety-one high schools responded negatively to the question: "Is your paper printed by students?" On the other hand, 44 are printed by students. Most of the latter are mimeographed. In some instances where there is a high school press and printing is one of the subjects of the curriculum, the paper is printed by students taking this course. Even though a paper is not printed by the students, it does not mean freedom from worry and care. Frequent trips must be made to the printers by staff members and sponsors before an issue is ready for distribution.

Frequency of Publication
The frequency with which high school papers are published was revealed on the I.L.P.C. enrollment blanks.

First place goes to semi-monthlies, those published twice a month. There are 78 high school papers in this class. Next come the weeklies, which number 45—many of these are mimeographed papers. Two high schools gave the information that their paper is published semi-weekly, these being *The Bulldog* of Marlin High School and *The Tumbleweed* of Pecos High School. Two papers, *The Parrot* of Marshall High School and *The Greyhound* of Taft High School, are published every three weeks. There are four papers published monthly, these being *Eagle Pass Hi-Light* of Eagle Pass High School, *The Shorthorn* of Schulenburg High School, *Cricklet Chirps* of Seguin High School, and *The Kennel* of Strawn High School. The *Rice Bird* of El Campo High School is the only paper in the group that is published once every six weeks. Two papers give the information that they are published bi-monthly, these being *The Rovel* of Spur High School

and *The Pasadena Beacon* of Pasadena Senior High School.

This year *The Technician* of San Antonio Vocational and Technical School is a journal instead of a newspaper. It has a circulation of 1,400 and the subscription rate is twenty-five cents a copy. There will be four issues through the year. The first included 41 pages of well-written material. The "Foreword" explained that "after five years of distributing a strictly academic type of publication, *The Technician* staff has switched its program entirely." There is a weekly newscast presented over the public address system, and there is the trade journal. The desire of the staff of *The Technician* is to publish a truly vocational magazine for a real vocational school.

Editor of this trade journal is Willard Fonarow, vice-president of I.L.P.C. The platform of *The Technician*, as given in its first issue, includes pushing the composition of a school song, obtaining a roof over the walks that connect the buildings, sponsoring the fight for a larger and better auditorium, and working toward having a new gymnasium.

Illustrated
Pictures with action and interest are included in the pages of this first issue. Where photographs were not available, clever cartoons were used. Among sections of the trade journal are the editorials, club news, student echoes, humor, news of the student council, sports, honor roll, snapshots, and other items. The advertising manager, Meredee Scott, and members of the business staff are to be congratulated on their share in making this first issue successful.

Exchange Editors Note
Mimeographed copies of the roll of the I.L.P.C. will be sent to each member in the next few days. If there is any change to be made in the listing of your paper or in the names of editors or sponsors, please send us notice immediately. This roll will be of value to you for exchange purposes, since it gives the class and division of the different papers.

There should be a copy of each issue of your paper for this year in the I.L.P.C. office by March 1. At that date the judging of papers will begin.

COLLEGES DEBATE SALES TAX QUERY

Southwest Invitation Debate Tournament, Austin, Feb. 24-25

HIGH SCHOOL debaters who are now working on the Retail Sales Tax proposition will have an opportunity to see how college debaters handle the same subject when The University of Texas holds its annual Southwestern Invitation Debate Tournament, February 24 and 25. Mr. T. A. Rousse, coach of debate at The University of Texas, is extending to debaters and coaches all over the State a blanket invitation to attend the debate contests of the tournament.

First-hand Information
University teams from the states of Texas, Oklahoma, Arkansas, Louisiana, and Kansas have been invited to the tournament. In some of these states sales taxes are being proposed, while in others such taxes are already in operation. It is expected that debaters from these latter states will be able to discuss the effects of the tax from first-hand experience.

The tentative schedule for the tournament calls for rounds of debates on Friday, February 24, at 2, 4, and 7:30 P.M., and on Saturday at 9 and 11 A.M. Exact information regarding the time and place of all contests will be available at the tournament headquarters, in Union Building 301, on Friday and Saturday.

High Schools Welcome
In past years, the Southwestern Invitation Debate Tournament has been well attended by high school debaters in the vicinity of Austin. Coaches who desire to bring their teams to Austin for these contests are invited to write the Public Speaking Department, The University of Texas, for any further information they may need in planning the trip.

Motor Cop (stopping a speeding motorist): "Didn't you see that sign—"Speed limit 40 miles?"

Motorist: "Yes, I saw the sign, but I thought it was the lower limit."

The marvels of modern medicine have so fixed our attention on the possibility of curing disease that we tend to neglect the positive value of maintaining health.—Dr. William R. P. Emerson.

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.

- 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. German'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 Investigation Committee.
- 18. Fascist and Communist Organizations in this Country.
- 19. Theory of the "Totalitarian" State as opposed to the Democratic Ideal.
- 20. The "Have" and the "Have-not" Nations.
- 21. "Nationalism" vs. "Collective Security."
- 22. Issues in the recent Gubernatorial Campaign in Texas.
- 23. Commissioner J. E. McDonald vs. Henry Wallace: What's the Fuss About?
- 24. What is the Sales Tax?
- 25. The So-called Roosevelt Purge.
- 26. Thomas E. Dewey: Back-lasher.
- 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 the topic.

The School Chorus IV: THE STUDENT DIRECTOR*
Texas Agricultural College, Arlington, Texas.

THERE are two types in the ever increasing group of baton wielders: directors and just baton wielders. Unless we can develop student directors or, at least, give them a true idea of what is expected of a director, I see little point in selecting an attractive student who can wave the baton to stand in front of your chorus. True, he does get the singers started off together, he is something definite for the chorus to look at and there is a degree of showmanship in it. Shall we be satisfied with that or shall we go the rest of the way and train directors?

Responsible for Unity
A chorus director is responsible for the unity of the group and the rhythm so he must be able to beat time distinctly. The interpretation falls in his hands, which means he must know what is expected in the song. If the director has a discriminating ear he can control the balance and blend of the voices. Last of all a director should give the group the inspiration and confidence required. Is that too much to expect of your grade children? I think not. Not only will your leaders develop more musicianship under such expectations, their thrill in directing and singing will grow accordingly.

First of all, drill the entire singing group in the standard direction of beat for the meters of the songs: 2/4, down on 1, up on 2 in a straight line; 3/4, down on 1, right on 2, up on 3 forming a triangle; 4/4, down on 1, left on 2, right on 3, up on 4; rapid 6/8, same as 2/4; slow 6/8 can be beat in two 3/4 triangles, the first to the right and the second to the left or it can be beat in the more intricate style of down on 1, right on 2 and slightly higher than 1, 2 and higher on 3, across the body to the left on 4, up on 5 and to the top on 6.

Put Diagrams on Blackboard
Diagrams of these movements can be found in any standard conducting book and should be drawn on the blackboard in full size so the impression on the child is definite from the beginning. Let the children trace the diagrams as they count being sure that the baton is at a point on the count and not anywhere in midair. The movements should not be florid or ornamental but precise and well in front of

*This article is in response to requests from teachers for a discussion of this problem.

the body so the baton is not swinging over the head or on either side of the director. Leave such techniques to the "professionals." After the group can direct as they sing let them try directing as they think the song. To be sure the mind is singing with the baton, signal them to start singing anywhere in the song you choose. This is also a marvelous test for thinking pitch accurately. Follow the same procedure with a single student directing as the group sings. This breaks the habit of the director following the chorus. To develop dependence of the singers on the director, have him speed or slow the tempo, put in retards and holds, change volume by increasing or decreasing the size of the beat. You will soon find the real directors as distinct from baton wavers and students will thrill at their influence over a group.

