



I always look forward to receiving your LEAGUER. That paper has more extracurricular ideas in a minute than most addresses and articles have in a month, and this is because they are practical and down-to-the-minute. A lot of stuff that is written reflects things thought and done a year or two ago.—Harry C. McKown, author of many texts on extracurricular activities.

IT MIGHT interest you to know that the no "ALL-ROUND" plan proposed by Supt. B. A. Trevino of Duval County was used in the Chambers County Interscholastic League Meet last year. It was very satisfactory, and was adopted again for this year.—J. Justin Jensen, Mt. Belvieu, Texas.

PRESCRIBE LIST OF 1-ACT PLAYS

Suggestions Thrown Out for Comment of Dramatics Teachers

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

WE HAVE received and listened to a large number of requests for a change in the present One-Act Play set-up which forbids the use of tragedies and most high, satirical, and serious comedies. Because of the increasing number of these requests, we are proposing a change. We want your ideas and criticism of this change. Won't you drop us a note telling us what you think?

Briefly, The Plan

Briefly, here is the plan. A list will be drawn up which will include several hundreds of good comedies, farces, tragedies, fantasies, and border line plays. All schools competing will be required to use only these plays, with this exception. Any director may send in to our office any play not on this list which he wishes to do. If it is approved, a certified statement

(See—1-ACT PLAYS—Page 3)

CHECK UP ON YOUR TRACK MEET PLANS

Athletic Director Offers Suggestions for Organizing County Meets

(By R. J. Kidd, Athletic Director of League)

THE purpose of this article is to assist new athletic directors in organizing for the county meet. The county athletic director is charged with the responsibility of conducting one of our most important track meets. In our opinion it is one of the most difficult to conduct because of the changing leadership every year, lack of facilities, inability to secure adequate and competent officials, and the necessity of

(See—TRACK MEET—Page 2)

Principals Section TSTA Announces Spring Meet

AT THE annual meeting in Dallas the Principals and Supervisors Section voted to have a Spring meeting in Austin co-incidental with the Interscholastic League meet. Both Dean Shelby and Roy Bedichek have included us in the Extra-Curricular conference which will be held during that time. The program will consist of a luncheon on Friday, May 5, with Dr. E. K. Fretwell of Columbia University as the speaker. Plan now to be there.

—Edwin D. Martin, President

SUGGESTS QUERY FOR '39-40 DEBATE

Director Says His Social Science Classes Like Socialized Medicine

(By J. W. Reid, Director of Debate, Lubbock High School)

YOU HAVE requested through the LEAGUER that we send in suggestions relative to the debate topic to be used in debate next year. I am one of those directors of debate who has been too busy to give it very much thought, but would like to pass on one suggestion. I believe some form of the socialized medicine question would be good. I carried out a little experiment in my Social Science classes this week which proved to me that it is a question that high-school youngsters enjoy discussing.

In regular classes, according to usual procedure, I allowed them to read an article on the question, and then asked for an expression of their opinion on it. I found they were very eager to discuss it, opinion was well divided, and they agreed that, regardless of their personal opinion, the arguments were pretty well balanced on both sides of the question.

As I see it there is one disadvantage, that is, the statement of the proposition. I am at a loss now to offer any suggestion on that. However, I believe the proper solution of that difficulty would give us a good question. You probably have other suggestions that are better, but just thought I would pass this one along for whatever it is worth. I think this sales tax question is proving to be a good one.

Southern Speech Ass'n Invites Texas Teachers

Mr. James Watt Raine, President of the Southern Association of Teachers of Speech sends the first draft of the program for the Baton Rouge Convention held March 30, 31, and April 1. He calls our attention to the fact that the great psychiatrists, Dr. Karnosh of Cleveland, Mr. Garrett H. Leverton of Northwestern, and Dr. Clara Krefting of Illinois, besides notables among own membership, will appear on program. He further suggests, "Some of the Texas teachers may be interested. Everybody will be welcome."

Texas speech teachers scheduled to appear on the program are: Mr. Stanley Mitchell, University of Houston, Houston; Miss Oma Frances Dickerson, Waco; Miss Ruth Pirtle, Texas Technological College, Lubbock; Mr. T. A. Rouse, The University of Texas, Austin; Miss Winnie Mae Crawford, Texas State College for Women, Denton, and Mr. Glenn R. Capp, Baylor University, Waco.

Press Comments on New Rules

(Harold Scherwitz's "Sportlights" in San Antonio Light)

THREE cheers and a tiger for the University of Texas Interscholastic League that runs high-school sports in the State. In the first place, reclassifying the schools in the interscholastic football race to create a new Class AA division was a long-felt want. Now the League neatly solves the problem that this new classification brought about by leaving it up to district committees to admit a school from a lower conference.

The schools are grouped according to enrollment but some of the smaller institutions, notably Masonic Home of Fort Worth, objected strongly to being kept out of Class AA, the football company in which they were used to traveling with great success, just because they had a comparatively few students and no prospects of greatly increased enrollment. Now such isolated but troublesome cases can be handled satisfactorily by district committees and the league can go on its way rejoicing, and everybody will be happy.

Rural Declamation Group In Finals At State Meet Of 1936



These boys and girls, all from rural schools, qualified for the 1936 State Meet by winning in their respective counties, districts and regions. The above picture was taken in front of one of the University Buildings just before they were entering the state finals.

EXPERIMENT WITH CHANGING SEASON

Fort Bend County Wants to Make Volleyball a Winter Sport

(By Frank Arnold, Director Ft. Bend County Athletics)

At the last meeting of the county committee of our county, Fort Bend, I was instructed to ask you for permission to conduct an experiment here next year. We would like to run our volleyball elimination in December for the following reasons:

1. The rural schools find it difficult to practice in January and February because the weather makes it almost impossible to play outdoors.
2. The town schools have conflict over the use of their gyms because volleyball and basketball practice interfere.
3. Our spring program is becoming too heavy because of the addition of the numerous events and because of the new rule which limits a team in certain sports to two games a day.

We believe that if we would conduct this experiment and report the results to you that we might be able to work out something worth while for the State Committee to consider. We realize the difficulty with reference to the enrollment of schools in the League. January 15 is now the closing date for enrollment; it might be necessary for December 1 to be set as the closing date in counties who wish to experiment with this new schedule.

Byron's epitaph on Laurence Sterne: "Sterne shed tears over a dead donkey, but allowed his mother to die of hunger."

Rich men never whistle; poor men always do.

Urges Abolition of All-Round Co. Championship

(By Floyd W. Parsons, Calallen, Texas)

IN MY opinion, the abolition of points in Interscholastic League competition is one of the biggest forward steps a county can make in conducting its meets.

This mad scramble for points and the all-round championship, especially among small schools, has always been the greatest drawback to league work. "Win the All-around Championship" has been the battle cry of every school.

When points are given, the individual event and the participating child are too often forgotten—the number of points that that events counts is the all-consuming thought of the teacher. We talk about the child-centered school, and then sacrifice the child for the school. An all-around championship takes the glory of winning

(See—CHAMPIONSHIPS—P. 3)

CLOSING-DATE IS THORN IN FLESH

Late Applications for Membership Cause Trials and Tribulations

EACH year after the closing date for accepting memberships, we receive letters like the following, although not always so politely phrased:

"Our check in payment of basketball fee for the year under Interscholastic League rules was returned to me because we did not send it in by January 18. Is there absolutely nothing that can be done for us so our boys' team can compete in county contests."

Tardy

"I must confess that we were tardy in sending in this fee. This is my first season as a school head in this state, and, having sent in our League fees early in September, this business about the \$1.00 basketball fee slipped up on me entirely. Our boys' team has no chance of going to further state contests. I know, but we do have a good chance at county honors, perhaps second place.

"We could have sent in this fee very easily and would have done so, but simply let the necessity of doing so escape our notice. We want to be entirely responsible for all of our honest errors, but if there is any recourse at all in circumstances like ours in this case, we want to take advantage of it.

"Please advise me finally as to the status of our boys' and girls' teams now that we did not get this fee in on time. Can we play in county contests at all? Does this affect other contests?"

