



**SCHOOL ACTIVITIES**, national journal of extracurricular activities, notes in editorial column, April, 1939, issue:

"The University Interscholastic League of Texas, the largest and most highly organized league in the country, through a referendum recently voted (1) against football practice from the close of the Spring training period to September 1, and equipment being issued during this period; (2) against post-season games, except play-offs; and (3) to limit Spring football practice to one calendar month. Progress!"

**SPORTSMANSHIP**

**Supt. F. L. Branson Explains What Term Means to Him**

EVERY parent who has a boy or girl taking part in interscholastic League contests in the Bogata school should have heard Supt. F. L. Branson's remarks as he introduced the speaker at the B Association banquet Friday evening.

"Bogata will always have a winning team," he said. "But this does not mean we will be on the long end of the score every time. I refer to the quality of sportsmanship and fair play, taught by our coaches, who are and must be gentlemen. If we play the game fair, have players who conduct themselves as young gentlemen or ladies should, I consider we have won the contest, whatever the score."

This spirit, which is evidenced in both scholastic and athletic activities in the school is voluntary on the part of the student body, requiring only an example and occasional direction on the part of the faculty to maintain. Considering the serious matter of trusting a young life to the moulding influence of an athletic director or school teacher, it should be gratifying to patrons of the Bogata school to know that this high standard is demanded.—Bogata News.

**Rural Girl Takes 9 Firsts In 4 Years' School Career**

MARY JO TINNEY, senior in the Lone Star consolidated nine-grade school of Montague County, has made an unusual record in Interscholastic League activities.

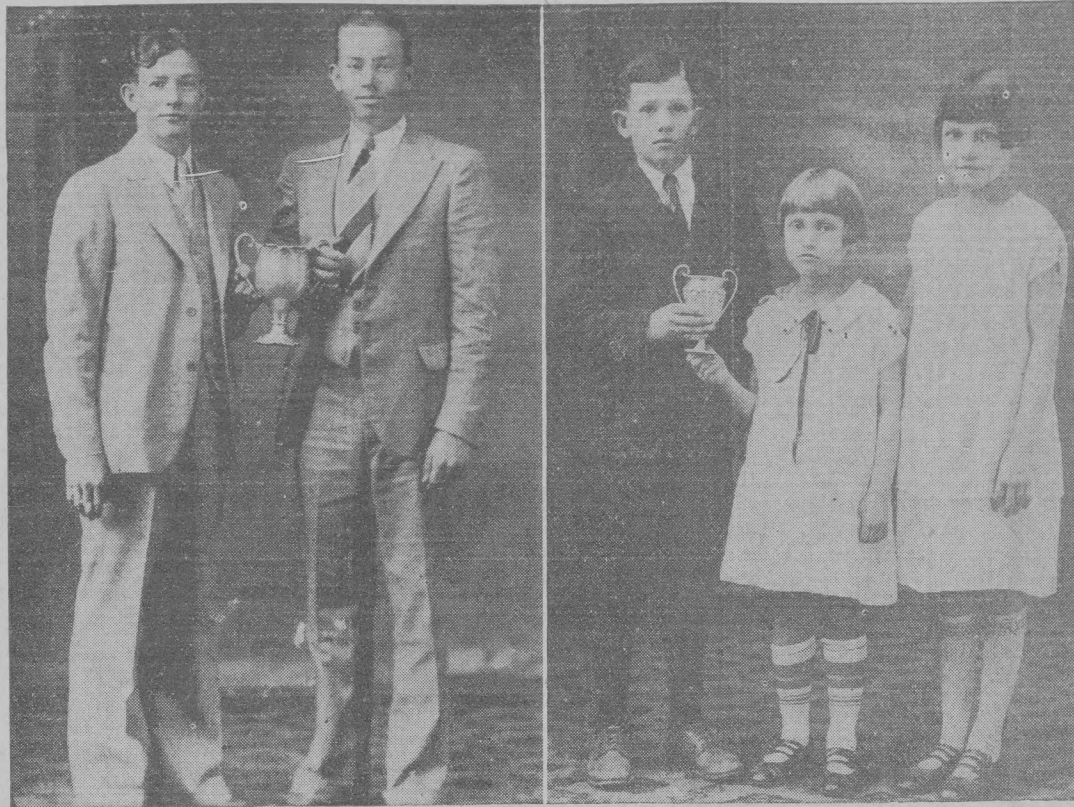
During the past four years, she has won nine first places in Montague County and one first place and two second places in the district meet. She began her record in the spring meet of 1935, when she, with her teammate, Tommy Middleton, won first place in junior spelling. This same team placed first five years in succession in spelling. Mary won first place in declamation three years in Montague County and first place one year in the Three-R contest. In 1937 she represented her county at the district meet in declamation and Three-R, winning second place at the district in each event. She won first place in declamation in Montague County this spring and went to the district meet, where she won first place. She represented her school and county at the regional meet in Denton, April 22.

Mary Jo is the daughter of Mr. and Mrs. A. F. Tinney, Rural Route No. 3, Bowie, Texas.

**Debate Material**

THE *Congressional Digest* (August-September, 1935, issue) is devoted to the following query: "Should America adopt a system of Socialized Medicine?" Arguments pro and con are given from authoritative sources. A copy of the issue, so long as the supply lasts, may be had from the League office for 35 cents per copy. Among other valuable features, it contains a classified list of references on the subject. This will make an excellent text for beginning the study of this year's debate query.

**Former League Declaimer and Debater Now Congressman From Third District of Texas**



LINDLEY BECKWORTH, now Congressman from the Third District of Texas, began his career as a public speaker declaiming in the Mings Chapel rural school which he represented at the county Interscholastic League meet. The year he entered high school in 1927, he won the declamation contest at the District Interscholastic League meet in Texarkana. He next appears in League contests as a member of the debating team of the Gilmer High School, representing his district at the State Meet.

The above picture (left) shows Lindley and his colleague, Conrad Morgan, holding the district debate cup. Lindley is the boy standing to the left; Conrad to the right. In the group of three to the right, Lindley appears with the cup he won as a sixth grader from the Pritchett school in junior declamation at the District Interscholastic League meet in Texarkana.

**Principal of School Tells School-life of Famous Son**

THE following article is clipped from the *Glade-water Daily Times-Tribune*, one number of a series of articles describing the career of Hon. Lindley Beckworth written by his father, O. J. Beckworth, Principal of the West Mountain School, Upshur County:

**Worked on Farm**

All the while Lindley Beckworth was assisting with the farm work during the spring and summer or making a crop to help support the family, for it took the combined efforts of all the family that could work at all to provide food and clothing in a meager way for its members.

The year he entered high school, 1927, his picture, together with those of his sisters, Linnie and Nell (see above) appeared in the *Dallas Morning News* showing the cup he had won as the best declaimer in the Northeast Texas Interscholastic League contest at Texarkana.

Lindley first attended high school at Mings Chapel rural school. He took part with zest in all the athletic contests but he was particularly interested in the literary phases of education and in both the regular and extracurricular phases. Entering the Gilmer High School in 1928, his interest in school activities and other forms of life increased. He studied Latin, history, government and English with great interest. He continued

(See—BECKWORTH—P. 4)

**Competitions In Club Work Require Skillful Direction**

(By Ella Mae Gehring)

TO many students the club life of a school is the major interest—it is actually The School as far as these students are concerned. In club situations the student usually has a much more natural set-up than in other school conditions, and therefore we can not really condemn the students who prefer club to extracurricular activities. Rather, we should try sincerely to study the students' preferences and learn how to capitalize on those things that attract them most. Let us consider only one, limited aspect of the appeal of clubs let us see how the competitive urge is manifested in these club programs.

**TEXAS LEADS IN 6-MAN FOOTBALL**

League Jumped Participation Ahead of All Other States in One Year

FRANKLIN M. RECK, Managing Editor of *The American Boy*, writes the editor of the LEAGUER as follows concerning the progress of 6-man football the country over:

"This summer, most coaching schools included six-man instruction, and a number of them put on demonstration games. Many colleges, too, have told us that they are including six-man courses in their physical education work. Surveys show that some 2,500 schools played interscholastic and intramural six-man last fall—a surprising number when you consider that the first organized game was played in Hebron, Nebraska, in 1934. The number of playing schools will probably approach 4,000 this year.

"The game has become international. There are leagues in China and Hawaii, and 101 Ontario schools played last year. J. B. Fitton of the Northern Vocational School in Toronto, reports that his survey showed only 47 injuries in all the games played by these 101 schools. The game has been so successful that Mr. Fitton believes from 150 to 200 schools will play this year.

"Six-man has become firmly established in the East and South.

(See—CLUB WORK—P. 4)

Experimental leagues in Maine, New Jersey, and Georgia have proved so successful that further growth may be expected this year. Texas, in one year, has leaped to the forefront of six-man states with more than 100 schools playing.

"For the thousands of six-man coaches, *The American Boy* is publishing a series of helpful articles. In the September issue, now out, Mr. Epler interprets the official rules, endorsed by the National Federation, and shows how six-man is developing a character of its own.

"In October we will present the twelve most successful plays of 1938—the plays upon which outstanding teams, all over the country, relied for touchdowns."