Confidence Important
A student director who has the confidence of the group can do much to improve the final performance. Too often well-trained singers go to pieces in concert or contest because they can not adjust themselves to the new situation soon enough. Tension, one of the first signs of discomfort and uneasiness, can often be loosened by a smile or sign from the director and by his complete relaxation for a moment. If he is taught to watch for signs of this and give the chorus a chance to get set before he starts, better singing would result. Shortness of breath can be helped by a suggestion from the director that the singers get a lower breath, probably by pointing to his own diaphragm. Pupils whose voices ordinarily blend beautifully, in a critical moment will lose judgment. The aggressive personalities will glare out "too save the situation" and the meek will lose their voices entirely. An alert director can soften the loud ones with his left hand and give confidence to the meek ones with a commanding look. Let the director also set the mood: gay, comical, reverent, calm, whatever it be. Even very small children know when they are doing things wrong. Why not train them in doing something about it. This means the chosen director must be critical but that is what we want in our singers.

Give your students a new ideal for chorus directing and don't be afraid to let them try. Children are the same the world over but the tragic difference lies in what adults expect of them.



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.

Question: A grammar school in an independent school district has only one regular promotion period per year and that is in the spring with the close of school. In the event that a student fails to be promoted in the spring of 1938 in grammar school, would he be ineligible for League activities during the entire term of 1938-39, or would it be based on the amount of work passed during the fall semester of the 1938-39 session?

Answer: If your school does not promote on a semester basis, the pupil will be ineligible for the entire school term. To be eligible under Article VIII, Section 16, he must have been promoted at the last regular promotion period.

Question: A boy, age 18 after September 1, came to this school last year and took three repeating subjects, namely, seventh grade arithmetic, history, and eighth grade science, one tenth grade course. He was due in the tenth grade last year, but only took the one tenth grade course. He passed all work. We know that he wasn't eligible last year, but isn't he eligible this year? He is now taking the new third tenth grade courses and passing work on these three.

Answer: This pupil is eligible so far as Article VIII, Section 16, is concerned, since, according to your statement, he was regularly and unconditionally promoted to the tenth grade at the last promotion period.

Question: A boy, age 16, in the ninth grade, is a transfer into our school from a joining rural school district. He is seeking an advanced grade, which is not being taught in his district but is offered in our school by classification of the county board. After the first month of school, he decided to stay in the community with me. Then after two months later his parents moved to a place about forty miles away, but he continues to stay with me. Is this boy eligible to participate?

Answer: This pupil is not eligible under Article VIII, Section 13, and Official Interpretation "e," page 111.

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. This 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.)

FRENZIED letters came to us last month begging us to send new one-act contest plays in a hurry. We were soon out of many good titles. May we suggest that you start reading a little earlier in the year to avoid the January rush.

The following plays are all quite new and are all possible contest winners. Each is a one-act comedy or farce with modern costumes and plays in an interior. The number in the cast, royalty, and the name of the author and publisher is indicated separately with each title. Write to us for examination copies.

New Contest Plays

Sugar and Spice, by Ryserson & Clements. French, royalty \$5, 35c, 2m3w.

We have constant requests for good comedies with characters in the teen age. Here is an excellent one. Good dialogue, plausible situations, exciting climax and well written.

And Steal Silently Away, by Patterson & Mitchner. French, royalty \$5, 35c, 2m2w.

This is very funny. A young couple haven't the nerve to tell their landlady they want to move. They plan to sneak out at night. After all preparations are made, they find a note from her asking them to vacate. Great dialogue, keen suspense and a smash curtain line.

Stop For Love Scene, by John Kirkpatrick. French, royalty \$5, 35c, 3m3w.

Elsie thinks she is an actress. Her sweetheart, Jimmie, tries to prevent her going on the stage. It is accidentally discovered that he is really the actor and they both go to New York. Good fat parts in this play.

They're None Of Them Perfect, by Sophie Kerr. French, royalty \$5, 35c, 1m5w.

Amanda's friends tell all the faults of their husbands as she is about to marry Henry. Since three conclusions are written for the play, we won't tell any of them. It's a dandy play, well worth doing.

Write Me A Love Scene, by Ryserson & Clements. French, royalty \$5, 35c, 2m2w.

Splendid chances for some real characterizations in this play. A playwright learns to appreciate his wife and write a love scene at the same time. Excellent for advanced amateurs.

There's Many A Slip, by Harriet L. Smith. French, royalty \$5, 35c, 4w.

Here is an excellent character study for four women. Charlotte "enjoys" poor health until Persis jars her with the news that she intends to marry Charlotte's husband if she should die. Charlotte gets well. No powerful climaxes, but a great opportunity for acting.

Quiet Please, by Howard Buerman. Dramatists Play Service, royalty \$5, 35c, 3m4w.

Two brothers almost end a ten-year silence caused by a quarrel. This very funny comedy is refreshing. Casts, directors, and audiences will enjoy it.

A Husband For Breakfast, by R. E. Mitchell. Dramatists Play Service, royalty \$5, 35c, 4m3w.

A man needing money for liquor sells his wife. The purchaser tries to collect, but is done out of much of his health by the clever wife. An unusual comedy with a new plot.

Archie Comes Home, by Helen & Nolan Leary. Dramatists Play Service, royalty \$5, 35c, 3m3w.

Archie comes home to save his button factory and wins a wife. Good farce with more than usual opportunity for characterization. Excellent dialogue.

That's My Baby, by George Savage. Dramatists Play Service, royalty \$5, 35c, 2m4w.

The Blakes have a baby who is being scientifically reared until Grandma decides to use the common sense method. Clever comedy with good plot and dialogue. Action is fast.

Gratitude, by George Savage. Row, Peterson, Non-royalty, 50c, 5w.

An excellent play with a mystery angle for an all-woman cast. Exciting, funny dialogue, the pace fast, and the climax strong.

The Sound and the Fury, by Jackson Wright. Row, Peterson, Royalty, \$5, 2m2w.

An actress and her husband, both very "theatre" decide to get a divorce. They go through all the usual theatrical parting for the

Speech Tournament To Be Held at Brownwood Feb. 18

THE Central Texas School of Oratory, of Brownwood, Texas, will be host to the Heart of Texas Speech Tournament, February 18, beginning at 9 A.M.

This practice tournament includes all branches of declamation, story-telling, debate, and extemporaneous speech as carried out in the Interscholastic League. The invited schools are asked to limit their entries of debate to one girls' and one boys' team and their extempore speakers to one girl and one boy, but they may bring as many entries for all divisions of declamation and the story-telling as they desire.

This is the sixth annual speech tournament sponsored by the Central Texas School of Oratory for the schools in that section.

Alfred C. Smith, teacher of Bangs, will have charge of declamation. Mr. Lamb, teacher in Brownwood Senior High School, will have charge of extempore speaking, and Harley Black, principal of May Grammar School, will assist Mr. and Mrs. J. Fred McLaughly with the debate.

Schools which have been invited are Brady, Lohn, Richland Springs, San Saba, Santa Anna, Hamilton, Brooksmith, Zephyr, May, Blanket, Bangs, Comanche, Goldthwaite, Mullin, Eastland, Baird, Putnam, Coleman, Early, Brownwood Senior and Junior High Schools, and Indian Creek. The Central Texas School of Oratory National Forensic League teams and other pupils will also take part.