Too Late

Of course, in this case, only basketball is affected, but often it is membership itself that is involved. The State Office undertakes to furnish county directors with names of schools eligible to participate well in advance of the county meet dates, and in advance of the county tournaments in

(See—NEW RULES—Page 4)

Ready Writer Writes Back To Old Home on the Range

(From Levelland Hockley County Herald)

MISS VIRGINIA GILLEAN, former Levelland High School girl but for the past two years living at Cooper, where it will be remembered by our readers, she won the District and Regional Interscholastic honors in Essay Writing, writes the Herald that she is this year entering the contests in Senior Declamation and Essay Writing and that her highest ambition is to again be a winner.

Miss Virginia reminds us that she still loves the Plains and takes a delight each week in hearing "from Home." We are sure that in her fancies she often romances of the high and wide stretches of the landscape in Hockley—emblematic of "freedom, democracy and opportunity; an oasis in a nazi, fascist and communist troubled world." No wonder she still thinks of this as "home." We can assure her that her friends out here take a great delight in the success that was hers, claiming her as our own. We shall look forward to even greater glories this year.

She further says: "The subjects on which I wrote at the District and Regional Meets were 'Sandstorms' and 'My Own Snake Story.' Of course, my snake was the rattler."

May we express the fear, Miss Virginia, that you took a psychological advantage of the people

(See—READY WRITER—P. 2)

WANTS SHAKE-UP IN PLAY SET-UP

Speech Teacher Proposes Several "Remedies" for Present Rules

(By Ray W. Mabery, Speech Department, White Oak School, Longview, Texas)

DURING the past summer I discussed question of contest directors—county, district, and regional—with teachers in the Speech Institute at T.S.C.W.; at Denton Teachers College; and at Hardin-Simmons University. It is the opinion of most of these people that directors of contests should be teachers or school administrators who do not direct plays in the contests.

Urges Preliminaries

They are also of the opinion that district contests, because of the larger number of plays entered should have a finals contest for the first, second, and third place plays chosen from the preliminary contest. When 7 or 8 plays are competing it is rather difficult to pick a No. 1 play, especially if several of the presentations are pretty good. We can get more assurance of having better plays in the regional, and thereby better performances at Austin.

The suggestion of having non-competing directors of contests will go a long way to eliminate lobbying and other discriminating "horse play" that has been experienced.

Awards

Another change which I deem opportune is that of furnishing suitable first, second, and third place awards for all speech and literary contests in District and Regional contests. I believe this will work wonders for renewing and reviving some of the lost interest and enthusiasm for the Interscholastic League contests. The idea is to furnish additional "bacc" to be "brought home." As it is, we have a blood and thunder, do or die, win first place or get nothing to show for efforts in District and Regional tournaments except dear experience. After all, contests are in existence only because of individual vanity of teacher and students for learning and in enjoyment and thrill of winning, so let's satisfy that vanity to a greater extent with more awards for the winners to exhibit with all the proud satisfaction that one feels over having finished "a job well done."

*Regional awards for 1st, 2nd and 3rd are provided by State Office.

MESQUITE WOOD IS ORNAMENTAL

School Shops Will Find It Admirably Adapted to Woodcraft Work

SCHOOLS having wood-working shops should not overlook the possibilities of mesquite wood, especially if they happen to be located in the mesquite country. J. Frank Dobie, writing in the December issue of *The Southwestern Sheep and Goat Raiser*, calls attention to this fact in one paragraph of his excellent article, as follows:

"The layman usually divides mesquites into two classes: (1) trees and (2) the switch or scrub mesquite, which does most of its growing underground, giving certain portions of the West the reputation of being 'a hell of a place where you have to dig for wood and climb for water.' Of the tree mesquites, there is one kind with yellowish wood and another of a deep reddish hue as beautiful when polished as the richest mahogany. This redwood mesquite is, I believe, harder and more brittle than any other variety. I wish I knew which variety was utilized in the timbering of the Alamo. The wood work of various old Catholic churches of the Southwest and of certain old Mexican ranches between Laredo and Brownsville is of mesquite wood; the wood served for windows in the first church of Castrovillo. The interesting headquarters house of the great King Ranch very appropriately has furniture made of the mesquite. It is a delight to record that such excellent cabinet makers as Brown's Woodcraft Shop in Corpus Christi are teaching Texans what beautiful wood the mesquite is."

PICTURE MEMORY

Correspondent Criticizes Present Rules

A TEACHER of Picture Memory, who asks name be withheld, writes as follows:

"I do not know how coaches of Picture Memory teams in other sections of the State feel about the things I am criticizing, but I have two suggestions to offer. "Have we gained anything by taking the fourth grade into the division? Because of large enrollments in the fourth and fifth grades in our school, our team is very much larger than the team of any other school in the county. Of course, you may say we have more material from which to select, but I have found most fourth graders stunned by such terms as impressionistic, decorative, etc., and very few make the team.

"Another thing that I wish could be changed is this: The rules state that no coach may act as a grader. It seems to me that the only efficient graders are those who coach Picture Memory. There is a key to the grading but it takes hours for those unfamiliar with the subject matter to grade and they usually get things in a muddle. Coaches are the best and most rapid graders, and it would certainly be impartial grading as it is impossible to recognize any pupil's work."

Amateur And Professional Athletics Just Do Not Mix

THE high-school and college coaches who try to mix professional and amateur athletics are working against their own self interests. It is an historical fact that whenever a sport becomes highly professionalized, the amateur part of the sport declines. Further, it is a truism that, when the amateurs in large numbers turn from a sport which has become highly professionalized and engage in sports that are strictly amateur, the professional top of the sport pyramid suffers.

Some fourteen years ago the *Athletic Journal* called attention to the fact that amateur baseball, especially in the towns and villages, was declining, as judged from the standpoint of player participation. It may be of interest to students of

President, Principals And Supervisors Section TSTA



Edwin D. Martin, Principal Hamilton Jr. High School, Houston

THE PRINCIPALS and Supervisors Section of the Texas State Teachers Association at its meeting in Dallas last Thanksgiving voted to have a spring meeting. The meeting has now been scheduled for May 5-6, at The University of Texas, during the State meeting of the University Interscholastic League. The Section plans to participate at that time in the Third Annual Conference on Extracurricular Activities which is also held on these dates in Austin under the auspices of the Interscholastic League. President Martin is promoting a luncheon for this group on May 5 at which Dr. E. K. Fretwell, of Teachers College, Columbia University will be the principal speaker. President Martin is anxious to hear from members of the Section who expect to be present.

JOURNALISM CONTEST

Event Is to Be Included in Cass County Meet

G. D. Pruitt, of Atlanta, director general of the Cass County Interscholastic League meet, revealed here recently that a special county journalistic contest would be held as a part of the Cass County meet despite the fact that no provision for a county journalistic contest is in the Interscholastic League rules.

Pruitt said that Virginia White, Atlanta High School journalism teacher, would be the director of the contest to be held in Linden. The State rules will be used in the meet with certain exceptions. All issues of the school paper will be examined regardless of the number of issues. The contesting schools will be divided into two divisions. Class A and Class B will consist of all schools who publish a school paper. News coverage, quality of writing in news stories and editorials, head-lines, make-up, and service rendered to the school by the paper will be stressed in grading the papers.

Pruitt said that the staff of any paper entered in the contest must fulfill the requirements of eligibility set forth in the constitution of the Interscholastic League. All teachers who assist must be employed by the board of trustees of their respective schools. "Rabbit Tracks," the Atlanta High School publication, will be entered in the contest.—*Texarkana Gazette.*

Amateur And Professional Athletics Just Do Not Mix

Let us take as typical a situation in a certain county in Illinois. Years ago in Town "A," there was no school or town baseball being played. Some of the boys in the high school organized a school team which attracted a great deal of interest on the part of the town folks. When the spring term in that school ended, some of the best players on the high-school team, supplemented by some of the local young men and boys, organized a town team. This team played a schedule of games with four other town teams in the county. For a number of years this informal county league was successful. Then, it developed that some of the other towns loaded their teams with one or two or more paid players with

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(See—PRO. ATHLETICS—P. 4)

SHOULD NOT COPY BORROWED PLAYS

Heavy Penalties Possible for Violation of Copyright Law

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

THIS week we received four letters asking for plays of which copies might be made for use in production. We have received several such letters. The purpose of this article is to inform directors and school executives about the matter of copying plays.