**Third Annual Conference On Extracurricular Activities**

Assemblies, Home Topics, and School Publications Are Main Topics Discussed at 2-Day Session Led by Dr. E. K. Fretwell

(By Dorothy Wooten Jones)

THE panel discussions of the Extracurricular Activities Conference conducted Friday afternoon and Saturday morning, May 5-6, under the leadership of Dr. E. K. Fretwell offered a testing or sampling of actual conditions in the field of extracurricular activities among Texas high schools. Participants in the Friday panel were W. L. Darnell, J. Cleo Powell, B. F. Miller, I. I. Nelson, A. L. Morgan, Y. P. Yarbrough, J. E. Park, S. B. Burk, and Miss Rona Collier. The entire audience entered into the discussions, offering suggestions, asking questions, and airing problems.

**Testing Assembly Programs**

The first topic up for consideration was the assembly. The great majority of schools have a weekly assembly, the time varying from first period to the last period of the day. The dramatics department in many cases provided most of the assembly programs, the work serving as a stimulus to the students participating and at the same time appealing to the audience. Frequently the plays presented were either original work or student adaptations. Whenever possible, apparently, the assembly programs are built around special days or seasons. Book Week, for instance, particularly offers possibilities to the ingenious assembly committee. One elementary school presented a radio broadcast along Major Bowles lines in which characters from books in the library were presented. Dr. Fretwell offered the suggestion here that wherever possible a check be made after the program to test its effectiveness. Book Week programs, for example, have succeeded in its purposes if students rush to the library for the books recommended, just as assemblies on orientation for new students have succeeded

Furthermore, let us limit our study to one specific type of club—namely, the social club.

**Lessons in Winning and Losing**

There can be no doubt but that there is internal rivalry in a club. Of course, there are the more obvious competitions for offices and honors, and there are many evidences of the results of this competition. Many students in high school have not learned even to win an honor gracefully let alone to lose one without a sense of bitterness, and therefore many disturbances can arise over this matter of holding offices. As an example, let us cite the case of Jane. Jane was a senior in the club and felt that her seniority merited an "important" job, such as the presidency. However, the club members felt that Jane was particularly

(See—CLUB WORK—P. 4)

(See—CONFERENCE—P. 4)

**ATHLETIC INJURIES**

Study Is Being Made Looking to Athletic Insurance Plan

THE last State meeting of delegates authorized the appointment of a committee to study the possibilities of athletic insurance for Texas high school athletes. The committee was appointed and went to work immediately on the problem.

In order to assist in accumulating data for this study the League is sending out an athletic injury report which is to be filled out carefully and sent to the State Office each week with the game report.

The committee hopes that all schools will cooperate and see that the injury reports are sent in promptly.

Before the committee can submit to the schools a benefit plan they must have some information on the prevalence of athletic injuries in Texas schools. The injury report that has been prepared is modeled after the Wisconsin and New York plan. When Wisconsin began the work on reducing athletic injuries the rate of injury was 90 per 1,000. After eight years of effort the rate was reduced to approximately 40 per 1,000. This reduction has paid dividends to the school in that the insurance rates were reduced in proportion to the injuries.

If the schools of Texas want athletic insurance at a minimum cost it will be absolutely necessary that careful study be given to the problem of athletic injuries.

**Teachers Come to Texas**

TEXAS is proving an attractive field for teachers from other states, Miss Miriam Dozier, The University of Texas teacher placement secretary, said recently.

"I have had more out-of-state teachers applying for positions in Texas this year than ever before," she declared. "Almost two hundred applicants have filed their credentials with the University Teachers Appointment Committee." Ability to sponsor extracurricular activities is almost a necessary if a teacher expects to secure a job, Miss Dozier declared.

When a politician pats you on the back, remember that he is just feeling for a place to stick a knife.

**29th Annual State Meeting Of Delegates Held In Austin**

**Athletic Insurance and Broadcasting Topics Considered**

(By C. H. Kenley, Secretary)

DR. E. K. FRETWELL, Teachers College, Columbia University, was introduced by Dean T. H. Shelby, as the "Daddy of Extracurricular Activities." He warned against stressing the contest spirit of extracurricular activities too much. He urged that the main criteria in judging these activities should be whether they are best for the children. He urged that school authorities should work to keep a sane, well regulated program of extracurricular activities.

**Athletic Insurance**

The business transacted was as follows: The proposal for athletic insurance was introduced by Mr. Bedichek. He stated that a number of schools had suggested that the League take the initiative in the matter. He mentioned that he the League take the initiative in insurance Department, and that mutual companies must have \$50,000 paid up capital stock before the plan could be put in operation. Considering the large number of schools that would be interested he thought that this could possibly be met.

Coach J. D. Foster of Mexia spoke in favor of the plan.

Mr. J. O. Webb of Houston said that the matter of taking care of

(See—STATE MEETING—P. 4)

**SCHOOLMAN "SUBS" FOR "COLUMNIST"**

**Draws Contrast Between Old-Time School and Those of Here and Now**

(The lively "Commentator" of the *Waco News-Tribune* was on the program at the last State Meet of the Interscholastic League, and on May 9, he left his column to G. M. Smith, Principal of the Waco High School. As a "subber," we think Principal Smith did an excellent job, and to prove that we think so, we present an unedited reproduction of the column.—Editor.)

YOUR commentator is in Austin today addressing a large group of high school students who are assembled there to participate in the state finals of the Interscholastic League. I do not have the faintest idea what he is telling them but at his request I shall give my opinion in regard to what I think he should be saying to them.

**Old-Time School**

As a member of the older generation it always seems customary

(See—SCHOOLMAN SUBS—P. 2)

**MAJOR GRIFFITH LEAGUE SPEAKER**

To Address 21st Annual Breakfast and Section Meeting, Dec. 1

THE twenty-first annual Breakfast and Section Meeting of the Interscholastic League will meet in the ballroom of the Gunter Hotel, San Antonio, Friday morning, 7:30, December 1. Since last year's session was devoted to public speaking contests, the program this year will be mainly devoted to Athletics.



Major John L. Griffith

Major John L. Griffith, Commissioner of Athletics of the Big Ten Conference, has been chosen as the principal speaker for this meeting, and his address will be devoted to some phase of interscholastic athletics.

Major Griffith has served in his present position for sixteen years. He was for five years President of the National Collegiate Athletic Association, an organization comprising most of the leading colleges and universities of the country.

He is editor and publisher of the *Athletic Journal*, a technical magazine for school and college coaches.

Following his graduation from Beloit College, he taught and coached at Yankton College, Morningside College, and Drake University. He left Drake to enter the service in 1917 and was discharged in September, 1919, with the rank of major. Following his discharge from the Army he was for three years connected with the Department of Athletics at the University of Illinois and in 1922 entered upon his present work as Commissioner of Athletics in the Intercollegiate Conference, commonly called the Big Ten.

"The flesh is yours, the bones are mine." Syrian saying, often used by the parent in turning her child over to the village schoolmaster.

**13 Years Of 1-Act Play Meets Passes In Review**

**Writer Marks Steady Progress in Interest and Performance**

(By John M. Watson, Speech Instructor, Wichita Falls High School)

SINCE 1927 there has been an interesting development of the One-Act Play Contest sponsored by the Bureau of Public School Extracurricular Activities. This progress merits a review, as we prepare to enter the fourteenth year of the existence of this contest.

**First Tournament in 1927**

In 1927, the first year of the event, as far as I have been able to find from an examination of the state records compiled for this paper, there were eight schools in the finals at Austin. The contest was won that first year by the Mexia High School with the production of *Riders to the Sea*. Second, third, and fourth places were

won, respectively, by the high schools of San Angelo, with *Suppressed Desires*; Sinton, with *Suppressed Desires*; and Abilene, with *On Vengeance Height*. Other schools entering the state finals were: Forney, with *The Valiant*; San Jacinto of Houston, with *Dust of the Road*. And with Miami and Palestine both giving productions of *Not Quite Such a Goose*.

In 1928, only two plays reached the finals. The tournament was won by Plainview, placing first with a production of *The Valiant*, and Temple, placing second with *Two Crooks and a Lady*.

The 1929 contest saw the return of four schools to the finals, a practice which was in effect until 1934, when the plan of having eight schools in the finals was adopted. In 1929 the four schools, the places won, and the plays used, were: First place, Fort Worth's Central High School, with *The Sponge*; and second place to Brackett High School of San Antonio, with *Where the Cross Is Made*. The other two schools entering were: San Jacinto High

(See—ONE-ACT PLAY—P. 3)

**IMPORTANT ITEMS IN REVISED RULES**

**Principals in Football Schools Urged to Study Changes Carefully**

HERE are a few items that it will be well for principals of schools participating in football to study in connection with the revised rules which are now off the press and ready for distribution:

1. In all interschool games and contests a League member is to abide by the rules and regulations of the League. This rule applies to non-conference games, second team and reserve team players. Article VIII, Section 19.

2. A junior high school pupil who has represented his high school in football or basketball is ineligible in both of these sports in a school system to which he changes until he has been in attendance for one year. Article VIII, Section 14.

3. The semester rule and participation rule will not be abolished until the school term of 1940-41.

4. 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. The official interpretation of this rule by the State Executive Committee is as follows:

"Football practice" is interpreted to mean any organized instruction or drills in football, such as skull practice, diagramming of play, study of rules, etc. Attending lectures at an approved or recognized coaching school such as sponsored by the Texas High School Football Coaches Association would not be considered a violation of this rule. The above rule applies only to contestants in high school.

"Football equipment" as used in the rule is interpreted to mean the issuing of football shoulder pads, shoes, head-gear, football trousers, or any other equipment used primarily for football practice.