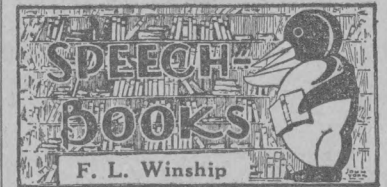
The Central Texas Speech Teachers' Association will have charge of the opening exercises at 9 A.M. at which time the following program will be carried out: Song, "America," by the group; Welcome, Harley Black; Debate, Tolbert Patterson, of Mullin; Extempore Speech, Albert McChristy, of Indian Creek; Senior Declamation, Miss Stella Mae Dunn, of Brooksmith; Story-Telling, Mrs. J. Fred McLaughly, children's supervisor of Central Texas School of Oratory; Judging Contests, Mr. Charles Mathis, of Santa Anna; One-Act Play, Miss Hazel Page, of Richland Springs; and Junior Declamation, Mrs. Will Isaacs, Jr., of Lohn.

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.

SOMEWHERE in the past some far-sighted person visualized that along with the need of "readin', ritin' and 'rithmetic," the next great need was the ability to speak that knowledge. Each blind attempt in the preceding years has been a step nearer the goal of better speech until today the radio and the talking pictures have made each of us speech conscious. Although we have just begun to think of the science of speaking, the stress laid upon its importance is one of the most valuable things modern schools do for pupils.

"Texans, let's talk Texas," long has been a slogan in business circles, but what are we doing about a talking Texas? The question is answered, "Texas is head and shoulders above the average state in the Union in the development of speech work in its schools," F. L. Winship, new director of speech activities for The University of Texas Interscholastic League, recently stated in an article sent out by The University of Texas Free News Service. Mr. Winship, who has made a survey of the trend in speech affairs between the Alleghenies and the Rocky Mountains says, "Texas ranks with the best and is well on the way to become a leader in the instruction of public speaking and drama. The distribution of speech material in our act plays alone is tremendous and



SO FAR in this column, we have reviewed only books. However, we want to discuss with you some useful periodicals which deal with drama, the theater, debate, and declamation. At least one or two of these magazines should be in your school library. We recommend these, and we will be glad to send you a copy of any of them to examine. There are other good ones which we shall review later.

Outstanding Periodical

"Theatre Arts Monthly," 40 East 49th St., New York City, \$3.50 per year: This outstanding monthly magazine is so generally recognized to be a leader in the theatrical world that we shall merely acknowledge its excellence and use our space to describe it.

Primarily, it is a periodical devoted to the legitimate theatre of New York and London. However, there is an issue annually describing the tributary colleges, high schools, and little theatres in this country. Other issues have material about theatres and drama in many other countries. Its articles are about all phases of dramatic production, and the majority of them can be read to advantage by most high school and all college directors. During the year it carries pieces about such general topics as acting, directing, producing, the dance, movies, costumes, scene design, and many others.

New Shows Described

Each month there is comment on new shows opening in New York. There is also a birds-eye view of what is playing, what closed and what will open. Not the least important are the advertisements. Most of the houses dealing with anything used in theatres have ads which are most interesting.

We find high school and college students enjoy the magazine. It stimulates interest, creates a professional atmosphere and serves as splendid supplementary source material.

"The National Thespian," Campus Station, Cincinnati, Ohio, \$1.50 per year: Issued bi-monthly, this is a periodical devoted entirely to high school dramatics. It is published by The National Thespians, the only honorary high school dramatics organization in the nation. With about four hundred chapters located in every state, it has access to a vast amount of material which it presents in the pages of this highly worthwhile publication. Many of its articles are written by contributors who are leaders in the field and it proves a fertile source of ideas, plans, and suggestions concerning high school drama work. News of the Troupes is interesting because it indicates what directors in other states are doing. There are some good movie reviews, reviews of new shows in New York, discussions of new books and plays, and advertisements of value to high school directors.

Not only do we recommend this magazine, but we hope more Texas dramatic clubs will affiliate with this organization.

Source Material

"Vital Speeches," City News Publishing Co. 33 West 42nd St., New York City, \$3.00 per year: The teachers who direct the declamation and extempore speaking work should be especially happy about this publication. It comes out twice a month and contains pertinent and timely best speeches of the preceding two weeks.

It can also serve the director of debate, as these speeches are by eminent figures in world and national affairs. The editors have shown excellent judgment in selecting speeches which are important and they are usually well constructed. Many of them are models of what good speeches should be. This inexpensive paper is a valuable addition to the constantly growing group of materials which can be used to advantage by speech teachers.

"Platform News," 45 A Street, Portland, Maine, 50c per year: The debate director should not be without this one. News about debates, tournaments, devices to improve debating, information about references and sources of materials, pictures, and many practical articles appear in its columns. Frequently, parts of the magazine concern extemporaneous speaking, declamation, and dramas. There is a great deal here for a very small expenditure. Six issues are printed each year.

"Players Magazine," Box 266, Peru, Nebraska, \$2.00 per year: The Players Magazine, official organ of the National Collegiate Players, contains materials of special interest to college and junior college theaters. However, there is a good amount in each

University Debating Squad



Former Leaguer Debaters Make Up 'Varsity Squad'

THE question of the value of Interscholastic League Debating seems to be answered emphatically in the affirmative by the roll of the 1938-39 University of Texas Intercollegiate Debate Squad. Of the twenty-four debaters comprising the squad, all but one are former League contestants. John Stephen, who was both a state champion debater and state-champion extempore speaker for San Jacinto High School in Houston, is Captain of the squad. Kay Nolen of Houston, Aaron Witz of Denton, and Guilford Jones of Austin are other state debate champions of former years who now form the nucleus of the University debate squad. Numerous district, city, and regional champions are to be found among the remainder of the squad who were League participants: Edd Miller, James Heffin, Julius Goldberg, Roland Johnson, Calvin Howard, all of Houston; Ed McKellar, Tom Lear, Derol Todd, and John Mackin of Austin, Harold Alberts of San Antonio, Kellis Dibrell of San Antonio, Beale Dean of Breckenridge, Charles Griggs of Sweetwater, Rush Record of Childress, Leo Hoffman of Comanche, Herbert Petry of Carriizo Springs, Jack Love of Fort Worth, Lewis Foxhall of Memphis, John Peace of East Bernard.

Houston leads the list with seven men from that city on the squad, four of them former San Jacinto Debaters. Austin is a close second with five men, and San Antonio, once the leading source of varsity debate material, now a weak third with two men on the squad. The total count gives a slight edge to the cities: Houston, Austin, Fort Worth, and San Antonio as against the smaller towns. The squad is coached by Prof. Thomas A. Rouse, Associate Professor of Public Speaking, and a former League debater as well as an ex-debater of the university.

of the value and feasibility of the Speech Program. The Speech teacher must take the initiative.

5. The Speech teacher must recognize Speech in relation to a total situation.

6. There should not be too many courses labeled, Speech, but its influence should be felt throughout the whole curriculum.

Several administrators have said that they like to have their teachers attend their state and national conventions. As one of them remarked: "It gives them new ideas and inspiration as well as helpful personal contacts which keeps them from getting into a rut."

One college official said: "I would not hire, nor recommend any Speech teacher who did not have sufficient professional attitude to belong to her state and national associations."

How do we as Speech teachers in Texas measure up?

—Speech Teacher—

(Continued from Page 1)

teacher, he looked for a person of broad background and life experiences; a human being who was well adjusted, who had poise and balance; and who was also well trained as a Speech specialist.