Law Is Severe

It is illegal to copy any copyrighted play or publication. The United States laws on the subject provide for a fine of not less than \$100 for the first offense. If it is done willfully and the copies are used for production, there is a penalty of one year in prison. This is a federal law and can be enforced. Most publishing companies have clipping bureaus having access to all Texas newspapers. In addition, publishers can request the Drama Loan Library to give the names of all borrowers and the plays lent to them. So much for the law.

Not only is it illegal to copy plays, but it is dishonest. Playwrights make their living from the sale of their writings and the royalties from their plays. In some cases they are too high. However, if you will write the publishers stating your circumstances and the conditions under which the play is to be presented, they are usually willing to make royalty adjustments if they can. Copying plays is cheating the playwright of his wages, and the publisher of his just fee.

Publishers Discontinue Service

While we were in Cleveland attending the 1938 convention of the National Speech Teachers Association, we talked with the heads of several large play publishing

(See—BORROWED PLAYS—P. 3)

DISCREPANCY IN MM TEST RECORD

Music Memory Set 2 for Earlier Stage in Training Than Set 19

MUSIC memory sponsors are sometimes puzzled with an apparent discrepancy between theme-recognition directions in the keys to Sets 2 and 19. One teacher writes for an explanation, and Dr. Spell's answer immediately follows her question:

"In the grammar grade music memory test for grades V-VII there has been a mistake in the theme recognition of record 1136—A Minuet by Bach. In Test Set 19, part I—Minuet by Bach—record number 1136-A is supposed to have the theme repeated four (4) times. In Test Set 2, part I, Minuet by Bach—record number 1136-A—shows only 2 theme repetitions. There seems to me to be two exact repetitions."

In regard to different answers given to the theme repetition in the case of Bach's Minuet, I am glad to explain the apparent inconsistency.

If you checked the theme of this selection by the music which is sent in manuscript attached to the sheet, you must have found that the stated theme with Set 2 was much longer than that with Set 19. In the first case, a complete period was stated as the theme. This is

(See—MM TEST RECORD—P. 3)

NUMBER SENSE

HOW to Teach Number Sense" is the title of a new bulletin now available for distribution from the League State Office for twenty-five cents per copy. The author of the bulletin, Mrs. C. A. Waddill, has had years of successful experience teaching seventh graders number sense. It is intended as a help for the teacher, giving many practical suggestions and devices for presenting the subject.



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ROY BEDICHEK Editor

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PAUL G. HERVEY, of Mabank, writes that since Munich, Czechoslovakia is spelt without a hyphen, irrespective of the fact that the League Spelling List includes that mark. He asked what we are going to do about it. We replied that the emendation came too late to be included in the current list, although we regret that we can't keep our list up to Herr Hitler's changing map of Europe. Next year, if the word is included, we shall hitlerize the spelling, although the democracies of the world, especially Texas, are getting darn tired of totalitarian dictation.

THE Principals and Supervisors Section of the Texas State Teachers Association will hold its spring meeting at The University of Texas during the State Meet of the University Interscholastic League, May 5-6. Besides participating in the Third Annual Conference on Extracurricular Activities held at that time, it will have a luncheon at noon, May 5. The principal speaker scheduled for this function is Dr. E. K. Fretwell, of Teachers College, Columbia University. His subject is "Administration and Supervision of Extracurricular Activities." If you plan to be present at this luncheon, notify Edwin D. Martin, Principal Alexander Hamilton Junior High School, Houston, who is now putting names in the pot.

A SUSPICION has been expressed that in some of the Class AA football districts, there occurs a tacit understanding that protests shall not be made on eligibility after the first going-over of the eligibility blanks in the early fall, and that even this is only perfunctory. If so, this amounts to setting a dead-line date for protest, which is a violation of the League's policy and rules. There could hardly be a more disastrous sentiment develop (so far as enforcement of eligibility rules is concerned) than the sentiment of "senatorial courtesy" which says in effect: "You let me by and I'll let you by." When that sentiment does break under a severe strain (and it sometimes does), it lets loose a deluge of bitter recriminations. Dirty linen is washed in public, and oh, how dirty!

TEXAS ASSOCIATION is taking the lead in an effort to eliminate boeing officials and other unsportsmanlike conduct at basketball games in the home court. Marked improvement is noticed. The manners of the prize-ring and the wrestling arena should be banished forever from school and college athletic contests. We notice that a riot occurred in one of the high-school basketball games the other day, and the municipal police had to interfere. In another affray at a school basketball game a high-school boy was dangerously wounded with a knife. Disgraceful scenes such as these are the legitimate result of permitting boeing and offensive ragging. The time to stop a fight is before it starts. The best sentiment in each school should be organized to see that rowdiness be nipped in the bud.

ADDITION of points-counting contests in county meets which are not on the schedule published on page 26 of the Constitution and Rules continues to cause trouble. Where this is done with unanimous consent, nothing more is heard of it, but when any school objects, these contests must be ruled out of the points-counting. Specific provision is made against this practice in the Constitution and Rules, and for a very good reason. Contests added are often not advertised, and member-schools come to the meet with no notice of the changes made in counting points. The Constitution and Rules, which is published in September and copy sent to each school, is supposed to carry final notice of the contests which may be counted towards all-round championship in the county meet. It is certainly a bad policy to add contests which count points and nearly always cause a protest and unpleasant disputes. On the other hand, it is a fine thing to have optional contests, so long as points are not awarded, as this may be considered an experimental schedule and often leads to discovery of worthwhile competitions.

SPANISH has become of vastly more importance in the curriculum than it formerly was. Inroads of Germans in Spanish-America threatening disaster to American trade interests has brought Spanish-teaching into sharp focus as a prime vocational as well as a cultural subject. Foreign Minister Oswaldo Aranha, of Brazil, now in this country, points out that American salesmen cannot or will not speak Spanish. He says they regard their assignments to Latin areas simply as a stepping-stone to promotion back home. They are commercial carpet-baggers. Hence they cannot compete with the accomplished linguists which German firms are able to send to Mexico and South America. Texas is in the most favorable position of any of the states in the Union to teach Spanish in its schools. Texas schools should capitalize this opportunity. Spanish courses should be strengthened and especial emphasis placed upon learning to speak Spanish. Teachers who cannot carry on a conversation in Spanish should either learn to do so, or they should be put to teaching something else.

ABOUT 2,500 years ago, an educator of considerable repute, described as follows the place of extracurricular activities in an educational system of a thousand years before his time: "In the educational system of the college, there are regular studies in class and collateral studies when the students are in their own rooms. Without the practice of fingering, one cannot learn to play the string instrument smoothly.

Without wide observation of things, one cannot learn poetry easily. Without acquaintance with the different ceremonial robes, one cannot master the study of rituals. Without learning the different arts (like archery and carriage driving), one cannot enjoy study at school. Therefore in the education of the superior man (or the intellectual upper class), one is given time to digest things, to cultivate things, to rest and to play. In this way the students learn to feel at home at college and establish a personal relationship with their teachers, enjoy friendship and acquire conviction in ideas. They then may leave their teachers without turning their backs on their studies."

FOR THE last several years there has been much dissatisfaction expressed with the use of the javelin throw in League meets. Many meets are improperly supervised, and the hurting javelin is a dangerous weapon. It is also quite expensive, especially in view of the fact that the inexperienced thrower often cracks one by throwing it out of balance. Each year at the State Meeting of delegates suggestions have been made looking to the substitution of another event in its place. Most popular suggestion seems to be the 440-yard relay. However, this is putting four contestants in place of one, a gain of three eligible in the track and field meet with a consequent further drag on the rebates, which go now preponderately to the track and field contestants. To meet this objection, it has been suggested that the 440-yard relay be substituted for both javelin throw and the mile run. It has been argued with some force that the mile run is too gruelling a contest for a high-school boy, and we think this is right. Most of the physical education folk think so too. Anyway, J. D. Moore, principal of the El Campo High School, serves notice that he is going to bring the matter to a head at the next State Meeting by introducing a resolution recommending to the State Committee that the javelin throw be discontinued.