5. No school may engage in any post-season game other than in regular interdistrict play-offs

(See—REVISED RULES—P. 4)

**Fisher County Claims First Texas 6-man Ball Game**

(By S. S. Jobs, Coach, Sylvester High School)

IN 1936 a six-man football district was organized in Fisher County. Schools represented were: Sylvester, Hobbs, Dowell and McCaulley. Sylvester won the league with no defeats in a schedule of seven games.

The schools that took part in the League the first year expressed themselves very much in favor of the game. A great deal of interest was shown that first year. Pep squads were organized for the first time and some real school spirit was developed. All of these schools are now in the newly organized Six-Man Football District No. 14.

The first Six-Man Football game in this part of Texas\* was played between Sylvester High School and Dowell High School, on a neutral field, at Rotan, Texas. After a hard fought first quarter, Sylvester's offense began to work, in the last three quarters she scored three touchdowns; winning the game with a score of 18-0.

Since Six-Man Football was organized, in this section, many football fans have expressed their satisfaction for the game. At first most football fans were afraid the game was not what it should be, but after seeing their first game, they were sold on it.

Several changes have been made in the rules since 1936 that makes for a better six-man game. The most important change that has helped the offense is the change from a 2-yard lateral pass to a "clear pass" on all running plays. The game has been tried and is here to stay, and many big-time coaches say that the game is a great contribution to the athletics in the small schools.

\*So far as we have been able to determine, this was the first interschool 6-man football game played in Texas.—Editor.





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ROY BEDIČEK Editor

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Vol. XXIII SEPTEMBER, 1939 No. 1

WAYNE CRADDOCK, of Palestine, speech teacher in the high school, claims the record for consecutive attendance at the State Meet. The last one, 1939, was his twenty-first. Anyone care to challenge this record?

SHORT-CUT to fame as a public speaker is suggested by an advertisement which recently came to our attention. "We write speeches," the advertisement announces, "and papers, etc., on all subjects and for all occasions." Just what the "etc." represents is not disclosed. Moreover, these speeches, papers, etc., are turned out instantly—"within 24 hours." The prospect is invited to join "our many thousands of delighted clients." The only requirement of the client is that he simply name his subject, indicate points he wishes stressed, and specify length, remitting at the rate of about ten cents per inch for double-spaced manuscript. The same offer is made to preachers for sermons on any text in the Bible with no advance in prices over those charged for purely profane material.

JUNIOR colleges under eligibility rules now in force in junior college conference are permitted to use on their football teams players in the local high school who have finished their eligibility in high school so long as they are scholastically eligible. This creates a very unpleasant tension. The pressure from the local junior college naturally turns upon the high school to preserve the scholastic eligibility of such individuals, and to prolong their attendance in high school. Where this pressure is exerted and successful, the bona fide junior college students are thus pushed out and deprived of the opportunity of representing the college in athletics. If there is one principle that is firmly established as sound in inter-school competitions it is that the pupils of one school or institution shall not be permitted to represent another.

THERE are occasions when one must say something without saying anything. The straightforward, unsophisticated, that is to say, uneducated person has a laudable disposition to dumbness when confronted with such a situation. Not so the scholar. He usually prefaces his remarks with "I am inclined to think the plan has merit, and that out of it something of real value may come"; or, "I have not considered the matter in detail, but it seems to me that it has certain feasible features, possibly of great value"; or "While one would not care to commit oneself at once to the bold and enterprising suggestions which we have just heard, still the consideration of them is interesting and stimulating"; etc. By the way, "interesting" is a useful word in this connection, and is therefore worked to death in collegiate circles. One may be "interested," you know, in either opposition or endorsement, or, for that matter, in only the arguments pro and con.

EXTRACURRICULAR activities are permeating school systems in Texas to a much greater extent than is generally realized. We happened to pick up a copy of The Granger News the other day. Granger is a town in Williamson County with a high-school enrollment of 206. In this one issue of the local paper we find an account of a modernized commencement, under sponsorship of Mrs. Linda Wayman, the theme being "American Youth Today," and stressing particularly the community's responsibility to its youth. The whole program is presented by pupils. We find also a special chapel program by the high-school band to which the community is invited. In the same issue an account of a travelling art exhibit to which the public is invited with refreshments served by the Art Committee. We find also an item concerning the Live Wire Chapter, which announced winners of some sort of contest determining which members should go to a "Rally" at Galveston. Turning the page we find that the Granger FFA boys give a radio concert. All of these items deal with extracurricular activities of a small high school and all are in one issue of the local paper.

THE New York State Public High School Athletic Association Handbook, 1938-1939, Rule 3, provides for scholarship eligibility in athletics, as follows: (a) A player or contestant must be in good standing, i.e., a "good school citizen." (b) To be considered a bona fide member of the student body, a player must be taking sufficient subjects to make an aggregate amount of 3 Regents units or its equivalent, and physical education. (c) Not less than 2 of the above units must be new work. (d) The contestant must maintain a grade of scholarship satisfactory to the school authorities. The rule is explained in the following "note": "This rule may or may not call for the unconditional passing of three or more units of work. This matter is at the discretion of the principal of each school. The unwise use of scholastic requirements for athletic eligibility should be avoided. To use one phase of the required activity program to maintain pupil effort in another is questionable procedure. The Regents' department determination of unit values is to be used for the eligibility rules of the association."

The principle here announced would make a good topic for discussion in the columns of the LEAGUER. Who will open up the subject, pro or con?

- Suspensions
1. Wingate High School, 1939 season, football.
2. Temple High School, 1939 football, 1940 basketball.
3. Timpson High School, 1939 football.

Rule Changes
On page 8 of the new Constitution and Rules (revised for 1930-40 contests) contains a list of important changes made in various rules. The following changes, however, were omitted from this list and should be noted:
Rule 7, Choral Singing; Rules 4 and 5, Choral Singing; Rule 2, Picture Memory Contest, limiting this contest to fifth grade pupils; Rule 3 of the Picture Memory Contest.

Rule 23 of Football Plan
In title of this rule read "Conference AA" instead of "Conference A."

Prescribed List of Plays
One-act play rules this year limit contest selections to a prescribed list. A copy of this list is sent to any school free on request.

County Meet Suggestion
On page 116 of the Constitution and Rules an optional plan for holding county meets is suggested. County committees are asked to study this plan, and if it is adopted, report action to THE LEAGUER for publication, and use all other means possible to give notice to member-schools. On the other hand, each school should ascertain from its county committee whether or not any change has been made by it in redistributing activities on a seasonal basis.

Schoolman Subs

(Continued from Page 1)

that we point back to the golden age (when I was young) when the schools prescribed a non-deviating diet of education which was mastered with appropriate doses of hickory applied externally if necessary on the theory that it was "good for us" and without regard, as a general rule, to individuality. Now that we have modern equipment, well-trained teachers and a much improved curriculum, suppose we pay due respect to the greatness of the past and speak of the present.

The students of today have the privilege of participating in many extracurricular activities such as track, tennis, debate, oratory, and from these activities you learn to prepare thoroughly, compete efficiently and fairly, and win or lose you learn this fine thing called sportsmanship. As you look about you, you will see hundreds of students who are learning the same thing and feeling the same way you do. Friends are most valuable and those extracurricular activities provide you with an excellent opportunity to make new ones and to form friendships that will last for many years.

"This Above All Things," Etc.

As high school students you should be true to yourselves. That is, you should have ever before you an ideal self, the person you desire to become, and step by step you should try to become that person, never doing anything that would be false to your own ideal. You should work out for yourself and by yourself a code of behavior, compiling good habits, that will make the student you are and the citizen you want to become. Just wishing will not accomplish this; it will be necessary to work on it day after day, hour after hour even.

You should take pride in work well done and never slight any detail in any assigned task. Select your vocation as soon as you can intelligently do so, and begin to work diligently toward that goal. This does not mean that you should become one-sided and limit your courses to the narrow vocational requirements but try to get a broad general education along with your vocational training. In later life it is not the amount of pure mathematics, history, and grammar that you have learned that will necessarily assure your success, but work habits, ability to concentrate, ability to form opinions correctly, ability to judge efficiently, ability to adjust yourselves to situations quickly, are things necessary for success and you obtain these qualifications from the study of vocational and general educative subjects.

Hobbies

One of the most enjoyable ways to spend leisure time is to develop a good hobby. Many students have profitable hobbies and to develop a profitable hobby is a real investment. You probably remember the story of a man who ran a ferry-boat. He had as his hobby the reading of old law books and he later became the President of the United States. The hobby Abra-

ham Lincoln had was worth while. What are you doing to safeguard your health? Do you realize that you spend about seven hours or more daily inside the schoolroom? In addition to this, you spend a large part of the time indoors at home and in other places. Try to spend some of each day taking some brisk outdoor exercise. Get plenty of sleep and practice good health as a habit. It pays dividends.

Your school life should be normal and well-rounded. Work while you work and play while you play. There is time for both. Do not overwork yourself for the sake of a high grade because the game is not worth the candle. If you have to neglect your social life, give up recreation and endanger your health or your eyes to make a high average, it will be better to lower your grades somewhat and live a balanced life. Your high record will not take the place of the friends you might have made or the personality you failed to develop nor will it compensate for the music you might have learned or for the athletic or dramatic work you may have done. None of these things should be over-emphasized but all properly balanced.