Requirements for Speech Teacher At one of the sessions of the National Association of Teachers of Speech, Mr. R. W. Bardwell, Superintendent of Schools at Madison, Wisconsin, set up the following six requirements for the Speech teacher:

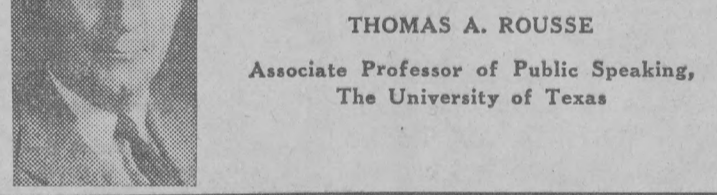
1. She should have personal qualities which influence others. She should have enthusiasm and good judgment and the ability to win the whole faculty to the cause of Speech to the extent that they will cooperate.

2. Her problem is to see that Speech is a problem for every student every day and to extend participation to every student if possible. She must have as one objective the development of right attitudes.

3. The Speech teacher must be able to analyze the needs of the whole student body and of each individual and to work out a program of real and definite value. The scope of the program and the years it takes to put it into effect are unimportant. The important thing is to see the local need and meet it.

Must Take Initiative 4. It is the job of the Speech teacher to convince administrators

THE DEBATE FORUM



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

WITH February, the debaters begin to think in terms of tournaments and contest debating. Presumably, the debaters have gathered facts and authorities and are now ready to tell the listeners all the merits and demerits of the Retail Sales Tax.

Debate Institutes As a preliminary test to their speech ideas, the debaters, we doubt, will attend one of the several college tournaments to be held for them in February. We are planning for a large crowd in Austin for February 10-11 and hope to have a group of Tax authorities to talk to the debaters about the Sales Tax. In this column you will find the Tentative Program of our Debate Institute. Only one thing more needs to be added: We shall be most happy to have you with us for the two days.

Denton—February 17-18 Dr. Joe Ray, at Denton, North Texas State Teachers College, is also putting out the old "Welcome" sign to the debaters in another Tournament to be held February 17-18.

Colleges in Austin, Feb. 24-25 High School debaters, further, will have an opportunity to hear their "elders" discuss the same question in a series of debates to be held in Austin, February 24-25. The high school debaters are most welcome at these gatherings. Baylor, Kansas, T. C. U., Texas A. & M., Texas Tech, Wichita and Texas, have been invited to this meet. A Tentative program, also, calls for debates between the Universities of Texas and Kansas on February 20, at Texas State College for Women, Denton; another at Temple, Texas, on February 21, and a third debate over radio station WOAI on Wednesday, Febru-

ary 22. Watch your newspapers for confirmation of these dates.

With the foregoing debates available to most debaters, and many more, the high school debaters should enter his county meet in March well prepared. The question is interesting and challenges the best thought of our economists.

Debate Problems Next Year's Question We've been talking about the Sales Tax all fall and will pit our forensic skill this spring. We shouldn't forget, however, that it is also time to think about next year's question. In the December issue of the LEAGUER, we suggested several debate topics and invited comment as well as submission of further subjects. To date, we received no new topics and very little comment. The cause for this "unnatural" silence on the part of the debate directors must be due to the fact that most of them are worrying and working on the Sales Tax query. We'd appreciate it, however, if the busy coaches would stop thinking about the Sales Tax and send us a few debate topics.

Two Teams for One Although we are not admitting that it is an evil to have a debate team argue on both sides of a debatable proposition, there is, nevertheless, much to be said in favor of two teams: an Affirmative and a Negative team. Why couldn't we work out a scheme whereby each school would have an affirmative and a negative team for both boys and girls? There may be "technical" or administrative difficulties in our various meets, but the problems are soluble. We feel that the foregoing idea will improve high school debating, the number of participants will be doubled, and more worthwhile students will be able to participate in debate. Think it over—and—let's hear from you.

time both sides put up convincing arguments and Rotarians were assured that Athens would be ably represented in the county meet this year.

—Athens Review

Timely Topics? A FEW of the theses sustained by the candidates for doctorate regent or professor in early medical schools may be cited: (1) Is the necessity of death innate? (2) Does the fetus resemble the mother more than the father? (3) Is air more necessary than food or drink? (4) Is water more healthy than wine? (5) Is living on bread and water only healthy?

High School Debaters Practice on Rotarians

ROTARIANS of Athens were treated to a lively and interesting debate at their noon luncheon recently when Mrs. Opal Leuchon, debating coach presented her boys and girls teams in debate.

Hilda Haynes and Mary Hoy Owen represented the affirmative and Marshall Asher and Reuben Ginsberg represented the negative in debating the question "Resolved that Texas Should Adopt a Uniform Sales Tax."

Although the debaters have been studying the question only a short

time both sides put up convincing arguments and Rotarians were assured that Athens would be ably represented in the county meet this year.

THE INTERSCHOLASTIC LEAGUER

Novel Contest

(Continued from Page 1)

1. Forensic Project in Problem Solving.

A. Each contestant will be seated in a separate room. He will be given a 300-word description of a problem confronting some group of students or citizens. Each speaker will have 20 minutes to prepare his solution.

B. The judges are given 20 minutes to inspect the problem, before hearing the first speaker. Each speaker will present a solution to the problem in a speech of not more than 7 minutes.

The contest in Problem Solving has also been adopted by the Dixie Tournament held the first week in December at Winthrop College, Rock Hill, South Carolina.

2. Project in Stimulating Group Discussion.

A. It is to be imagined that each contestant is to appear as the opening speaker before a non-collegiate group of citizens in a typical American town. The group has gathered to discuss strengthening the American Navy as a protection against possible Japanese aggression. The judges will vote for the speaker who:

1. Most clearly presents the issues. 2. And presents the issues in such a way that a lively discussion from the audience will surely follow.

3. Project in Formulating Group Opinion.

A. The same topic will be used as in 2.

B. Each speaker will be given a typed summary of the group discussion supposed to have preceded his speech. This summary will outline the existence of three vehemently clashing groups into which the original group has split. The speaker will have twenty minutes to prepare a seven-minute speech which will advance some compromise (or unperceived) solution acceptable to at least a majority of the entire group.

The North Carolina Association urges the consideration of these contests by other tournament associations. It also urges the adoption of the Impromptu Speaking contest, now a regular part of the program of the Dixie, Appalachian Mountain, South Atlantic, and Grand Eastern tournaments.

The following two contest forms were held over by the Association for further test: 1. Project in the Most Acceptable Presentation to a Hostile Audience.

A. Same procedure as in Project in Problem Solving except that the speaker is directed to advocate a specific solution to which the audience is actively hostile. The reason for the hostility of the audience will be briefly stated on the typed sheets.

2. Response-to-Situation After-Dinner Speaking Contest. A. The toastmaster will give a prepared speech of approximately eight minutes. B. The first speaker will reply immediately to this speech. Each succeeding speaker will follow immediately the man preceding him. Each speaker may speak not more than five minutes. The use of "canned-humor" is discouraged. Speakers using jokes or stories previously printed must give the source of their material. C. Each speaker will be graded on:

1. Wit and cleverness. 2. Adaptability to the speech of the toastmaster and the other speeches, especially the speech immediately preceding his. The speech tournaments which are becoming so common in Texas offer opportunities for similar experimentation in varying the speech routine. In order to do this, however, each tournament should have a more or less permanent organization, and offer definite rules and regulations governing each experiment at least a year in advance of the tournament.

3 Generations

(Continued from Page 1)

including her 43 years tenure in the primary department of this school where she teaches the "Tiny Tots" of the First Grade. So, it has happened that those erstwhile pupils—now grandsons, their children and their children's children have had this same teacher. She now has as a pupil, her own small great grandson, Master John Reyburn Gaines, Jr.