IS IT sound extracurricular policy to finance one activity out of the receipts of another? In the Starr report published on pp. 449-452, Fretwell's "Extracurricular Activities," 195 schools out of 237 subsidize activities not self-supporting out of general student funds. If you take into account the activities supported by athletics, the practice is far wider than this study indicates. Because a practice is universal or nearly so is evidence that it is convenient, but only presumptive evidence that it is sound theory. Sometimes publications support athletics; sometimes dramatics supports publications or athletics or tours; indeed, there are endless permutations and combinations of inter-activity financial support. We don't raise the question of a central finance organization to keep the books of all the activities, but we do raise the question of whether or not the funds earned by one activity should be taken to support another. The activity which pays the piper will call the tune. Is not this really at the bottom of much of the so-called over-emphasis of certain activities? You can't stand in line with your hat out for money from athletics receipts and at the same time be very critical of the way athletics are conducted. The situation often smacks of the "sale of indulgences." We should like to have this question discussed in the LEAGUER in the light of actual experience and actual school situations.

ENDURANCE tournaments, no matter whether they are debate, basketball, volleyball, or whatnot, are vicious in the extreme. An "endurance" tournament is one in which there is no limit set on the number of matches in which any one set of pupils may participate except that set by the clock. For illustration, we have before us an invitation to a volleyball tournament. It's to be a one-day affair, the entry-fee is fifty cents. Prizes are announced. The purpose seems to be to assemble as many teams as possible. There is no guarantee that a team which enters this tournament may not be required to play a half a dozen games in one day, no provision for grading the teams either by the size of the school or by the ages of the players, no assurance that a team may not be rushed from one game into another with no rest-period—in short, every principle of the proper contest is violated. It is a mere scramble, and it is likely that the only teams which will benefit will be those who lose out in the first or second rounds. That is one reason why contests are frowned upon by many of the best educational authorities. Arithmetic, Latin or literature classes conducted with the same disregard of sound principles would and should be in disrepute also. No game of skill should be a mere endurance contest, although of course, endurance is a part of every contest, reduced to due and proper proportions so that it becomes only one of the deciding factors. In such a tournament as the one above described, winning a given contest sometimes depends on the mere chance of which team has just come out of the hardest match.



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

Picture Memory Bulletin
Bulletin 9556 is the bulletin for use in picture appreciation during the current school year. An error occurred in one item of the "Publication List" indicating another bulletin.
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.

Art. VIII, Sec. 13
Excerpt from Minutes of State Executive Committee meeting December 7, 1938: "The following amended interpretation of Article VIII, Section 13, was read, discussed and adopted, effective in 1939-1940:
After a pupil in a lower class school makes a choice of a higher class school within fifteen miles of his home he will lose his eligibility for one year if he changes to another higher class school located within fifteen miles of his home; unless (1) there is a corresponding change of residence by his parents, or (2) the County Board of Education has approved the change of schools and the tuition money has been transferred in accordance with the law providing for transfers from one district to another."

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

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

Music Memory
Cancel the last paragraph of Rule 9 beginning on page 52 and ending on page 55, which conflicts with Article VIII, Sec. 11, of the Constitution and Rules.
On page 53 of the Constitution and Rules, Decree Record number should be "20515" instead of the number published.

The course of medical instruction was long, arduous, and rigid in medieval universities. In winter work began at six, in summer at five. Four degrees or grades were given: bachelor, licentiate, master, and doctor. The total length of study was usually six years, controlled by a series of examinations from which, however, all practical medicine was excluded. The requirements for graduation were changed frequently. Before being admitted to the examinations the candidate had to swear that, in case of failure, he would not avenge himself on the Masters. This measure throws light on the turbulent character of the medieval medical student, a character he did not shed for several centuries afterwards. —David Riesman, M.D.

High School Press
By (By Frances Mueller)

THIS year 141 high-school newspapers are enrolled in the I.L.P.C., twenty-one more than were members last year! If there are any corrections to be made on the mimeographed list which has been mailed to you, please notify the office immediately. Be sure that eight issues of your paper are in the I.L.P.C. office by March 1, the date when judging of these papers will begin.

News Items
The Tech Talk of Dallas Technical High School had an attractive eight-page issue Jan. 20. Fifteen cuts were used on that date—an unusual number for a high school paper. It was announced that *The Tech Talk* was planning a special anniversary supplement which would include a complete replica of "The College Chaplet," paper of Dallas Technical School in 1886.

Two papers devoted issues to certain classes. *The Acorn* of W. H. Adamson High School, Dallas, had an eight-page "Senior Edition" recently. On Feb. 2, *The Gusher* of Grandfalls' Royal High School had a "Sophomore Edition." This paper for the second consecutive year was selected the best paper at the Southwestern Press Conference held at El Paso.

The Gaggie Chanter made its appearance recently. It is the new magazine publication at Highland Park High School, Dallas. Bill Crook is editor of the 16-page magazine. Its contents included several short stories, a crossword puzzle, feature story, sports review, social notes and several clever cartoons. Advertisements were numerous.

School Page in the Local Paper
Attention is given this month to the high-school newspaper which is a part of the local paper. In most of these instances the high school "newspaper" consists of one page. In some cases, less space is given to high school news.

Nine of such high school papers have reached the I. L. P. C. office. Word has just been received from Mary Edna Fender, circulation manager of *The Bonhi*, paper of Bonham High School, that this high school newspaper has become a part of the local daily. *The Bonhi* was formerly a semi-monthly. Including *The Bonhi*, eight of these papers belong to I. L. P. C.

In only two of these schools is journalism a part of the curriculum. This means that most of the work is done by volunteer workers. There are nine weeklies in Texas which devote approximately one page to news from the high schools. Parents, students, and faculty take pride in seeing that such a page is published in the local paper. Until a high school paper can "walk by itself" and publish its own issues, it is a wise policy to publish such a page. Wise for both the paper and the high school. Many of our high school papers have received their "start" just in this manner.

Editing the Page
Local editors have their own policies regarding the manner in which the page is edited. Some city papers permit the high school journalism sponsor and the student editor to plan the make-up of the page, the writing of heads, etc. Other times some member of the city newspaper staff writes the heads and handles the make-up of the page.

Amount of Space
If the local paper has the space, it is wise to devote a whole page to high school news each week, providing there is "news" in the school. The following high school papers have approximately a whole page of news in the local paper: *Weslaco Hi-Life* of Weslaco, *The Tomahawk* of Donna, *The Dynamo* of Breckenridge, *Hi-Times*, tabloid-size paper of Dalhart, and *The Lynx* of Spearman.

The Bulldog of Marlin, *The Eagle Clarion* of Allen County and *The Terrell Hi-Life* of Terrell have only part of the page given over to high school news. Included on the same page with news from the high schools are theater news, pictures and advertisements. If possible, it would be best to place related reading matter on this page, if the whole page cannot contain actual news from the schools.

Masthead and Name-Plate
An attractive masthead and name-plate should head the school department. The reader will then immediately recognize this space is devoted to local school news or belongs to the high school journalism students.

The *Hi-Times* all have good name-plates. In its name-plate, *The Tomahawk* gives the volume of the paper, the number of the issue, names of publishers (journalism class of Donna High School), and the date.

A masthead is helpful because local readers want to know who is responsible for preparing this page. The *Weslaco Hi-Life* and *The Lynx* place their mastheads where the readers will see them easily. The *Weslaco Hi-Life* masthead lists members of the staff, the sponsor, and the paper's affiliations. The masthead need not occupy much space on the page, but it should give more information than just the name of the editor. It should have a definite location in each issue.

Make-up
Variety is needed in the make-up of these pages. There is tendency to use too much gray space. Contrast is an important element. Break the gray areas with headlines, boxes and cuts. Different types of make-up should be considered—balanced, brace or broken. No page should consistently follow the same style of make-up. More variety is also needed in the size of headlines.

Illustrations
Cuts and cartoons, when selected wisely, add much to the attractiveness and life of a page. *The Tomahawk* has an attractive page because of the cartoons used. Clever pictures are also run by *The Eagle*. Because cuts brighten a page, use them whenever possible. A picture of the superintendent, a prominent faculty member or student could be used. If half-tone cuts are too expensive, linoleum cuts might be used. Caricatures and line drawings are well used in this manner. The picture of a movie star or some college athletic hero does not add to the page because such pictures are not related to the high school news published.