"Let Us Reason Together"

Learn to distinguish between an idea based upon known facts and good evidence and an idea based on superstition of prejudice or emotional appeal. Inquire the reasons for the things about you. Read current magazines in regard to foreign policies, old-age pensions, all current events and take part in intelligent discussions whenever you feel the urge to do so and be sure your opinions come from the head and not from the heart. In politics and government many form ideas about how they feel about something rather than about the facts they could find out about it. Soon your opinion and vote will count for something in carrying on your government so learn to understand it and to cast your support and influence for the truth and for the best cause you know. Stand on your own two feet. Decide on the person you want to be, the work you want to do, and then let every act, however small or large, contribute to that end.

Finally may I say thanks for the opportunity of writing in this column and to the patrons, and friends of the Waco High School may I say that the students of this school are splendid and I am proud that I am privileged to serve as their principal.

"Spiritual Starvation"

It is one of my principal functions to teach certain scientific truths to students at Cambridge University. Many of them are both able and eager to learn. But others are neither able nor eager. Under our present economic system they are enabled to come to Cambridge because their parents are wealthy. By so doing they keep out others who are better qualified intellectually to learn, and more willing to do so. As a teacher I cannot support a social system which is responsible for this injustice. We have got rid of physical starvation. We still have intellectual, aesthetic, and spiritual starvation, which to my mind are greater evils than any mere economic inequality. Until our educational system is so altered as to give a fair deal to every boy and girl who desires a first-rate education and is capable of benefiting by it, my political views are likely to remain, as they are now, on the left.—J. B. S. Haldane.

Junior College

ONE answer to the problem of the structure of our educational system is the junior college, an institution which has shown us by its rapid expansion that there is need for structural reform. First conceived only forty years ago, this two-year unit of public education following high school is to be found today in most of our larger cities. There are some 500 junior colleges in the United States, and the rate of their growth is increasing under the increasing pressure of young people who cannot afford to go to the state universities or who cannot find work after they leave high school. But most junior colleges ignore both the problems of method and of content. They even ignore the problems of structure in the schools below and above them.—Robt. M. Hutchins.

More Boners

Health precept from a fifth grader: "A person should take a bath once in the summertime and not quite so often in winter."

From a candidate for Life Saving Badge: "In cases of asphyxiation apply artificial respiration until the person is dead."

Question: What is the abdomen? Answer: The abdomen is a bowl-shaped cavity containing the organs of indigestion.

Question: Write all that you know about Nero. Answer: The less said about Nero the better.

DESCRIPTIVE PRICE LIST OF LEAGUE PUBLICATIONS
Those ordering bulletins should read carefully the description of the bulletin given below and the terms upon which it is distributed. Stamps are not accepted in payment for bulletins, and bulletins are not sent C.O.D. or on account. Cash in the form of money order, express order, currency, or personal check must accompany order. Do not expect the bulletins to travel as rapidly as first-class mail. Wait a reasonable time before sending in an inquiry concerning an order previously given. If it is necessary to telegraph an order, the money should be telegraphed also, as otherwise the order must surely be held up awaiting remittance. When the term "League School" is used in this list it is meant to refer to a school which is a member of The University Interscholastic League. Reduced prices do not apply on cumulative orders. For instance, a school ordering 50 copies one time and 50 at another time does not receive these at the rate given on 100 lots. Bulletins ordered are not subject to exchange, nor will money be refunded for same.

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BULLETINS

- Constitution and Rules of the Interscholastic League (Revised for 1939-40 Contests), 324, 122 pages. Contains rules and regulations governing all contests of the University Interscholastic League. Free copy is sent to the person remitting the fee for a school. Extra copies 10 cents each.
The University Interscholastic League: A Survey of Its Organization and Administration (1936), No. 3632, 75 pages. Charles Albert Dupre has made a careful study of the University Interscholastic League, with special reference to its history, organization, and administration, and it is now made available in printed form. The organization has grown from a membership of 28 schools to a membership of nearly six thousand schools during the past quarter of a century of its history. Many features of its work are unique, and the detailed study here presented will be found of considerable interest, especially among teachers and school executives of Texas. A copy is sent free on request to any member-school. Out-of-state circulation at 25 cents per copy.
Socialized Medicine, No. 3938, 250 pages, single copies 35 cents, four copies for \$1.00. Affirmative, negative and general briefs of the current League debate question, prepared by Dr. Joseph M. Ray, Associate Professor of Government, North Texas State Teachers College. There is here assembled authoritative information, pro and con, on this very vital question. There is included a large bibliography and the names of organizations which will furnish free material. Extraordinary speech directors, as well as debate coaches, will need this bulletin for their pupils, as the subject assigned in this contest for the current year is "Socialized Medicine."
The Sales Tax, No. 3838, 250 pages, single copies 35 cents, four copies for \$1.00. This was the League handbook on the debate query for the school year 1938-39. It contains suggestive briefs, selected arguments, bibliography, etc., all bearing on the debate query, "Resolved, That Texas Should Adopt a Uniform Retail Sales Tax." It is prepared by Professor George Hester and Professor Thomas A. Rouse.
Texas Legislature: One House or Two? No. 3738, 250 pages, single copies 35 cents, four copies for \$1.00. This was the League handbook on the debate query for the school year 1937-38. It contains suggestive briefs, selected arguments, bibliography, etc., all bearing on the debate query, "Resolved, That Texas Should Adopt the One-House Legislature." It is prepared by Dr. Joe M. Ray, Associate Professor of Government in the North Texas State Teachers College.
"Government Control of Cotton Production," No. 3538, 311 pages. Single copies 20 cents. Eight copies for \$1.00. This was the League handbook on the debate query for the school year (1935-36). It contains both negative and affirmative briefs, articles from standard authorities giving a general survey of the cotton situation, as well as selected arguments from those who favor and from those who oppose government control of production. The material in this bulletin is evenly balanced, and it is designed to furnish the high-school debater with a fairly comprehensive treatment of the subject.

Odessa Honor Tour 1939 Covered About 5,000 Miles

(By Tom V. Watson)
Twenty Odessa high school students left Odessa June 5 on an honor tour that covered more than five thousand miles and extended over a period of from seventeen to twenty-one days, including the following points: Austin, New Orleans, Pensacola, Atlanta, Richmond, Washington, and return via Cincinnati, Louisville, Nashville, Little Rock, Texarkana, Dallas, Fort Worth.

The trip this year, which is made in the school bus, is the continuation of annual honor trips sponsored and paid for by the Odessa school and given with no expenses whatever to the twenty students receiving the honor. Although grade average furnish a major item in securing points for the tour and students who fail to have an average of 85 are ineligible to make the list, all school activities count toward the trip. Students receive points for all extracurricular activities, with a definite number of points listed in the high school handbook, The Scarlet and Black, that students shall have for every possible effort. By this method it is necessary that an honor tour student take active part in many phases of school life other than scholastic attainments.

All Here!
A LITTLE girl was put in an upper berth for the first time. She kept crying till her mother told her not to be afraid because God would watch over her. "Mother, are you there?" she cried. "Yes." "Father, are you there?" "Yeah—"

A fellow passenger lost all patience at this point and bellowed forth: "We're all here! Your father and mother and brothers and sisters and aunts and uncles and cousins. All here: now go to sleep." There was a pause, then, very softly, "Mamma!" "Well?" "Was that God?" —GEORGE POSNER in "This is Good," (Diehl, Landau and Pettit), quoted in Magazine Digest.

"Passing the Buck"
College Professor: "Such lack of preparation is a shame; of course the high school teacher is to blame." High School Teacher: "Ah, me! Od's bodkins! The boy's a fool. The fault, of course, is with the grammar school."

Grammar School Teacher: "Poor kindergarten blockhead! And they call it preparation! Worse than none at all!" Kindergarten Teacher: "Never such lack of preparation did I see! What sort of a person can the mother be!" Mother: "You stupid child! But then, you're not to blame! Your father's family are all the same."

Early Freudian
WE INCORPORATE our anger by hiding it the more you hold back, the more you have to hold. I prefer a man to smack his servant's cheek, even if a little unjustly, than to rack himself in order to keep a grave and composed face. I had rather show my passions than brood over them to my own hurt. . . . I have no complaint against my imagination. Few unruly thoughts have broken my sleep, except those of desire which have not discomfited me. I seldom dream; and when I do, it is of fantastic things commonly in a pleasant or absurd, rather than sad. I maintain that our dreams are the faithful interpreters of our inclinations, but it takes skill to disentangle and understand them.—Michel de Montaigne.

Advice to Debaters
Robert de Sorbon: "Knowledge cannot be digested and assimilated until it has first been thoroughly masticated by the tooth of disputation."

Some rationalize the dread of war in the noblest moral terms, while others are content to shiver without disguises.—H. N. Brailford.

When there is no competition, there is nothing worth competing for. Strong and bitter words indicate a weak cause.—Victor Hugo.

It was prepared by Professor Thomas A. Rouse, Debate Coach, The University of Texas.
"Radio Control," Debate Handbook, 224 pages, 20 cents. Contains bibliography and selected articles for and against the following debate query: "Resolved, That the United States Should Adopt the Essential Features of the British System of Radio Control and Operation." Eight copies for \$1.00.
"The League of Nations" (1923), No. 2329, 87 pages, 10 cents. Contains briefs and arguments pro and con concerning the following query: "Resolved, That the United States should join the League of Nations." Excellent for literary society and community debates. No free copies.
"Financing a State System of Highways" (1929), No. 2925, 120 pages, 10 cents. Contains briefs, bibliography, and selected arguments, both affirmative and negative, on the following query: "Resolved, That the Sterling Plan for Financing a State System of Highways in Texas should be adopted." This bulletin was used in the 1929-30 debates. No free copies.