Health Program

(Continued from Page 1)

to contribute to the development of the human animal; to develop social qualities, and to encourage active participation in wholesome activities which will become needed diversions during leisure time throughout life."

Dr. Obersteuffer stressed the need of physical education teachers with vision and industry. "The best teacher," he said, "is the

one who will teach all his students with the same care and diligence and attention to detail that a good coach gives to his first team. The dufer is equally entitled to such care and attention. The job is not done when a championship is won. Each student deserves the merits of an activity program and should receive the highest type of instruction. We recognize the right of each child to instruction in science or history. He has an equal right to the same instruction and development often granted now only to the few trained athletes."

Caution Letter

(Continued from Page 1)

League as printed in Bulletin No. 3824, will be followed in all cases.

Ground Rules

The director of athletics is instructed to make ground rules for play not later than January 15, 1939. The committee voted to add a contest in rhythm band to the county meet this year. A committee was appointed and a director named. Rules for rhythm band are enclosed on a separate sheet with this letter.

You are advised to secure from the State League office their

mimeographed sheet giving rules for choral singing. This mimeographed sheet takes precedence over the instructions printed in the bulletin. You will find a note in the bulletin to that effect. The league rules call for a division of schools where there are as many as four schools of any one class participating. We shall expect to follow the rules in this respect.

Game Limitation

New rules also require that not more than two games in one day in basketball, volleyball, tennis, and playground ball shall be played. Please bear in mind that we must follow these rules in making up the program of the meet and we are expecting it to cause some difficulty. In a special letter from Austin we are advised that we cannot deviate from the rule.

The executive committee has ruled that charges shall be made for these events of the meet; basketball tournaments and one-act play not over 25c, track and field meets 10c for each half-day session.

It is the intention of your director general that the meet be entirely successful and that it be pleasing to everyone concerned. I shall appreciate your suggestions and ideas, although in every case we plan to follow the rules of the League.

200 Counties Organize For Interscholastic League Work

ORGANIZATION of county leagues is proceeding rapidly. The names and addresses of the respective Directors in the various counties are published for the convenience of member-schools. The State Office appreciates having its attention called to any errors which occur in these published lists. Since the last report, the following counties have reported:

Angelina County

Director General, L. L. Billingsley, Lufkin; Debut, E. E. Hines, Lufkin; Extemporaneous Speech, John E. Wilson, Diboll; Spelling, Miss Ruth Booser, Zavalla; Ready Writers, Jost Dunn, Lufkin; Athletics, Abe Martin, Lufkin; Music Memory, Mrs. Alison Range, Zavalla; Picture Memory, Mrs. Stella Ross, Huntington; Typing and Shorthand, Miss Ocie Watta, Lufkin; One-Act Play, Helen Whitton, Huntington; Three-R, E. C. Sheffield, Lufkin; Rural Schools, T. J. Wilroy, Huntington; Arithmetic, Grady Taylor, Lufkin; Story-Telling, Miss Lymne Paskey, Pollock; Choral Singing, Mrs. R. D. Freeman, Huntington.

Austin County

Director General, S. J. Makeever, Bellville; Debut, Mrs. Ruth Robinson, Sealy; Declaration, Raymond Schlessler, New Elm; Extemporaneous Speech, L. G. Williams, Peters; Spelling, Louise Poehmann, Industry; Athletics, Paul Peohmann, Industry; Music Memory, Carl Peohmann, Industry; Picture Memory, Elizabeth Ann Tompkins, Bellville; Three-R, George W. Bell, Bellville; One-Act Play, George Frisby, Bellville; Story-Telling, Mrs. Henrietta Lee, Carl Spring.

Bandera County

Director General, J. E. Swann, Kerrville; Debut, Mrs. McIver, Hunt; Declaration, A. M. Linnmer, Fredericksburg; Extemporaneous Speech, L. G. Williams, Harper; Spelling, Jack Walton, Ingram; Ready Writers, Anna L. Dunderstadt, Prima; Picture Memory, Carl Peohmann, Kerrville; Picture Memory, Addy Graves, Center Point; Typewriting and Shorthand, R. T. Lewis, Center; Arithmetic, A. K. Briggs, Bandera.

Beck County

Director General, J. E. Swann, Kerrville; Debut, Mrs. McIver, Hunt; Declaration, A. M. Linnmer, Fredericksburg; Extemporaneous Speech, L. G. Williams, Harper; Spelling, Jack Walton, Ingram; Ready Writers, Anna L. Dunderstadt, Prima; Picture Memory, Carl Peohmann, Kerrville; Picture Memory, Addy Graves, Center Point; Typewriting and Shorthand, R. T. Lewis, Center; Arithmetic, A. K. Briggs, Bandera.

Brewster County

Director General, J. E. Swann, Kerrville; Debut, Mrs. McIver, Hunt; Declaration, A. M. Linnmer, Fredericksburg; Extemporaneous Speech, L. G. Williams, Harper; Spelling, Jack Walton, Ingram; Ready Writers, Anna L. Dunderstadt, Prima; Picture Memory, Carl Peohmann, Kerrville; Picture Memory, Addy Graves, Center Point; Typewriting and Shorthand, R. T. Lewis, Center; Arithmetic, A. K. Briggs, Bandera.

Comanche County

Director General, J. E. Swann, Kerrville; Debut, Mrs. McIver, Hunt; Declaration, A. M. Linnmer, Fredericksburg; Extemporaneous Speech, L. G. Williams, Harper; Spelling, Jack Walton, Ingram; Ready Writers, Anna L. Dunderstadt, Prima; Picture Memory, Carl Peohmann, Kerrville; Picture Memory, Addy Graves, Center Point; Typewriting and Shorthand, R. T. Lewis, Center; Arithmetic, A. K. Briggs, Bandera.

Concho County

Director General, J. E. Swann, Kerrville; Debut, Mrs. McIver, Hunt; Declaration, A. M. Linnmer, Fredericksburg; Extemporaneous Speech, L. G. Williams, Harper; Spelling, Jack Walton, Ingram; Ready Writers, Anna L. Dunderstadt, Prima; Picture Memory, Carl Peohmann, Kerrville; Picture Memory, Addy Graves, Center Point; Typewriting and Shorthand, R. T. Lewis, Center; Arithmetic, A. K. Briggs, Bandera.

Cook County

Director General, J. E. Swann, Kerrville; Debut, Mrs. McIver, Hunt; Declaration, A. M. Linnmer, Fredericksburg; Extemporaneous Speech, L. G. Williams, Harper; Spelling, Jack Walton, Ingram; Ready Writers, Anna L. Dunderstadt, Prima; Picture Memory, Carl Peohmann, Kerrville; Picture Memory, Addy Graves, Center Point; Typewriting and Shorthand, R. T. Lewis, Center; Arithmetic, A. K. Briggs, Bandera.

Collin County

Director General, J. E. Swann, Kerrville; Debut, Mrs. McIver, Hunt; Declaration, A. M. Linnmer, Fredericksburg; Extemporaneous Speech, L. G. Williams, Harper; Spelling, Jack Walton, Ingram; Ready Writers, Anna L. Dunderstadt, Prima; Picture Memory, Carl Peohmann, Kerrville; Picture Memory, Addy Graves, Center Point; Typewriting and Shorthand, R. T. Lewis, Center; Arithmetic, A. K. Briggs, Bandera.