Columns
Several things must be taken into consideration concerning column material. Your columns will be read by the students who are interested in personality sketches and gossip items. They will also be read by persons who are not acquainted with many of the high school students and who care little about such material. Keep your reader in mind when writing your columns.

Certain types of columns might be published on this page. A "Who's Who" column would interest many readers. Outstanding students in the school are mentioned in such a department—perhaps one student an issue. *The Tomahawk* has a "Who's Who" column, while *The Bulldog* calls its column "Seeing Stars."

An exchange column telling about the progress of a school is worthwhile. This might entertain, inform and encourage friendly relations. Items from school in the same locality and about the same size should be mentioned.

The personality column is one of the most popular for high school students. A short one might be included on a page. Less space should be devoted to heart affairs and more to unusual facts about students and teachers, humorous incidents that really happened, or clever interpretations of current school events.

An interesting department both to the students and the local people is the birthday column. *The Tomahawk*, *Weslaco Hi-Life*, and the *Hi-Times* use such a column. It need be run only once a month. **News Stories, Features, Editorials**
The news stories on this page might concern the election of class officers, assembly programs, plays, musicals, and sports stories.

Features might be written on club news or unusual students. Possibly two good editorials, short in length and pertaining to subjects relating to school and community life, might be run in each issue.

There is no reason why the school page should not become a vital part of the local paper.

—Ready Writer—

(Continued from Page 1)
back East, where those subjects are mighty popular, especially when applied to the Plains. Cooper is not far from Sulphur Springs which is the home of Editor Bagwell, who has spent the greater part of a lifetime immortalizing the term, "Windy West," among the natives. It's been the best advertising we have ever had. If you don't think so, just count the Hopkins County folks who are here.
You are a diplomat, and we shall leave it to you to select a winning subject equally exciting to the prejudicial attitude of your section. You deserve to win. In the end, after you have graduated and have selected your life's work, come back to Hockley, as we shall need you at home.

The School Chorus

V: "Last of all, What"
J. Clark Rhodes, Acting Director of Music

AT THIS time of year, teachers should be checking up on the progress of the year and, please, don't forget the music check-up. Too many teachers have the idea expressed by one of my students in Public School Music Methods class. She didn't see why she had to take the course because she wasn't going to be a music teacher. All that would be required of her would be to have singing every day for ten or fifteen minutes. That precious fifteen minutes! How little value is attached to it and yet what wonders can result when properly handled.

Questions to Ask Yourself
Have you used yours? Do your singers use a beautiful tone that is pleasing to hear? Can they hear when they are in tune with the group? Do they keep an easy steady rhythm flowing without effort or change of quality? Are their words distinct without distortion? Do they sing the song the way it was intended to be sung? Although this is aside from the purpose of these articles, let me ask: is their skill and confidence in reading improving? How long has it been since you checked with the state course of study, with the standards set by the Music Educators' National Conference in regard to the achievement expected of your group? Is your understanding of what can be done and how it can best be accomplished growing each day? The above questions are vital to every teacher who has one, twenty or a thousand students dependent upon him for musical training and growth. You are interested in the coming contest and, after hearing your group, the judge will be able to answer all of the above questions if you can't or won't.

Make Opportunities for Practice
There are other points that count, too, aside from the musical preparation. I am not going into uniforms, positions on the stage, getting on and off the stage, behavior at the contest, etc. You will take care of that without fail. But with all these matters taken care of, the vital one still remains: poise in strange places or the ability of your group to adjust to new surroundings. Upon this last factor depends the success of your chorus. Every performer of any nature must learn the art of doing for others the very best that he can do or he just isn't a performer. There is but one way for your chorus to learn the art of performing and that is by performing. I know your problem. You have no place to sing or, if you have, you aren't visited. If your group sings and acts like some I have seen and heard, I wouldn't ask you either. Get your singers presentable and then get busy and find places to sing. I never yet have found the group who wasn't willing to listen to a project of the school, especially in music. If there is absolutely nothing you can sing for, the least you can do is arrange for parents and friends to come in two or three small groups for a program. That is three performances, at least. Even better than asking them to come to the school is to arrange for a small gathering at two or three homes in your vicinity. That would have the advantage of entirely new surroundings. Do you have a P.T.A., Community Club, Farm Bureau, 4-H Club? Get out and tell their program chairmen you'd like to perform and tell them the reason. Is there another school within ten or fifteen miles of yours? Arrange exchange programs. If you can't get enough cars, maybe a farmer has a truck you can use. There are ways! Are there no churches in your vicinity? Children should learn early the place of music in worship and there is no better way than having them contribute to worship services, regardless of church or creed. Do you have women's clubs, music clubs, luncheon clubs in your community? They should know what you are doing. Show them. Use your imagination and every resource at hand to get your community interested and talking about your chorus.

Means Poise for your Performers
Such a program does wonders for the poise of your performers. It also places a heavy responsibility on you. It is up to you to see that your chorus is well prepared both musically and socially. If your adults say they don't like to use children on a program because they are so disturbing, it is your fault. I have taken groups of all ages from six to sixty into many different situations with much success, but never without a complete understanding in advance of what was expected at all times. Children love to do what is right so well that it is commended. You see that they know how. The fact that they are children is no excuse for anything. Last of all, after every appearance, have an open discussion on good points, bad points, suggestions for improvement, new ideas. You will be surprised at the intelligence and artistry in your group.
In all your activities, success to you.*

*This is the concluding article on The School Chorus, by Mr. Rhodes for this year.

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—Track Meet—

(Continued from Page 1)

taking care of junior divisions, Classes A, B, and rural.

- Keep Down Disputes**
Every year the State Office is called upon to settle disputes that arise at the county track and field meet. Many of these controversies could be averted by proper organization and planning before the day of the contest. We are offering a few suggestions that might be beneficial to some counties.
1. The University Interscholastic League track and field meet follows the rules as prescribed by the National Collegiate Athletic Association and the Constitution and Rules of the League. The National Collegiate rules provide for the following officials at an official meet:
 1. A games committee.
 2. A referee.
 3. Four inspectors (to watch turns and hurdles on track).
 4. One clerk of course.
 5. Five assistant clerks.
 6. One scorer (to keep records of meet).
 7. One announcer with assistants.
 8. One marshal.
 9. One physician.

- For Track Events**
1. Judges of finish.
 2. Three timers and assistants.
 3. One starter and assistant.
- For Field Events**
1. One head judge and three measurers for each.

- Referee's Job**
The referee decides all questions relating to the meet. He has power to disqualify any athlete from further competition for unsportsmanlike conduct or for violating other rules of the meet. The decision of the referee is final and without appeal. If the county executive committee has not officially designated a referee for the county meet, the athletic director is considered the referee of the meet. The county athletic director should secure the latest rule book as soon as possible and familiarize himself with the recent rule changes.

- 21 Items Important**
The day before the meet the athletic director should check the following items to see that everything is in readiness for the meet:
1. Have all entries for each event properly listed.
 2. Gun and 82 blank cartridges and a whistle for the starter.
 3. Whistle and rule book for referee.
 4. Yarn for finish judge.
 5. Score sheets for clerks and scorer.
 6. Watches for timers.
 7. Megaphone for announcer.
 8. High hurdles set for first event and places marked for low hurdles.
 9. Hurdle setters to be properly instructed about placement of hurdles.
 10. High jump standards and 5 cross bars.
 11. Balk lines marked for each jumping and throwing event.
 12. Steel measuring tapes for each official.
 13. Rake and shovel to keep pits in condition.
 14. Toe board 3 ft. long and 8 in. wide for broad jump.
 15. Markers for measuring distance in discus and javelin throw.
 16. Dressing facilities clean, with adequate safeguards to visitors' personal effects.
 17. Official badges for judges.
 18. Program of events for distribution.
 19. Adequate police force to keep field clear and eliminate dangers from javelin and discus throw.
 20. Announce date and place of next higher meet.
 21. Announce that each school must send in its own entry list.

We believe that these suggestions will be helpful to the participants as well as to the athletic director.