"Trial by Jury," No. 3028, 10 cents. Contains briefs and arguments pro and con on the following query: "Resolved, That a substitute for trial by jury should be adopted." This question was debated in the League debating contests during the 1930-31 scholastic year.
"Limiting Taxes on Tangible Property" (1932), No. 3228, 10 cents. Contains briefs, selected arguments and authoritative statistics on the following debate query: "Resolved, That at least one-half of all State and local revenues in Texas should be derived from sources other than taxes on 'tangible property.'" This bulletin was prepared by C. A. Duval, Ph.D., instructor in Economics, The University of Texas.
"Nationalization of Munitions" (1936), No. 3638, 225 pages, 10 cents.

The question for debate in all Interscholastic League matches debates for the 1936-37 school year was: "Resolved, That the Manufacture of Munitions of War Should Be a Government Monopoly." Professor Thomas A. Rouse, Debate Coach at The University of Texas, has prepared this bulletin covering practically every phase of the query. The bulletin contains general, negative, and affirmative briefs, bibliography, selected arguments, etc., using, of course, only the most eminent authorities in the field. Single copies, 10 cents.
"Centennial Declarations," No. 3542, 236 pages. Single copies 35 cents. Four copies \$1.00. This is a collection of the most famous orations by Texas orators, and orations concerning the history, traditions, and progress of Texas under seven flags. Lamar, Houston, Austin, Rusk, Archer, and many others of that great galaxy of Texas heroes and statesmen are represented in this collection. It was compiled by Roy Bedichek, Director of the Bureau of Public School Interests, Extension Division, with special attention to the requirements of the League declamation contests. The historical notes were supplied by Dr. Eugene C. Brantley, Professor of History in the University of Texas, whose position as the greatest living authority on Texas History is generally recognized by historians throughout the world. Containing nearly 100 selections, which represent the best thought and highest aspirations of our greatest leaders in each of the periods of Texas history, supplemented by ample historical notes, this bulletin may be used with good effect as a source book for Texas history classes.

"Texas History Syllabus," No. 3544 (1935), 61 pages, 10 cents per copy, 15 copies for \$1.00. This bulletin offers a detailed outline of Texas History especially prepared for Extracurricular Speech contestants, with abundant references and a blank page opposite to each section for notes, references and notes. Valuable also for regular curriculum classes in Texas History.
"Making Friends in Music Land," Book II (1926), No. 2637, 75 pages, 10 cents. A continuation of above-described bulletin. Five cents per copy in quantities of ten or more. Single copies 10 cents.
"Music Heard in Many Lands" (1927), No. 2737, 10 cents. Similar to bulletins Nos. 2637 and 2637, but treating other selections. Single copies 10 cents; in quantities of ten or more, 8 cents each.

"Making Friends in Music Land," Book III (1928), No. 2837, 85 pages, 10 cents. This bulletin by Dr. Leta Spell gives both teachers and pupils valuable information and suggestions for recognition of themes, instrumental tone and types. Planned questions appended after discussion of certain phases of the subject. Single copies, 10 cents; in quantities of ten or more, 8 cents each.
"Making Friends in Music Land," Book VI (1935), No. 3540, 80 pages, 10 cents. Same description as Book III, except that different selections are treated. Single copies 10 cents; twelve copies for \$1.00.
"Making Friends in Music Land," Book VII (1938), No. 3840, 100 pages, price 15 cents.

This bulletin by Dr. Leta Spell gives both teachers and pupils valuable information and suggestions for recognition of themes, instrumental tone and types. Planned questions appended after discussion of certain phases of the subject. Single copies, 10 cents; in quantities of ten or more, 8 cents each.
"Developing Number Sense" (1938), No. 3827, 32 pages, 10 cents. Written by John W. Calhoun, Professor of Applied Mathematics, The University of Texas. This bulletin is an enlargement of the bulletin issued by the League under developing "number sense," that is, an ability to solve quickly arithmetical problems "mentally" and to an ability to accurately without the use of pencil or paper. It is old-fashioned county contests in arithmetic. It contains more than a thousand problems. One free copy to each member-school expecting to enter the arithmetic contest. Extra copies, ten cents apiece, fifty cents per dozen, \$3 per 100.

How to Teach Number Sense, a Handbook for Teachers (1938), Bulletin No. 3842, 28 pages, 25 cents per copy. A teacher who has been sponsoring this contest since it was included in the League schedule to her classes. She has done an excellent job, and many teachers will find it a great time-saver in preparing lesson-plans as well as many suggestions for guidance of the teacher.
"Word Lists for Interscholastic League Spelling Contests," (1939), No. 3933, 16 pages. This bulletin contains three word lists: (1) for Grades IV and V, (2) for Grades VI and VII, (3) for Grades VIII and above. None of the words in this bulletin is found in the State Adopted Spelling Text, and hence it is used as a list supplement (My Word Book, Breed & Seal), are the sources from which words in all of the League's spelling contests. Single copies, 5 cents each. In quantities, 10 cents per copy, 100 copies, \$10.00, postpaid.

Picture Studies, for Use in Fourth and Fifth Grades Art Appreciation (1937), No. 3736, 90 pages, 15 cents per copy, 10 copies for \$1.00. This was the picture memory bulletin for 1937-38. It serves very well as a supplementary reader and can be used with good effect by art clubs in the same manner as the usual biographical material in the text. The pictures are arranged in the fourth and fifth grades, as well as a great deal of general information concerning the less technical aspects of painting, sculpture and architecture.
"The Three-R Contest" (1927), No. 2639. A large folder containing the writing scale by which specimens will be judged in the writing contest. Also contains specific instructions as well as a great deal of general information concerning the less technical aspects of painting, sculpture and architecture.

OTHER PUBLICATIONS
Speech Teaching: A Vital Problem in Public Education, by Harry G. Barnes, Ph.D. The Interscholastic League Breakfast and Section Meeting, November 27, 1936, voted unanimously to request the League to issue Dr. Barnes' address in pamphlet form. This was accordingly done, and it is now available for anyone interested who will enclose with request the legal-sized stamp and addressed envelope.
Relationship of Scholarship in School to Later Success in Life. Fifteen-page pamphlet containing reprint of series of articles by Dr. H. Y. Benedict, late President of the University of Texas, published in The Interscholastic Leaguer. It disposes finally of the old contention that the poor student stands best conclusively. Many superintendents and principals will want to pass this information on to high-school pupils through auditorium talks and on other occasions. Sent only in case local newspaper mentioned and addressed envelope is enclosed with request.
Music Memory Score Sheets. Convenient for giving practice tests. One cent per copy; thirty-five cents for 50; fifty cents for 100. Free copies to county directors for ten cents per copy. Fifteen cents estimate of the number that will be required in the county meet only, on furnished free for county meets prior to March 1. No order filled for less than ten.
Picture Memory Score Sheets. Same as above except for Picture Memory. Same price as Music Memory Score Sheets. No order filled for less than ten.
Three-R Test Sheets. Reading and arithmetic test-sheets for familiarizing contestants with the nature of the tests in the Three-R contest and for giving practice tests. These are published in different series (A, B, C, etc.). After a given school has tested its pupils with copies of the tests, it should order tests in another series which contains different material, and so on. The sheets are sent prepaid to any address in Texas for one cent per sheet. No order filled for less than ten of a given test. In ordering be careful to specify "Three-R" tests.

Typewriting and Shorthand Tests. Fifteen-minute typing tests, of the same nature as tests used in Interscholastic League Typewriting Tournaments, spaces counted. Two cents per copy. Fifteen cents per dozen. Sixty-word, seventy-word, and eighty-word shorthand tests, used in Shorthand Tournaments, 5 cents per set.
"Number Sense" Test Sheets. For practice in "number sense." One cent per sheet. Key for grading problems is sent with each order. No order filled for less than ten copies of a given test. Be careful in ordering to call for "Number Sense" tests.

Declamation Bibliography. A list of forty-odd books containing declamations. This circular is sent free.
The Interscholastic Leaguer. Monthly publication, official organ of the League, mailed free on request to any teacher in Texas who is coaching or training pupils for participation in League contests.
Circular of Information. This is a six-page folder giving in condensed form essential information concerning the conduct and functions of the Interscholastic League. All contents are listed and classified. Schedule of fees is given, and the entire organization outlined. Any number of copies of this folder is sent free on request.

All orders for bulletins or other League publications should be addressed to:
UNIVERSITY STATION, BOX H
Austin, Texas





TEACHERS' GUIDE TO GOOD PLAYS
SOME excellent titles have come to us from the publishing companies during the summer months.