Comal County

Director General, J. E. Swann, Kerrville; Debut, Mrs. McIver, Hunt; Declaration, A. M. Linnmer, Fredericksburg; Extemporaneous Speech, L. G. Williams, Harper; Spelling, Jack Walton, Ingram; Ready Writers, Anna L. Dunderstadt, Prima; Picture Memory, Carl Peohmann, Kerrville; Picture Memory, Addy Graves, Center Point; Typewriting and Shorthand, R. T. Lewis, Center; Arithmetic, A. K. Briggs, Bandera.

Concho County

Director General, J. E. Swann, Kerrville; Debut, Mrs. McIver, Hunt; Declaration, A. M. Linnmer, Fredericksburg; Extemporaneous Speech, L. G. Williams, Harper; Spelling, Jack Walton, Ingram; Ready Writers, Anna L. Dunderstadt, Prima; Picture Memory, Carl Peohmann, Kerrville; Picture Memory, Addy Graves, Center Point; Typewriting and Shorthand, R. T. Lewis, Center; Arithmetic, A. K. Briggs, Bandera.

Corral County

Director General, J. E. Swann, Kerrville; Debut, Mrs. McIver, Hunt; Declaration, A. M. Linnmer, Fredericksburg; Extemporaneous Speech, L. G. Williams, Harper; Spelling, Jack Walton, Ingram; Ready Writers, Anna L. Dunderstadt, Prima; Picture Memory, Carl Peohmann, Kerrville; Picture Memory, Addy Graves, Center Point; Typewriting and Shorthand, R. T. Lewis, Center; Arithmetic, A. K. Briggs, Bandera.

Cotton County

Director General, J. E. Swann, Kerrville; Debut, Mrs. McIver, Hunt; Declaration, A. M. Linnmer, Fredericksburg; Extemporaneous Speech, L. G. Williams, Harper; Spelling, Jack Walton, Ingram; Ready Writers, Anna L. Dunderstadt, Prima; Picture Memory, Carl Peohmann, Kerrville; Picture Memory, Addy Graves, Center Point; Typewriting and Shorthand, R. T. Lewis, Center; Arithmetic, A. K. Briggs, Bandera.

Crane County

Director General, J. E. Swann, Kerrville; Debut, Mrs. McIver, Hunt; Declaration, A. M. Linnmer, Fredericksburg; Extemporaneous Speech, L. G. Williams, Harper; Spelling, Jack Walton, Ingram; Ready Writers, Anna L. Dunderstadt, Prima; Picture Memory, Carl Peohmann, Kerrville; Picture Memory, Addy Graves, Center Point; Typewriting and Shorthand, R. T. Lewis, Center; Arithmetic, A. K. Briggs, Bandera.

Crosby County

Director General, J. E. Swann, Kerrville; Debut, Mrs. McIver, Hunt; Declaration, A. M. Linnmer, Fredericksburg; Extemporaneous Speech, L. G. Williams, Harper; Spelling, Jack Walton, Ingram; Ready Writers, Anna L. Dunderstadt, Prima; Picture Memory, Carl Peohmann, Kerrville; Picture Memory, Addy Graves, Center Point; Typewriting and Shorthand, R. T. Lewis, Center; Arithmetic, A. K. Briggs, Bandera.

Delaware County

Director General, J. E. Swann, Kerrville; Debut, Mrs. McIver, Hunt; Declaration, A. M. Linnmer, Fredericksburg; Extemporaneous Speech, L. G. Williams, Harper; Spelling, Jack Walton, Ingram; Ready Writers, Anna L. Dunderstadt, Prima; Picture Memory, Carl Peohmann, Kerrville; Picture Memory, Addy Graves, Center Point; Typewriting and Shorthand, R. T. Lewis, Center; Arithmetic, A. K. Briggs, Bandera.

DeWitt County

Director General, J. E. Swann, Kerrville; Debut, Mrs. McIver, Hunt; Declaration, A. M. Linnmer, Fredericksburg; Extemporaneous Speech, L. G. Williams, Harper; Spelling, Jack Walton, Ingram; Ready Writers, Anna L. Dunderstadt, Prima; Picture Memory, Carl Peohmann, Kerrville; Picture Memory, Addy Graves, Center Point; Typewriting and Shorthand, R. T. Lewis, Center; Arithmetic, A. K. Briggs, Bandera.

Dickens County

Director General, J. E. Swann, Kerrville; Debut, Mrs. McIver, Hunt; Declaration, A. M. Linnmer, Fredericksburg; Extemporaneous Speech, L. G. Williams, Harper; Spelling, Jack Walton, Ingram; Ready Writers, Anna L. Dunderstadt, Prima; Picture Memory, Carl Peohmann, Kerrville; Picture Memory, Addy Graves, Center Point; Typewriting and Shorthand, R. T. Lewis, Center; Arithmetic, A. K. Briggs, Bandera.

Dimmit County

Director General, J. E. Swann, Kerrville; Debut, Mrs. McIver, Hunt; Declaration, A. M. Linnmer, Fredericksburg; Extemporaneous Speech, L. G. Williams, Harper; Spelling, Jack Walton, Ingram; Ready Writers, Anna L. Dunderstadt, Prima; Picture Memory, Carl Peohmann, Kerrville; Picture Memory, Addy Graves, Center Point; Typewriting and Shorthand, R. T. Lewis, Center; Arithmetic, A. K. Briggs, Bandera.

Donley County

Director General, J. E. Swann, Kerrville; Debut, Mrs. McIver, Hunt; Declaration, A. M. Linnmer, Fredericksburg; Extemporaneous Speech, L. G. Williams, Harper; Spelling, Jack Walton, Ingram; Ready Writers, Anna L. Dunderstadt, Prima; Picture Memory, Carl Peohmann, Kerrville; Picture Memory, Addy Graves, Center Point; Typewriting and Shorthand, R. T. Lewis, Center; Arithmetic, A. K. Briggs, Bandera.

Eastland County

Director General, R. N. Cluck, Cisco; Debut, Mrs. E. E. Hines, Lufkin; Extemporaneous Speech, H. B. Self, Risco; One-Act Play, Hilliard, Deedemona; Three-R, E. C. Sheffield, Lufkin; Rural Schools, T. J. Wilroy, Huntington; Arithmetic, Grady Taylor, Lufkin; Story-Telling, Miss Lymne Paskey, Pollock; Choral Singing, Mrs. R. D. Freeman, Huntington.

Ellis County

Director General, J. Keith Delay, Palmer; Debut, L. A. Mills, Midlothian; Declaration, W. L. Howard, Emma; Extemporaneous Speech, J. G. Williams, Peters; Spelling, Louise Poehmann, Industry; Athletics, Paul Peohmann, Industry; Music Memory, Carl Peohmann, Industry; Picture Memory, Elizabeth Ann Tompkins, Bellville; Three-R, George W. Bell, Bellville; One-Act Play, George Frisby, Bellville; Story-Telling, Mrs. Henrietta Lee, Carl Spring.

Erath County

Director General, J. E. Swann, Kerrville; Debut, Mrs. McIver, Hunt; Declaration, A. M. Linnmer, Fredericksburg; Extemporaneous Speech, L. G. Williams, Harper; Spelling, Jack Walton, Ingram; Ready Writers, Anna L. Dunderstadt, Prima; Picture Memory, Carl Peohmann, Kerrville; Picture Memory, Addy Graves, Center Point; Typewriting and Shorthand, R. T. Lewis, Center; Arithmetic, A. K. Briggs, Bandera.