A YOUNG MAN should be flipped who plays at being a connoisseur of wines and saucers. At that age there was nothing about which I knew or cared less. Now I begin to learn. I am ashamed enough, but what can I do? I am even more ashamed of the circumstances which push me to it. It is for us old fellows to dream and putter away our time; and it is for the young to put their best foot forward and think upon their reputation. They are going towards the world and its opinion; we are on our way back.—Michel de Montaigne.

TEACHERS' GUIDE TO GOOD PLAYS



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

DURING the year we have received many good three-act plays. We have not reviewed any of them because we decided to devote two issues of the LEAGUER to them just when you are looking for the class play. These are all comedies using one set and modern costumes, and we recommend any of them. Next month we shall review another set. Please mention the Drama Loan Library to the publisher from whom you order plays if we sent you examination copies.

Early To Bed, Early To Rise—by William F. Davidson. Dramatic Publishing Co. Royalty \$10 to \$25, 75c, 5m5w. This is a warmly human plan with scores of laugh lines. It tugs at the heart at times too. It is one of the better plays published by this company and we believe it is almost ideal for a class play. Splendid comedy.

Dictator Dad—by Anne Weatherly. Dramatic Publishing Co. Royalty \$10 to \$25, 75c, 5m5w. An interesting and exciting play about an ordinary family. They have their troubles and father doesn't get a million dollars for his invention, but they all gain happiness. This is an excellent class play with fat parts for all characters.

Danger in the Desert—by Clark Willard. Dramatic Publishing Co. Royalty \$10, 75c, 5m5w. The title gets you, the tricks get you, and the whole play should get the audience. We can't tell the story of murder mysteries, but this one is laid in a Nevada desert and has plenty to recommend it if you want something out of the ordinary.

Blackberry Winter—by Hubert Hayes. Dramatic Publishing Co. Royalty \$10 to \$25, 75c, 3m5w. A fine comedy drama about the South. Real characters, a good plot, nice dialogue, and gripping action. This play should be a favorite with Texas audiences.

Waters of Discord—by Robert St. Clair. Denison, Non-royalty, 50c, 6m5w. Dixie Evans beats the power trust in this thrilling comedy. It has an Old-West flavor, but the plot, the dialogue, and the characters are definitely modern. A timely play.

The Silk Hat Sleuth—by John F. Kane. Denison, Non-royalty, 50c, 7m7w. \$100,000 disappears and is discovered by a detective with a very important silk hat. An exciting mystery with some effective dialogue and an interesting array of characters.

Meet the Medicine Man—by Tom Taggart. Denison, Non-royalty, 50c, 5m5w. A medicine show with all the trappings, a bank robbery, a kidnapping, and romances are tied together with hilarious dialogue, fast action, and many different characters. This should do well in rural communities.

Bolts and Nuts—by Jay Tobias. Denison, Non-royalty, 50c, 7m5w. Miss Bolts starts a house for the insane. They begin to arrive. Most of them are looking for the money reputed to be hidden in the house. This is a fast moving farce, admirable for young actors.

Sun-Kissed—by Raymond Van Sickle. Longmans, Royalty \$25, 75c, 8m5w. A dandy play somewhat along the "You Can't Take It With You" line. A psychology professor becomes interested in examining the odd persons comprising the "family" of Humphrey Newberry. He is exposed, but wins back his wife. Good material for good actors.

Dollars to Doughnuts—by Glenn Hughes. Ingram, Royalty \$15, 75c, 5m5w. The rich parents of two girls have a time trying to convince the suitor of one they are rich, and the suitor of the other that they are poor. The suitors themselves solve the problem in this clever comedy.

Three Girls and Jeffrey—by Austin Goetz. Ingram. Royalty \$10, 50c, 5m5w. Modern and funny are the words for this clean comedy. Jeffrey gets ten million dollars, three girls, and lots of trouble all at once. Here is a play written expressly for high school people and it should do very well.

He is mistaken for a famous author and his hats sell fast. When the author arrives he helps Smith and they are "both happy about the whole thing." A diverting farce which should be good for inexperienced actors.

Romantic by Request—by Ahlene Fitch. Ivan Bloom Hardin. Royalty \$25, 75c, 4m5w. This play has two young boys in the cast who should steal the show. They upset the plans of the villain and aid the hero to regain the love of his sweetheart. Some excellent comedy here.

Remember You're a Lady—by Wilbur Braun. Ivan Bloom Hardin. Royalty \$10, 50c, 4m5w. A shy young man takes some lessons on how to be a real man. The result is amazing to him and his friends. Amusing comedy which should make a good class play.

Curse of the Incas—by Elnora Olmstead. Ivan Bloom Hardin. Non-royalty, 50c, 7m5w. Here is hair-raising mystery with powerful climaxes. Characters can be well done by high school actors. Plenty of comedy to relieve the tension. Should prove excellent audience fare.

Ann's A Blonde—by Helen Bogg. Penn. Non-royalty, 35c, 7m7w. Two blondes get mixed up in a series of humorous tangles which make for many laugh lines. They both get their men in the end. Blondes usually do.

The Stick-In-The-Mud—by Dudley Jenkins. Penn. Royalty \$10, 35c, 6m4w. A couple, ten years married gets big ideas but keep them secret from each other. The result is funny and logical. Other characters are good in this witty play. The pace is swift and the dialogue is modern.

Tiger House—by Robert St. Clair. Northwestern. Royalty \$25, 75c, 5m5w. A clean, fast moving mystery which has all the action and suspense you can ask for. A bit of romance, a complex mystery in an old queer house. It is a sure fire play for both casts and audiences.

Linda—by Edward Staadt. Northwestern. Royalty \$25, 75c, 5m5w. Linda is soured on life. She attempts to revolutionize the lives of the farmers wives in her community and they strike for better conveniences. An ice-man enters Linda's life and all is changed. Clever situations, good comedy, and an interesting plot for rural communities.

Miss Ginger—by James F. Stone. Northwestern. Royalty \$5, 50c, 5m7w. It looks as though Miss Ginger is kidnapped. A maid at an inn tries to find her. After many trials and tribulations she locates her at her own inn. The suspense is good in this play and the laughs should be numerous.

Hurry Henry—by Ritchie & Hubbard. Row, Peterson. Royalty \$5, 50c, 4m5w. Poor Henry wants to get away from his nagging family and tend his bees. Unlike many, he gets to do exactly as he wishes. Great possibilities in this play.

Sally's Private Earthquake—by E. Scribner. Row, Peterson. Royalty \$5, 50c, 6m5w. Sally shows two old characters the folly of their ways and brings two lovers together in this comedy rich in action and humor.

Are You Mr. Butterworth?—by F. Metcalfe. Row, Peterson. Royalty \$5, 50c, 6m7w. A farcical mystery that keeps you fooled until the very end. Finding out who Mr. Butterworth is should be fun for all.

Ananias Bill—by J. F. Stone. Row, Peterson. Royalty \$5, 50c, 5m7w. You can't afford not to do a royalty play when there is such a reasonable rate on such a fine play. It's all about the town liar. Admirable for smaller communities.

Beginner's Luck—by G. Hughes. Row, Peterson. Royalty 15%, 75c, 7m5w. Glenn Hughes does it again with this sparkling play. Four girls try life in New York and find it hard. Prof. Horger of Denton Woman's College did this last summer and reports it to be a top-notch play.

Universal Alibi—by R. Birchard. Row, Peterson. Royalty \$10 to \$25, 75c, 7m7w. The fascinating story of a family with a mother who refuses to get old; until circumstances force her to realize she is no longer in her teens. Excellent comedy for good actors.

Lack of activity destroys the good condition in every human being while movement and methodical physical exercise saves it and preserves it.—Plato.

Speech Teachers District 10 TSTA Form Association

MISS AMY ALLEN, Austin teacher of speech, was elected president of the Speech Division of the Central Texas Teachers Association, organized at the District 10 meeting held in Temple, February 11. Miss Allen has been deeply interested in such an organization, and, though unable to attend the meeting, was honored for her previous interest and service.

In the absence of Miss Allen, who had been appointed temporary chairman, Miss Janie Bell Bates, Manor, presided. Other officers elected were: vice-president, Miss Mary Elizabeth Fox, Temple; secretary, Miss Juanita Simpson, Austin; reporter, Miss Mattye Pearl Henry, Calvert.