- KEY TO PUBLISHERS
A D. Appleton Century Co., 29 West 32nd St., N.Y.
AB Allyn & Bacon, Santa Fe Bldg., Dallas
B Walter Baker Co., 178 Tremont St., Boston

CONDUCTED BY F. L. Winship
Garden of the Moon, Miss Jimmy, R
Give Me Credit, R
Glass Dishes, R
Green Light, R
Hidden Enemy, The, R
Hold Everything, R
Million Dollar Joke, A, NR

Robert Peterson\*
Ananias Bill, R
Are You Mr. Butterworth, R
Hurry Henry, R
Sally's Private Earthquake, R
Spring Fever, R
Turning of the Shrew, NR

SHORT PLAYS
Baker\*
All We Like Sheep, Kiss in Colin's Eye, The, R
Among Us Girls, NR
Anne Gets A Break, R
We Dressing, NR
Back to Adam, R
Broken Crucifix, The, R
Buddy Buys An R
Calling All Cars, NR
Chief, The, R
Christmas Dinner, NR
Christmas With The Passport to Rome, NR
Conversion, NR
Divided We Stand, NR
Doctor Comes From Moscow, NR
Dreams Are For Twilight Hours, R
Effect of Caroling, Susan Should Marry, NR
Examination, The, R
Forever Credulous, R
Gift, The, R
Gift of Gold, The, R
Glamour, NR
Happiness Ahead, NR
Head Master, The, R
Her Day Off, NR
Hung Jury, R
In the Ravine, R
In Thy Kingdom, NR
Jean Val Jean and Yaller Squares, R
The Bishop, NR
Just Babies, NR

Dramatists Play Service\*
Haven of the Spirit, Seeing the Elephant, NR
In the Zone, R
Jimmie Takes a Traveler, The, R
Robin Hood Plays Made, R
Matchmaker, R
French\*
Age Rebels, R
Big Cough, R
Big Sis, R
Commission in London, R
Early American, NR
Eleanor on the Hill, Private Life of a Queen, R
Glamor in the Pecos, R
Ivan Bloom Hardin\*
An Amateur Ham, Last Pace, The, R
Angel Face, NR
Conkush Doll, The, R
Crippled Heart, The, R
Cupid Advertisers, Red Dress, The, NR
Dinner Bell, NR
Hat Shop, NR
Jewelled Cross, The, R
Northwestern\*
Backfire, NR
District Contest, NR
Gate, The, NR
Lavender Lie, A, NR
Row Peterson\*
Night in the Coun-Sound and the Fury, R
A, R

LONG PLAYS
Baker\*
Abigail Goes Hay-peach of a Family, NR
Adorable, NR
Adventure in Youth, R
All in a Day, NR
Aunt Abby Answers An Ad, R
Bachelor Buttons, R
Balm, Mr. Brown, R
Ben Franklin, R
Blazing the Trail, R
Born Lucky, NR
By Candlelight, NR
Cheers of Yesterday, NR
China Blue Eyes, R
Chintz Cottage, NR
Chiseling Chislers, R
Come On! Man, The, R
Diariselli, R
Devil's Host, The, R
Everybody's Crazy, R
Fountain of Youth, R
Good Egg, A, R
Growing Up, R
Happy Days, R
Haunted Tea Room, The, NR
Hello Trouble, NR
Hot Water, NR
Lady Luck, R
Lights Out, R
Mama's Angel Child, NR
Meet Uncle Sally, R
Nellie Was a Lady, R
No Man's Paradise, Whispering Wires, NR
On the Third Day, R
One in a Million, NR
Party's Over, The, R
Denison\*
Demon in the Dark, Petrican Ranch, NR
Imaginary Invalid, The, NR
Dramatists Play Service\*
Around the Corner, Next Door Neighbors, R
B-M, Meets Girl, R
Brother Rat, R
Dark House, The, R
Emperor Jones, The, R
Every Mother's Son, R
Excursion, R
First Lady, R
Golden Boy, R
High Tor, R
French\*
Ach Wilderness, R
Bachorn, R
Blooming Mrs. Bud, R
Boarding School, R
Selling Zeros, R
Craig's Wife, R
Elmer, The, R
It Runs in the Family, R
Jest, The, R
Joy, R
Morn Horn, R
Night Over Tass, R
Our Town, R
Pure As the Driven Snow, R
Ivan Bloom Hardin\*
Bear Deception, A, NR
Longmans\*
Hill Between, The, Girl from Childs, The, R
Sunkissed, R
Northwestern\*
Annie Laurie, R
Campus Quarantine, R
David Copperfield, R



DURING the summer an excellent group of books about the theater, public speaking, and drama have been sent to us by the publishing companies. Any of these titles listed here are available for your use and will be sent for examination upon request.

In General Speech Field
Actor Creates, The (F); An Hour of American Drama (LI); Argumentation (C); Argumentation and Debate (HE); Come to Order (DD); Debate Outlines on Public Questions (MB); Debating (HE); Debating for Boys (MC); Elements of Debating (UC); Extemporaneous Speaking (PH); Federal Aid for Education (NM); Handbook for the Amateur Actor (F); How to Write a Play (F); How You Can Write Plays (F); How's Your Second Act (F); Making the Little Theater Pay (F); Maxwell Anderson (F); Minute History of the Drama (GD); Models of Speech Composition (C); Modern Debating (FO); Modern Speaking (FO); Modern Theater Practice (CR); Oedipus or Polyanna (UW); Our Theater Today (F); Paul Green (MCB); Players Handbook, A (CR); Practical

High School Debating (NW); Practical Speech Making (HM); Puppet As An Elementary Project, The (PI); Speech Composition (CR); Speech Correction on the Contract Plan (PH); Speech Is Easy (RU); Speech Making, Principles and Practice (CR); Story of the Theater, The (F).

Play Collections
All On a Summers Day (F); Anthology of the One-Act Play Magazine (CO); Appleton Book of Short Plays (A); Best Plays of 1935-'36-'37-'38 (DM); Easy Sunday School Entertainments (B); Easy Christmas Book (B); Four Short for High Schools (DR); Great Patriots' Days (F); High School Assembly Plays (DE); High School Shakespeare (H); In the Valley and Other Plays (F); Junior Silver Treasury (F); One-Act Plays (HM); One-Act Plays for Stage and Study, Vol. IX (F); One-Act Theater, The, Vols. I and II (F); Plays (MC); Plays of American Life (F); Reuvs (A); Scenes for Student Actors (F); Solo Plays (F); Spring Fever and Other Plays (F); Star Bright and Other Plays (RP); Ten One-Act Plays (L); Tested One-Act Plays (NN); Why We Celebrate (F); Woman's Club Play Book (B).

Don't Fudge
A few schools deliberately make a practice of copying plays instead of buying copies from the publishers, evade royalty payments, and change titles to deceive the publishers. For those who engage in this type of petty larceny, it is well to know that all publishing companies maintain extensive clipping bureaus that subscribe to almost every daily and weekly newspaper printed in Texas.

Intramural Program
Within the school intramural programs can be arranged in literary events where the director has a broad field of speakers to provide for. Personal experience with this has proved this can be a success, where the director has sufficient material and adequate administrative and faculty cooperation. In the Austin High School three intramurals in literary events are conducted in the fall of each year—an intramural in debate, one in declamation, and another in extempore speech.

Junior Play Collections
Easy Bible Story Dramatizations for Children (B); From Little Acorns and Other Plays (BC); Grade School Play Book, The (B); Intermediate Assembly Plays (DE); Junior High Assembly Plays (DE); Plays for Special Occasions (DE); Second Collection of Boys' Plays, A (B); School Auditorium Programs (BC).

WANT TO BORROW A SPEECH BOOK?

Drama Loan Library Organized to Serve Schools and Other Groups

THE Drama Loan Library is a part of the Extension Loan Library. It is supervised by the Director of Speech Activities in the Interscholastic League. Its services are available to any drama producing unit in Texas whether that unit be of a permanent or of a temporary nature.

COACH OPPOSES TWO-TEAM PLAN

Says Intramural Program as Solves Participation Problem
Following this program all students in debate are permitted to "go out" for debate, and a squad of 30 or 40 is then carried until about March 1, competing among themselves and with other schools. Even from this date on two boys' teams and two girls' teams are carried; although one boys' and one girls' team may have been designated "first" teams.

No Frustrations
AN EXPERT in educational psychology went out from England to a job in one of the British Dominions, with his wife and infant terrible of a small daughter. They were devotees of the full-encouragement-of-personality school, no frustrations. At breakfast one morning the child pushed her cereal away, pettishly announcing that she did not want it and would not eat any of that breakfast.

Coach's Problem
Certainly, it is the high school coaches of debate and directors of speech who have to contend with changes in rules, which theorists and idealists often bring about. We have a tried system in debate. While it has its defects, those defects which are outstanding are certainly only to be intensified, rather than removed, by this "broadening of competition" move.

How to Get Plays
A card or letter addressed to the Director of Speech Activities, Interscholastic League, The University of Texas, Austin, Texas, with information about the type of play or book you desire to examine will be answered the day it is received.

At this point broadening of competition should end, permitting the select few to "fight it out." I have only this to say in regard to the theory of "broadening competition": How is competition to be broadened where there is no field to broaden? And where competition exists, it is the plays of the director to see that it competes

This is no puzzle. With the small school where the English or history teacher struggles to direct debate under orders from his office we do not usually have the problem of broadening competition, but of scraping together one boys' and one girls' team. Why speak of broadening here? On the other hand in the large high school with a variety of speakers the problem certainly is not to broaden competition. The duty of the director in this case is simply to see that they compete. The very fact of numbers provides the field of competition among themselves, and with the vast number of Texas towns involved in debate interschool debates are easily arranged.

New Plan Adopted
As has been stated, a new division was arranged in 1934 and eight schools were given the privilege of appearing at the state finals. Pampa, a new school to the One-Act Play meet at Austin, came down from the Panhandle to place first with Smokescreen, while Austin Senior High School placed second with The Giant Stairs. Other schools and their plays were: Austin Senior High School of El Paso, with Across the Border; Beaumont Senior High School, with The Birthday of the Infanta; Bonham High School, with The Rope, a production which raised much favorable comment; Laredo Senior High School, with The Slave with Two Faces; San Angelo Senior High School, with The Grill; and the first appearance of the Wichita Falls Senior High School at the state finals, with The End of the Dance.