Foard County

Director General, I. T. Graves, Crowell; Debut, Erwin Reed, Margaret; Declaration, Mrs. E. E. Hines, Lufkin; Extemporaneous Speech, F. U. Powell, Ford City; Spelling, Jack Walton, Ingram; Ready Writers, Anna L. Dunderstadt, Prima; Picture Memory, Carl Peohmann, Kerrville; Picture Memory, Addy Graves, Center Point; Typewriting and Shorthand, R. T. Lewis, Center; Arithmetic, A. K. Briggs, Bandera.

Garza County

Director General, Dean A. Robinson, Post; Debut, Mrs. E. E. Hines, Lufkin; Extemporaneous Speech, L. G. Williams, Harper; Spelling, Jack Walton, Ingram; Ready Writers, Anna L. Dunderstadt, Prima; Picture Memory, Carl Peohmann, Kerrville; Picture Memory, Addy Graves, Center Point; Typewriting and Shorthand, R. T. Lewis, Center; Arithmetic, A. K. Briggs, Bandera.

Hansford County (Independent)

Director General, R. A. McCollum, Grover; Debut, W. A. Gillespie, Morse; Declaration, J. G. Williams, Peters; Extemporaneous Speech, Kathleen Hodges, Grover; Spelling, Nannie Archer, Morse; Ready Writers, Mrs. Campbell Spearman, Rural Schools, R. D. Beane, Sr., Edinburg; Picture Memory, Mrs. Duensing, Mission; Arithmetic, Alta Martin, Edinburg; Typewriting and Shorthand, Miss Sametie Ross, Edinburg; Choral Singing, Mildred Taylor, Edinburg; One-Act Play, Mrs. Ruth Owens, Edinburg; Story-Telling, Mrs. Gertrude Nutting, Edinburg.

Hardy County

Director General, H. O. Peebles, Kountze; Debut, J. T. Cruse, Kountze; Declaration, Mary S. Davis, Saratoga; Extemporaneous Speech, Elmer C. Stevens, Elmore; Ready Writers, Jennie Howell, Sour Lake; Athletics, A. R. Singshore, Saratoga; Music Memory, Mrs. Jewell Markham, Slatberg; Choral Singing, Frances Floyd, Sour Lake; Arithmetic, Lewis Minter, Slatberg; Three-R, M. J. Wells, Honey Island; Story-Telling, Frances Selmann, Voth; Picture Memory, Corine Bell, Voth; Typewriting, Mildred Huke, Saratoga.

Hidalgo County (Independent)

Director General, H. A. Hodges, Edinburg; Debut, Mrs. E. E. Hines, Lufkin; Extemporaneous Speech, A. B. Martin, La Marque; Spelling, Jack Walton, Ingram; Ready Writers, Louise Black, Weslaco; Athletics, T. Givney Magee, Edinburg; Picture Memory, Nelson Patterson, Donna; Rural Schools, R. D. Beane, Sr., Edinburg; Picture Memory, Mrs. Duensing, Mission; Arithmetic, Alta Martin, Edinburg; Typewriting and Shorthand, Miss Sametie Ross, Edinburg; Choral Singing, Mildred Taylor, Edinburg; One-Act Play, Mrs. Ruth Owens, Edinburg; Story-Telling, Mrs. Gertrude Nutting, Edinburg.

Hood County

Director General, H. P. Dunning, Lipan; Debut, C. G. Masterson, Granbury; Declaration, Pat Hardesty, Granbury; Extemporaneous Speech, M. L. Kelly, Artom; Spelling, Mrs. Walter Newman, Dick; Ready Writers, Mrs. George C. McAdoo; Athletics, G. W. Wadeck, Spur; Music Memory, Mrs. Delores Burks, Dickens; Picture Memory, Mrs. P. C. Nichols, Jr., Spur.

Houston County

Director General, M. W. Willis, Carrizo Springs; Debut, Homer Uley, Carrizo Springs; Declaration, M. L. Broxton, Houston; Extemporaneous Speech, Mrs. Rebecca A. Branch, Carrizo Springs; Spelling, Mrs. Ruby Grissom, Big Wells; Athletics, Ben U. Comaland, Big Wells; Music Memory, Mrs. Belle Taylor, Carrizo Springs; Picture Memory, Mrs. Zella Mae Butler, Carrizo Springs; Rural Schools, Mrs. J. M. Priddy, Carrizo Springs; Arithmetic, Duane Abbey, Carrizo Springs; Choral Singing, Mrs. W. Votaw, Asherton; Story-Telling, Mrs. M. Priddy, Carrizo Springs.

Jefferson County

Director of Rural Schools, C. E. Doyle, Beaumont; Choral Singing, Harry L. Kambel, Beaumont; Extemporaneous Speech, Irene Arnett, Lamar; Ready Writers, Lamar, Beaumont.

Jim Wells County

Director of Picture Memory, June Brown, Sandoz; Three-R, Murray R. Garner, Alfred.

Kaufman County

Director of Sub-Junior Declaration, Edna L. Kautman; One-Act Play, Robert R. Butler, Kaufman.

Kent County

Director General, W. L. Coons, Jayton; Debut, Marvin Williams, Jayton; Declaration, Dent, Girard; Extemporaneous Speech, Dent, Girard; Spelling, Josee Baird, Jayton; Ready Writers, Robert Herman, Jayton; Athletics, Robert King, Girard; Music Memory, Kathryn Port, Clairmont.

Lamar County

Director of Picture Memory, June Brown, Sandoz; Three-R, Murray R. Garner, Alfred.

Lamb County

Director General, M. F. Hines, Lufkin; Debut, J. E. Hines, Lufkin; Extemporaneous Speech, Bonner Ivy, Kempner; Spelling, J. C. Elam, Adamsville; Ready Writers, J. C. Elam, Adamsville; Athletics, Curtis Borden, Lampan; Music Memory, Mrs. Bezel O'Hair, Lampan; Picture Memory, Mrs. Bezel O'Hair, Lampan; Three-R, Truman Garner, Kempner; Arithmetic, Gary Thatcher, Adamsville; One-Act Play, Irvington, Lampan; Shorthand and Typewriting, Dudley Moore, Lampan.

Lampasas County

Director General, George P. Barron, Yoakum; Debut, C. S. Hereford, Hallettsville; Declaration, Nannie Ray Baker, Yoakum; Extemporaneous Speech, S. J. Cernosek, Moulton; Spelling, Charles Chovanetz, Shiner; Ready Writers, Doris May, Hallettsville; Picture Memory, Yoakum; Music Memory, F. L. Teague, Moulton; Rural Schools, William Eilers, Hallettsville; Arithmetic, Annie Timm, Hallettsville; Arithmetic, Annie Timm, Hallettsville; Music Memory, Yoakum; Story-Telling, Mrs. Merle Davis, Yoakum.

Madison County

Director General, R. V. Ford, Madisonville; Debut, M. E. Turner, Madisonville; Extemporaneous Speech, Grady Lee, North Zulch; Spelling, Cecil Windsor, Madisonville; Ready Writers, Cecil Windsor, Madisonville; Athletics, Leslie Robinson, Madisonville; Music Memory, Minton McDaniel, Madisonville; Picture Memory, Helen Bing, Madisonville; Three-R, Helen Bing, Madisonville; Arithmetic, Helen Bing, Madisonville; Choral Singing, Dean Evans, Madisonville; Typewriting, Mattison, Madisonville; Story-Telling, Grady Stone, Midway; Girls' Athletics, Mary Ethel, Midway; Music Memory, Mrs. E. H. Gentry, Midway.