F. L. Winship, Director of Speech Activities of the Interscholastic League, and Dr. Clark Weaver, Professor of Speech at Baylor University, offered suggestions for increasing the membership of the organization and for making teachers and administrators speech conscious. Plans were made for a meeting in Austin, during the State meet, May 6, at which time Miss Fox, chairman of the program committee, will present a varied program.

It was estimated that District 10 has at least sixty teachers giving speech instruction either in the curriculum or as an extracurricular activity. Only 20 per cent of that number were present. Seeing the necessity for creating speech teacher interest, each of the charter members promised to interest other speech teachers in attending the May meeting.

MM Test Record

(Continued from Page 1)

the way themes are taught in the rural division and in the early work of the grammar grades.

Set No. 19 More Difficult—But as the children progress in listening ability, less of the theme is stated. In Set 19 you will note that only a phrase was stated. One of the first points a child listens for when the theme is stated is the length. If the stated theme is only four measures long, it will probably be counted offener in its repetitions than if the stated theme was 16 measures long and included in that 16 measures at least two repetitions of the four-measure phrase. The point here is, and I am glad you brought the question up in order that it may be made clear, that the children can not memorize answers to any theme; the answer will depend upon listening to the stated theme—whether four or eight or sixteen measures—and then counting the number of times that same portion occurs in the whole composition. The answers on the test sheets in this case are correct. But to determine that correctness it is necessary to compare the stated theme appended to the direction sheet. It is for that specific reason that the manuscript copy of each theme is sent both with the test sheets and with the county contest sets.

DISTRICT VII TEACHERS SPEECH SECTION PROGRAM

Wichita Falls, Texas, March 10-11

J. N. Watson, Chairman

1. Procedure and Demonstration in Choric Reading—Mrs. Harry R. Fuller, Director of Players Guild, Wichita Falls.

2. Teaching Radio Speech—Mr. Bill Hood, Director of Radio Station KGKO, Wichita Falls.

3. (1) Characteristics of the Winning Tournament Play—Mr. C. B. Ford, Senior High School, Abilene, Texas. (Director of Dramatics.)

(2) Presentation of "The Happy Journey," Thornton Wilder, my members of the Foot-light Players Club of Wichita Falls Senior High School as an example Tournament Play.

(3) Judging and Criticism of the Play, by Mr. Ford, as to Its Merits as a Tournament Play.

4. Values in Using a Voice Recording Machine—presented in demonstration by Mr. A. Harris, representative of the Voice Recorder, Wichita Falls.

5. Methods in Teaching Extemporaneous Speech—speaker to be selected.

6. A Review of the New Texas Speech Curriculum and the distribution of the new Speech Bulletin—speaker to be selected.

There will be an exhibit and copies of the newly adopted speech text *The New Better Speech* by Marrs and Borchers will be on display.

Practical Notebook

"A practical notebook is being kept by each student in each course. He has been given a com-

The Speech Arts in Texas Schools

THIS column belongs to the Texas Speech Association for discussion of speech problems and news concerning the Association, its members, or their work. Communications should be sent to Miss Florine Fox, West Junior High School, Waco, Texas, "Historian" of the Association, and editor of this column.—Editor.

WE ARE indebted to Mr. John N. Watson, head of the Speech Department in the Senior High School at Wichita Falls, Texas, for this newsy article explaining his method in putting the new Texas speech course of study into use in his school. He says:

Speech Courses Increase 30%

"We are now offering the entire plan of the New Speech Curriculum in our school and it is encouraging to see how enthusiastically these courses are being received by our students. The new work was scheduled at the beginning of this second semester and our speech enrollment increased some thirty per cent. There have long been demands for concentration work in Dramatics and Interpretation from the students while business men have often asked why we do not offer more public speaking that is of special value in the business world. Speech courses Two, Three, and Five take care of these requests.

"I have long thought that we offer far too much in Debate and Dramatics* to the exclusion of the other most needed phases of speech work, but now we are able to give to any interested student three years of speech training which develops for him a pretty thorough foundation and will, at the same time, not overdevelop him along any one line.

Articulates League Work

"This new program fits well into our scheme for the Interscholastic Activities also. We will center the attention of the Interpretative Reading Class on Declaration, while the One-Act Play is handled in the Dramatics Class, Extemporaneous Speaking in the Platform Speech Class, and Debating in Speech Six. Then we do not neglect our regular school activities either because our two assemblies each week are planned by one particular class and it causes no strain anywhere but becomes a laboratory in which to test our efforts. At these assemblies the chairman is selected from the Speech Five group while the public address system is under the control of some member from Speech Four, the Radio Speech Course. By the way, this last named course is proving delightful. We recently were given a half-hour program over our local station at which time we presented one of the prepared broadcasts from the bulletin 'Let Freedom Ring' which is published by the Department of Interior, Washington, D. C. Any teacher will, I believe, find it usable. We have been scheduled to have a radio panel led by Mr. Cameron Beck at a later date. Our public address system is proving invaluable to us in this course. We have constructed our own studio in our auditorium, using flats from the stage equipment and curtains to deaden the sound and we think our results are amazing. One period a week is devoted to some broadcast from one of the networks. We spend a part of the hour listening to this professional program, then we hold our round-table and study the program's continuity. Although our text does not give us much help, except in the study of diction, we are finding much valuable materials on the market and some of this is free for the asking. My Radio Speech Class now has a regular series of programs to be broadcast every Sunday afternoon at 1:15 over station KGKO and the Texas Quality Network. We handle the entire program including Commercials. The program is sponsored by the Buick Automobile Company and extends until June 1.

Dramatics Under Full Steam

"The Dramatics Class has a full schedule. We are giving our attention now to a three-act play and to our Tournament play. Our calendar is filling fast because local clubs and luncheon groups are kind to invite us out to practice upon them and we never turn down an invitation. Yes, you can imagine what some of the results are, but just the same we are proud of the fact that every boy and girl in the Speech Department makes a number of public appearances during each six weeks term. I find it is difficult to win contests in this fashion of teaching Speech, but I console myself that more students receive training than by our concentration on a few. Yes, I said console.

Practical Notebook

"A practical notebook is being kept by each student in each course. He has been given a com-

plete copy of the plan of his particular course with the work of every week of the entire semester included. There is also a copy of the notebook requirements handed to each student and these are so arranged that the notebook will be a thing of value next June when it will have been completed according to the directions.

"Here are some suggestions which supplement the course of study prepared by the Committee under the direction of our Speech Association President, Mrs. Florence Horton. The plan which is in no way startling, but is usable because every project is a tried and proven one.

"Speech 2—Interpretation.

"1. A cutting of Longfellow's 'Hiawatha' is used as an example study. The rhythm and word pictures in the poem make it especially usable. If a careful cutting is made the student will have a beautiful story to interpret with a time range of some twenty minutes.

"2. Collect a program of Texas poetry or one of Folk Lore. We find our section especially rich in pioneer lore which is always entertaining.

"3. Interpretative work on Monodramas.

"4. The use of the Bible verses as examples of interpretation study.

"5. Choric Speaking as related to Poetry Playhouse work.

"Speech 3—Dramatics

Evolution of Theater

"1. A review of The Evolution of the Theatre. This is given attention in such a fashion that the youngster gets a definite idea of the historical progress of drama. The usual text book is at fault in that it gives only a smattering of knowledge which tends to confuse. We read many of the old plays, other than the Shakesperian dramas, and we compare them to our modern plays. This is nothing wonderful but when we are finished the student knows a bit more about, and respects highly, ageless dramas.

"2. This group is preparing now for the commencement exercises of the Senior Class when a historical pageant of education will be presented.

"Speech 4—Radio.

"1. A usable script of radio plays may be secured from the collection *Television Plays* published by Samuel French.

"2. Radio Broadcasting Systems are kind in answering questions and giving advice. I imagine they always appreciate the enclosed stamp for their reply.

"3. Also contact *The Educational Radio Script Exchange*, Department of Interior, Washington, D. C., where some 1,200 scripts may either be borrowed or had for the asking. This Exchange also has valuable materials for sale at a few cents the copy.

"Speech 5—Platform Speaking.

"1. Use the INTERSCHOLASTIC LEAGUER's list of extemporaneous speech subjects.