In 1935 Mission placed first with Sparkin', while second place was won with an old favorite, Riders to the Sea, presented by Georgetown, both new schools at the state contest and proof that good plays were being studied and produced by many more schools over the state than ever before. Other schools entering plays that year were: Abilene, The Princess Marries the Pige; Iraan, When the Whirlwind Blows; Lamesa, Boccaccio's Untold Tale; Longview, Moist Earth; Trinity, Grandma Pulls the String; and Polytechnic High School of Fort Worth, The Sweetmeat Game.

Far West Scores
In 1936 first place went to El Paso Senior High School's production of The Last Flight Over, and second place to Austin Senior High School's The Cajun. Other schools entering were: Adamson Senior High School of Dallas, with The Conflict; Boling, with Pink and Patches; Reagan Senior High School of Houston, with The Tangled Web; Palestine entered God Caesar; Pampa entered Dust; and Sweetwater presented Harlequinade in Green and Orange.

1937 saw a continuation of the policy adopted by the directors, beginning with the 1936 contest, of using only comedies in the One-Act Play Tournament. And at the tenth contest of this event Pampa placed first with Cabbages, South Park High School of Beaumont placed second with The Boor, while the other six fortunate schools were Alpine, with Sparkin'; Kingsville, with Wisdom Teeth; Thomas Jefferson Senior High School of San Antonio, with His First Dress Suit; White Oaks School of Longview, with Grandma Pulls the String; and the two remaining schools, San Angelo and Wichita Falls, both doing The Wedding.

El Paso Wins Again
In 1938 Pygamos and Thisbe, presented by the El Paso Senior High School, won the state contest, while second place went to The Nine Lives of Emily, as done by Brackenridge Senior High School of San Antonio. Amarillo did The Trysting Place, Oklaunion did The Tangled Web, Tyler presented Not Tonight, Austin did Bird in Hand, Lamar Senior High School of Houston did The Shoes that Danced, while Kingsville did Wild Hobby-Horses.

In the thirteenth year of the contest, 1939, Wichita Falls Senior High School won the tournament with Thornton Wilder's The Happy Journey, and second place went to Albany High School with the production of an original play, Antic Spring, by Robert Nail of Albany. Third place was won by Weslaco's The Perfect Gentleman. Beautifully costumed productions of The Wonder Hat, by Odessa, The Princess Marries the Page by Stephen Austin High School of Houston, and The Man Who Wouldn't Go to Heaven by the Austin Senior High School, were given. Amarillo presented The First Dress Suit and Tyler gave Heaven on Earth.

In the next issue, Mr. Watson will review the character of the production that have appeared in the various state tournaments.—Editor.

Standard Improves
In 1930, first place was won by the Abilene High School, with The High Heart; and second place was won by West Columbia, with Pink and Patches. Unusually fine performances were also given by the

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.

Director's First Problem Selecting a Contest-play

THE director of one-act plays for high school contests should remember, first of all, that the selection of a play is one of the major problems of good play production in any situation; and that in the final analysis it is his "personal" problem and not that of any interested or disinterested outsider.

No Longer a "Lark"
High school dramatics in no longer a "lark," nor is it today an excuse for outbursts of temperament on the part of the director. Superintendents no longer refer to a play tournament as "an interesting indoor sport." The importance of dramatics as a community institution is established, and this importance has brought certain duties to the director, to the community, to the school, to the players, and to himself.

"The Play's the Thing"
All these demands on the director necessitate a selection of good plays (or well-written plays). All things being equal, the finer the play chosen, the higher the chance of winning. From a study of the titles of the plays entered in the Interscholastic League Finals in the last ten years come some observations on the success of the well-written play.

Tip for Debaters
I SAW a very important lady—her opinion, not mine—trying to crowd her way into a crowded place the other day. She had arrived late and the seats were full, but she had expected a reservation would be made for her.

Play Selection
The problem, then, resolves itself into, "how can I, the director, recognize the finer qualities of theatrical effectiveness and literary value in the plays which I read, and how shall I be able to judge whether these plays meet the demands of my obligations to my players?"

It seems to me that in play selection there are several definite points to be considered. The first of these is that for average high school students plays should be chosen whose themes present a definite affirmation of life. In meeting the idealism of youth we cannot safely choose plays of negative themes or plays which do not lift or exalt.

The following plays have been chosen from the group of contest winners as good examples of those which contain an affirmation of life: "Riders to the Sea" because of the conclusion that both life and death are good; "The Valiant" because of the impression that idealism is better than life; "Rising of the Moon" with its ideal of patriotism versus materialism; "Pink and Patches" because of the "divine spark" which transcends the materialistic view of life; and "The Boor" with its suggestion that feeling a living love is better than talking about a dead love.

The above plays, with their definite affirmation of life, are better than those which have a negative outlook on life and do not exalt. Examples of the latter type are: "He," wherein ambition kills out love; "Sky-fodder" with its utter futility; "Aria da Capo," a satire on the futility of war; and "Overtones," picturing disintegration of life and love. Avoid those plays which emphasize the mental above the emotional appeal. The greatest dramatic characters are those which are ruled by the emotions, not the intellect, as a guide to life conduct.

When the high heart we magnify, And the clear vision celebrate, And worship greatness passing by, Ourselves are great. —John Drinkwater.



FRETWELL SPEAKS TO TSTA SECTION

Spring Meeting of Principals Held at The University of Texas

THE best proof that people will be good citizens tomorrow is that they are good citizens right now.

Dr. Fretwell based the emphasis today on extracurricular activities on two reasons: the desirability of organizing a situation so that fundamental practice in democratic living might be provided and of coupling democracy with efficiency and order in such a way that a school might be run with the greatest smoothness.

A really inefficient school is one in which a small group does everything. "A benevolent person," said Dr. Fretwell, "is just in the way."

Dr. Fretwell emphasized the fact that the activities of the pupils must grow out of the whole school and must be the result of cooperative effort on the part of everyone concerned.

Pupils can be made to work with others. They are for it. Then where do we come in?

"Students want to learn how to work with others. They are for it. Then where do we come in? We must help them do it, help them just enough, but not too much. We must get them doing things at which they can be reasonably successful."

The Principals and Supervisors Section adjourned promptly to enable members to go to the first of the two extracurricular activities panel discussions directed by Dr. Fretwell at the University Junior High School.

Coach J. T. Nelson of Athens gave a brief report of the coaches' meeting the evening of May 5. The representatives at this meeting urged him to bring up the matter of the elimination of the javelin throw.

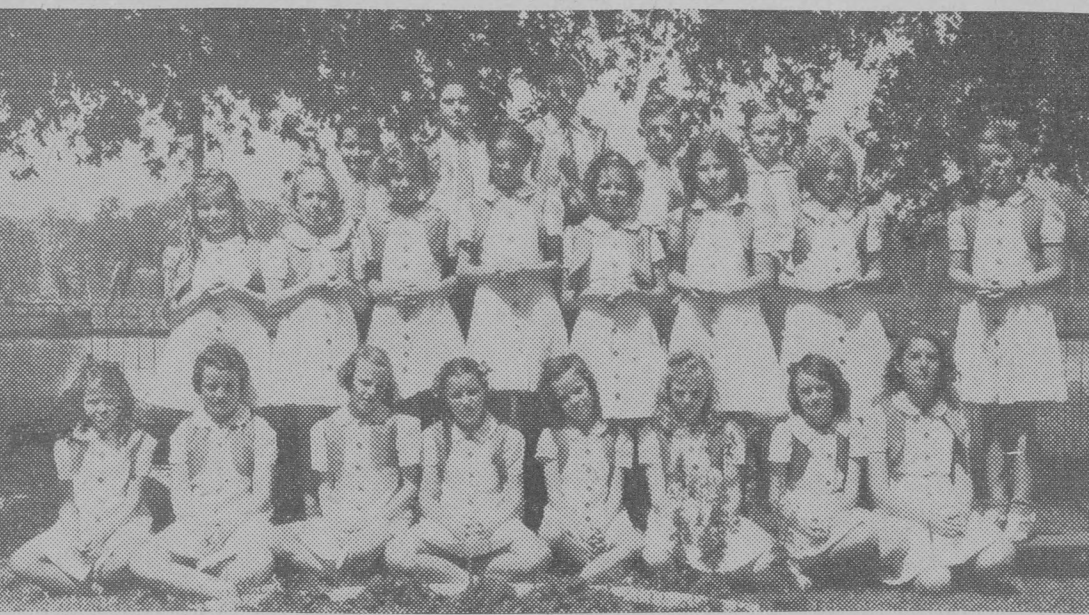
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Dean Shelby then brought up the matter of "Systematizing Radio Broadcasts of Interdistrict Football Games." He called upon Mr. M. P. Baker, principal of Corpus Christi High School, to give a statement of the problem.

The mind of the bigot is like the pupil of the eye: the more it sees the light, the more it contracts.—Oliver Wendell Holmes.

Choir of Leon Valley School (Bexar County)



THIS is a picture of the Leon Valley School choir which won the Class C county meet in Bexar County last spring. Standing a little apart at extreme right of the second row is Lucile Bristow, pupil-conductor of the choir.

First row (left to right)—Mary Jo Sawyer, Betty Ann Miller, Evelyn Steusing, Irene Mattick, Arthurene Simmons, Doris Ann Armstrong, Dawn Harison, Flora Mae Wheeler.