Medina County

Director General, Matt Bader, La Cote; Declaration, M. H. Brazee, Natalia; Extemporaneous Speech, W. N. Southoff, Crosby; Spelling, Helen Cox, Crosby; D'Hanis; Ready Writers, Lola Lee McMeans, La Cote; Athletics, John T. McCann, Crosby; Music Memory, Mrs. Orla Roy, Crosby; Picture Memory, Mrs. Orla Roy, Crosby; Arithmetic, Mrs. Orla Roy, Crosby; Shorthand, Alma Niel, Castroville; Choral Singing, Horace Johnson, Fanner.

Mitchell County

Director General, G. D. Foster, Colorado; Debut, Lenorah Cook, Colorado; Declaration, J. V. Glover, Colorado; Extemporaneous Speech, J. G. Williams, Peters; Spelling, Juan P. Mason, Colorado; Ready Writers, Mrs. Fred Mason, Colorado; Athletics, Lenorah Cook, Colorado; Music Memory, Mrs. Farris Lipps, Colorado; Volleyball, W. V. Wheeler, Colorado; Boys' Basketball, Colorado; Rural Schools, Roy D. Wheeler, Colorado; Picture Memory, Bobbie L. Williams, Colorado; One-Act Play, Lorraine McDaniel, Colorado; Arithmetic, Floyd Quinney (address not given); Arithmetic, Edith Wilkerson, Lorraine; Typewriting, Mrs. J. M. W. L. Hicks, 1315 Avenue C, Colorado; Rhythm Band, Mrs. Johnson, Lorraine.

Montgomery County

Director General, Clarence Law, Anderson; Conroe; Debut, G. Sherman, Anderson; Extemporaneous Speech, Clara Knight, Anderson; Extemporaneous Speech, Mary Sue Rader, Montgomery; Spelling, Mrs. H. E. Callee, Willis; Ready Writers, Mrs. H. E. Callee, Willis; Athletics, Lawrence McCulloch, Conroe; Music Memory, Miss Lonon Moon, Willis.

Newton County

Director General, H. L. Branner, Burkeville; Debut, Mrs. W. B. Miller, Burkeville; Extemporaneous Speech, Mrs. E. H. Smith, Burkeville; Ready Writers, Mrs. Edith Hines, Burkeville; Athletics, Mrs. Edith Hines, Burkeville; Music Memory, Mrs. Edith Hines, Burkeville; One-Act Play, Dorothy Shick, Burkeville; Choral Singing, Mrs. Edith Hines, Burkeville; Picture Memory, Mrs. Edith Hines, Burkeville; Typewriting, Mrs. Edith Hines, Burkeville.

Roberts County

Director General, M. F. Stephens, Miami; Debut, Hood G. Willis, Miami; Declaration, Hood G. Willis, Miami; Extemporaneous Speech, Hood G. Willis, Miami; Spelling, Hood G. Willis, Miami; Ready Writers, Hood G. Willis, Miami; Athletics, Hood G. Willis, Miami; Music Memory, Hood G. Willis, Miami; Picture Memory, Hood G. Willis, Miami; Typewriting, Hood G. Willis, Miami.

San Patricio County

Director of Rural Schools, Mrs. Jewell Schley, Sinton; Choral Singing, Mrs. W. D. Griffin, Taft; Girls' Athletics, Margaret Griffin, Sinton; Arithmetic, U. E. Ray, Sinton.

Terry County

Director General, R. R. Banks, Gove School, Brownfield; Debut, G. R. Day, Brownfield; Declaration, Alta Martin, Edinburg; Extemporaneous Speech, J. B. Bell, Edinburg; Spelling, Iola Bartlett, Edinburg; Ready Writers, Mrs. Edith Hines, Edinburg; Athletics, Vernon Payne, Wellman; Music Memory, Dona Huff, Brownfield; Picture Memory, Mrs. Edith Hines, Edinburg; Three-R, Kenneth Casey, Tokio.

Upton County

Director General, John G. Prude, Rankin; Debut, Mrs. W. M. McCann; Declaration, Hope Corbett, McCann; Extemporaneous Speech, Margaret Worthington, Rankin; Spelling, Mrs. W. M. McCann; Ready Writers, Maggie Somerville, McCann; Athletics, John G. Prude, Rankin; Music Memory, Mrs. W. M. McCann; Picture Memory, Allie V. Scott, McCann; Choral Singing, Miss Johanna B. Haskins, Rankin; Typewriting and Shorthand, Gladys Lunday, McCann; One-Act Play, Mrs. Jack Walcher, Rankin.

Van Zandt County

Director General, R. M. Hooks, Willis Point; Debut, A. J. Hiley, Willis Point; Declaration, M. Dunn, Edinburg; Extemporaneous Speech, H. G. Shivers, Grand Saline; Spelling, J. G. Pilkington, Martins Mill; Ready Writers, Mrs. Francine Hoffman, Willis Point; Athletics, N. W. Kempner, Willis Point; Music Memory, Mrs. Rebecca Burns, Myrtle Springs; Picture Memory, Mrs. Rebecca Burns, Myrtle Springs; Typewriting, Mrs. Rebecca Burns, Myrtle Springs; Tennis, M. L. Matherly, Grand Saline.

Wichita County

Director of Girls' Athletics, Frances D. Harmer, Burdett.

Young County

J. E. Merrill, June, elected director of Extemporaneous Speech in place of Clay Thompson, resigned; Bernice Smith, Grayham, director of Spelling, in place of Mrs. W. L. Coffey, resigned.

Previously Reported

Anderson, Andrews-Gaines (bi-county unit); Archer (Rural); Archer (Independent); Atascosa (Rural); Bailey, Bayler, Bee, Bell, Bexar (Rural); Bexar (Independent); Blanco, Bosque, Borden, Brazoria, Brazos, Brown, Burleson, Burnett, Caldwell, Calhoun, Callahan, Cameron, Camp, Cass, Castro, Cherokee, Cherokee, Childress, Clay, Cochran, Coleman, Colorado, Comal, Comanche, Concho, Cooke, Coryell, Crockett, Cottle, Dallas, Dawson, Delta, Denton, Duval, Ellis, Floyd, Erath, Falls, Fannin, Fayette, Fisher, Floyd, Fort Bend, Franklin, Free-

stone, Frio, Galveston, Glasscock, Goliad, Gonzales, Grayson, Grimes, Guadalupe, Hale, Hall, Hamilton, Hansford, Hardeman, Hartman, Harrison, Haskell, Hayes, Henderson, Hidalgo, Hill, Hood, Hopkins, Howard, Hunt, Jack, Jackson, Jefferson, Johnson, Jim Wells, Jones, Jones, Karnes, Kaufman, LeBee, Knox, Lamar, Lamb, LaSalle, Lee, Leon, Liberty, Limestone, Lipscomb, Live Oak, Loving-Pecos-Ward (Multiple unit), Lubbock, Lynn, McCulloch, McLennan, McCook, Menard, Midland, Matagorda, Maverick, Menard, Midland, Milam, Millerton, Montague, Montgomery, Moore, Morris, Motley, Nacogoches, Nolan, Pecos, Oldham, Orange, Palo Pinto, Panola, Parker (Rural); Parker (Independent); Pecos, Polk, Rains, Real, Red River, Refugio, Roberts, Ross, Runnels, Rusk, San Antonio, San Baha, Scurry, Shelby, Smith, Stephens, Swisher, Tarrant (Independent), Tarrant (Rural); Taylor, Throckmorton, Titus, Tom Green, Travis, Trinity, Tyler, Upshur, Vanhook, Walker, Wall, Ward, Wichita, Wil