"2. The My Home Town Speaking Contest sponsored by the West Texas Chamber of Commerce gives us an excellent opportunity for speech work.

"3. The Business Interview project comes well in April and May. Students oftentimes get summer jobs through these. We know several whose first year in college was made possible from these simple little interviews.

"I am not offering anything new just now on either the Debate Course or on the Fundamentals Course. I do not mean to appear to be neglecting them but they are both like the poor, we've had them always.

Inspiration Main Thing

"The main value of any speech course lies in the fact that the student gets an inspiration to give of his talents to his community life. Therefore no opportunity should ever be passed by to encourage him to do church work, club work, and to participate in extracurricular activities at the school. Both women's and men's clubs, social and professional, are eager to have an occasional student program. Doing this extra work means long hours for the speech teacher. He is ready for summer vacations to come around, but then aren't we all?"

Our educational system has concentrated on mental development and has failed to give any understanding of the way emotional and personality habits are acquired or corrected. The student who emerges from grade school, high school, or college without the intelligent conviction that he is the creator of his habits, rather than their victim, is educated for defeat rather than power, for slavery rather than for freedom.—Dr. Henry C. Link, Director of the Psychological Service Center, New York City.



THE DEBATE FORUM

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DEBATE Institutes and Tournaments have been occupying the attention of debaters during January and February and the enthusiasm of the visitors has been gratifying to the various directors. In Austin, the various speakers invited to address the high-school debaters on the Sales Tax commented very favorably on the numerous and intelligent questions propounded to them by the debaters.

The judges of the three rounds of debates also reported excellent debating. Forty-four boys' teams and about four hundred debaters and directors registered for the Institute. Apparently, the idea of a debate institute is proving popular. It is hoped that directors will write us and offer suggestions for the improvement of this new and valuable method of debate participation. Incidentally, the schools winning all three of their debates are as follows:

Results Debate Institute at Austin

Boys' teams: Brownsville, Overton, Shiner, Thomas Jefferson (San Antonio), Victoria, and Willis Point.

Boys' teams winning two out of three were: Austin, Big Spring, Iran, Marlin, Grand Prairie, Littlefield, Edgewood (San Antonio), and Van.

Girls' teams winning three out of three debates were: Big Spring, Gonzales, Mexia, and Bryan.

Girls' teams winning two out of three debates were: Athens, Austin, Elgin, Holland, Luling, Octon, Pearsall, Quanah, Shiner, Edgewood, Victoria, Hull, Daisetta, Grand Prairie.

Congratulations to all of the participants, as well as the winners

—Closing Date—

(Continued from Page 1)

basketball. Since there are some two hundred counties participating and between 5,500 and six thousand individual schools, one can see that this is an undertaking of some magnitude. It would be made impossible if memberships were received at any time. Moreover, meets would be thrown into confusion. Proper organization of them would be impossible. So it seems that a closing-date is a necessity. Then the question arises, may not exceptions be made? If you say, yes, then on what grounds? After you have announced certain specified grounds, then who is going to examine the evidence to see whether or not the facts justify the exceptions? Without some machinery for securing and passing on evidence, the rule would then favor the dilatory and careless over the conscientious principals. If such machinery is set up, it takes time and money. We should like to have suggestions as to how this matter can be better handled than by holding to the closing-dates and making no exceptions.

—Championships—

(Continued from Page 1)

away from the child and places it upon the school. The abolition of points will cease such expressions as, "Our school won," and substitute, "Johnnie Brown won the arithmetic contest." And after all, it's Johnnie Brown we're interested in, not the institution he represents.

The elimination of points makes the contest an end in itself. If a speaking or music contest is not worth being an end in itself, then it is not worth sponsoring. When we do not award points we make the contest itself the big item—not the big far-removed all-around championship.

With no points awarded, the small school of twenty pupils can compete on an equal basis with the larger school. Its pupils may not be able to enter as many contests as the larger school, but that is of no consequence; the contests they do enter are goals within themselves. I daresay many small schools fail to enter Interscholastic League work, because they realize that they have no chance to win the championship, yet they may have a few pupils who suffer by this action; pupils who could do good work in some league contest. Nueces County has abolished

of two or more debates. We hope all of you reach the finals!

The Term "Uniformity"

Complaints have reached us to the effect that the term "uniformity" in the debate question is being "misused." As we see it, and we have stated in the Analysis of the Bulletin, the term "Uniform" applies to the RATE of taxation and not to the question of whether or not an affirmative team may exempt certain goods from the tax. Obviously, we do not wish to enter into a debate with any debater on how the terms should be defined, and we are only indicating our own personal opinion on the subject. It is the duty of the affirmative, however, to define the terms as they see them. If this definition is not "reasonable," it is the duty of the negative to point that out. So, Gentlemen (and Ladies) of the Negative, you place the affirmative on the spot and make them show you—and the judges—why the term "Uniform" should be defined in any other way than the one suggested above and explained in pages 16-17 of the League Bulletin on the Sales Tax question.

Next Year's Question

Verbal suggestions on possible topics for next year's question have been made to yours truly. We are still waiting, however, for the influx of topics. One director suggested that we use the NUEA question, but most of the suggestions have been for topics peculiarly and especially Texan in substance. What's your idea on a possible question? Socialized medicine is the leading query so far. Let's hear from you.

Two Teams Instead of One

While we are asking you to write, we might remind you of the other idea we've been talking about for some time. What is your reaction to an affirmative and a negative team—for the boys and girls—instead of the one team now in use?

—Borrowed Plays—

(Continued from Page 1)

companies. We were reliably informed that the publishers are almost agreed to discontinue the practice of sending copies of plays gratis to university extension libraries. They say, and rightly so, in some cases, that where such libraries exist teachers and school executives evade royalty payments, and copy plays rather than go to the expense of buying production copies. The companies lose much money when this is done. We certainly cannot blame them for striking from their lists organizations who permit or condone such a practice.

Let us presume that publishers should refuse to send us plays. This would constitute a real danger to our service to the schools. It would mean we would get no new plays and that our library would be forced to close in a very short time. We have no money to buy plays or books. Patrons pay us nothing except postage for the use of the plays they borrow. Every one of the 7,000 titles we have on our shelves was donated by the publishers. When you get ten titles from us, you are borrowing from the publishers. We serve as distributing agents for them in order to save you the money it would cost if you were to buy instead of borrow all the copies you wish to examine. You can easily see what a blow it would be to Texas teachers if the publishers cut us off their lists because they found too many here who took advantage of their generosity. School teachers and authorities must realize their responsibility to the publishers if the Drama Loan Library is to continue to send you plays to read.

Let's Protect Our Friends

All of the publishers have been very kind to us. We have the largest university drama loan library in the United States. We want to continue to build it so we can render an even greater service than we have in the past. We need the active help of the teachers to do this.

I am convinced that most directors who copy plays or fail to pay royalties do so because they are not familiar with the law. We have printed a circular which goes to every borrower of our material. It contains valuable information for you. Please read it carefully when you get your package. I have written the publishers that I believe there is little intentional violation of the copyright laws in Texas. This is undoubtedly true. We are asking you to do your part to help us keep and improve our drama loan library. If you have been served by the library, it is hoped that you will want to see it continue. When you order plays from publishers which you have examined from the Loan Library, mention this to the publishers. Write to us if we can help you in any matters pertaining to play production or selection.

More Debate Material

About a month ago I went through my series of five monographs on the subject, "What Tax Experts Think of the Retail Sales Tax," and selected the contributors thereto who favored or even leaned towards the retail sales tax. Thereupon I wrote them, about thirty in all, raising such specific questions as: Does the retail sales tax test ability to pay; what of the incidence of this tax; should Texas give up its property tax for a retail sales tax; should Texas adopt this tax now for old age assistance and other leading questions.

I have received replies nearly to the point of 100 per cent and in these replies I have the best material I have found for the affirmative. It is my expectation to find time to get this material out in monograph form—about twenty-five pages—within the next two weeks. The price will be fifty cents per monograph, or three for one dollar. With your assistance I may come out financially on the first project; I know I will need you in this undertaking. At any rate, I want to assure you that the material is first-class and I am sorry that I cannot furnish it free.

N. S. Holland,
Supt. of Schools, Breckenridge.