Second row—Mary Ruth Jones, Marimyn Upshaw, Virginia Sanders, Betty Jo Kruger, Marjorie Voight, Ruth Sawyer, Evelyn Webb, Lucile Bristow (leader).

Third row—Aubrey Brenner, Chester Kruger, Terrel Ruderig, Sammy Galloway.

State Meeting

(Continued from Page 1)

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Mr. Standard Lambert of the Austin High School mentioned that he had been in communication with one company that would pay \$2 for each doctor's visit, \$2.50 for X-ray examination, and that this policy would cost approximately \$3.50 annually per boy.

Mr. Bedichek now mentioned that the plan now in operation by the Wisconsin Interscholastic League would cost approximately 50 cents per student annually.

Dean Shelby then announced that the following committee had been appointed to study this matter of radio broadcasting in order to make a recommendation to the League: Mr. W. B. Irvin, Superintendent of the Lubbock Schools;

Mr. M. P. Baker, High School Principal at Corpus Christi; Superintendent Norman R. Crozier of Dallas; Superintendent Henry Foster of Longview, and Principal S. H. Rider of Wichita Falls.

Superintendent R. L. Williams of Lockhart opposed changing the date of the State Meet due to semester examinations conflicting. Dean Shelby stated that the State Meet had been held for twenty-nine years on the first week-end in May, and that the matter of changing should be considered thoroughly before any change is made.

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League Constitution and Rules and that coaches should not be allowed to change rules shortly before county contests are held.

Have some public school men on the executive committee, allowing each section a representative.—Floyd G. Betts, Superintendent, Wharton Public Schools.

Track and Field: The relay to be substituted for the javelin should be the 440 relay.—John Keel, Teacher, Austin High School.

There is much more demand for discontinuing the mile run than either of the weights. Decreased age limit and the foot time in which the mile is being run make it injurious to the boys' health.—Pat Cagle, Athletic Director, Brownwood High School.

I suggest that the 400-yard relay be included in our senior track meet.—Chas. M. Hicks, Teacher, C. H. Yoe High School, Cameron.

Substitute 440-yard relay for javelin throw. Reasons: javelins are expensive, dangerous, and few participate; whereas the opposite is true for a 440-yard relay.—E. W. Adams, Principal, Henderson Senior High School.

Do we have to wait until 1941 for the relay?—E. F. Cambron, Director Health and Physical Education, Kingsville Public Schools.

Substitute 440-yard relay and 880-yard relay for javelin and mile.—Buck Osburn, Assistant Coach, Longview.

Substitute 880-yard relay for javelin throw effective season 1941.—C. H. Kellam, Director Health and Physical Education, San Antonio.

Eliminate mile run and javelin throw. Add instead: A sprint relay, 440 yards, and a medley relay, 880 yards.—Lee Mitchell, Coach, Yoakum.

Extemporaneous Speech: I want to commend those young men who had charge of the boys' extemporaneous speaking contest. It was done with expert charm.

Change from the "ranking" plan in all speech contests to the "rating" plan. (I have some definite conclusions on this.)—Floyd G. Betts, Superintendent, Wharton Public Schools.

Band should be under the Interscholastic League.—W. J. Lemoine, Martin High School, Laredo.

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however, the girls feel queer about performing the duties of a sergeant-at-arms. Every bit of this trouble was due to the fact that Jane lacked the ability to enter a competitive set-up, lose, and accept the loss graciously.

There is a much brighter picture, however, in connection with the competitive stimulus centering around the holding of offices. Mary and Louise were both such capable girls that the club nominated both girls for two officers—both for president and for social chairman.

Of the two girls Mary was the more capable, but she lacked the quality of tact; Louise, on the other hand, had the type of personality that attracted people instantly. The club members had quite a time trying to decide which of the girls to select for president; the election was very close and very tense.

The sponsor was worried, for she feared that one of the girls might be hurt. Louise began to expect to be elected because of the things said and done, and the sponsor feared that the results on both girls and on the club would not be desirable.

As things worked out, Mary was finally elected president and Louise social chairman. Now would come the results.

Even after having expected the office of president, Louise was every bit the good sport in not being elected. She accepted the office to which she had been elected with all the grace that one could ask, and then she performed her duties out as perfectly as it is humanly possible.

Never once did she seem to feel that she had been "degraded" to a lesser office. And Mary? She was rather shocked by her victory, but she reacted wisely and well.

She started off by talking to the sponsor and to her club, telling them that she felt honored at having been chosen. Furthermore, she said that she wanted to try to overcome her lack of tact, especially since this would be a hindrance to her in her new job.

Every girl in the club warmed at her humility and her sincerity in this matter, and together they took the club through a most successful year as well as assisted Mary in overcoming her major fault. Here, then, was a decidedly beneficial result of competition!

The equal distribution of jobs in this club is quite a serious matter. There are three standing committees, but these do not take care of all of the tasks to be done.

When ever there is a special committee needed, every girl will clamor to get on it so that she might do her share of the club's work. Furthermore, every girl is spurred on to active participation by the fact that the club maintains an Activities File in which in brief is listed every job, honor, and general activity of each girl in her relation to the club and to the school in general.

Naturally, every girl is eager to have her file as full as possible. Therefore, these girls keep track of the committees on which they have served, and then let the club officers know when they have been overlooked. This particular group is rather unique in being so eager to have responsibilities. Certainly, there is keen competition here, but there has also been a surprising lack of animosity in the whole matter.

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Entitled "The Romance of Texas," the program came at the end of a six or seven weeks' study of Texas history in the one department and of various dances in the other. Appropriate dances followed brief summaries of the colorful periods of Texas' past.

The school reporting this program, incidentally, reported also that out of 1,150 students enrolled last semester 412 actively participated in assemblies, making in all 612 appearances.

A question from the floor on pep rallies caused some excitement. The problem presented was the demoralizing effect of such rallies on the entire school. One school man reported that football rallies had completely wrecked the assembly program; another stated that he had been forced to put rallies at the end rather than at the beginning of the day so that the school might escape the effects.

Questions fired at the group both by Dr. Fretwell and by Dean Shelby were, "Is there some way to have fun and freedom and still have reasonable order?"; "Do rallies ever suggest regard for the other side?"; "Is there a place to get a little more content into the rallies—the meaning of good sportsmanship, for instance, or behavior in the stands, or the intricacies of good football?";

It is imperative that the schools take some of the emphasis away from winning and place it on the game itself and the development of attitudes and ideals. This in many cases will necessitate educating not only the student body but the community as well.

Dr. Fretwell mentioned a pep rally one school held on courtesy and manners. A group of students had been sent to visit and observe the conduct of other schools as part of a program to improve conduct in their own school.

The report was made to the student body at the rally. There was not so much yelling, but there was a tremendous amount of content and the result was a great boost to courtesy.

A further question growing out of the discussion was: "To what extent should outside speakers be allowed to participate in assembly programs?" Dr. Fretwell summarized the answers as follows: "Never turn anyone loose on an assembly unless he has something to say. Invite someone in from the outside when, and if, that person can help inaugurate something we want to do or can further something already under way or can help finish off something."

Dr. Fretwell was definitely opposed to the so-called inspirational speakers, when, that is, they are allowed to stir the students up and fill them with energy and enthusiasm without providing some outlet for the enthusiasm. "A speaker may indeed be able to 'lift' his audience, but often there is nothing arranged to go on from there—with the result that the student is actually harmed rather than helped."

Assemblies for which an admission charge is made for students were also discouraged. "The best part of the assembly comes out of the school life, is presented by the students, and is promoted by the faculty and the administration."

(A continuation of Miss Jones' report on the Conference will appear in the next issue of the LEAGUER.—Editor.)

only if the students actually are better adjusted to their new environment. Flexible Schedule If the Conference may be said to have had a central theme running through its two-day course, it is this: "Extracurricular activities should literally grow out of the whole life of the school and in turn should return to the curriculum to enrich it."

The assembly program does this when it serves as a culminating activity of some unit of work. This obviously necessitates a flexible assembly schedule. Essential to a good assembly program also is a spirit of willingness and eagerness to participate on the part of both students and teachers.

Participation should be a privilege, not a grim duty, should grow out of the fact that "We are doing something of interest and we want to share it with others." As Dr. Fretwell remarked, "It is the job of the supervisor or principal to know when an activity is ready to bloom and to spray, cultivate, and fertilize."

A program put on because the office ordered one at a certain hour of a certain day is dead before it ever lives, while a program which grows out of some activity which has already proved its interest is almost certain of success. Although it is possible to present a fine assembly by setting the day and the topic and developing a program to fit, the ideal procedure is to present only those things that grow up in the school. Many of the schools present revealed the fact that they were organizing student-faculty committees to serve as clearing houses for ideas on assemblies.

Then Lindley began to debate. His success in this field was no less outstanding than it was as a declaimer. He and his team mate, Conrad Morgan, of the West Mountain community, had the pleasure of debating at the State meet in Austin. They did not win there, but received much favorable comment for their ability as debaters.

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Mr. P. C. Cobb, athletic director of the Dallas schools, urged that something be done to work out before the season starts this fall this matter of broadcasting. He recommended to the League that the five per cent of gate receipts taken by the League in interdistrict games be used as a minimum amount for bidding by the oil companies for radio rights on all interdistrict games. This would avoid the necessity of schools competing in interdistrict football games of paying the five per cent to the League, since the radio privileges would take care of that. He urged that if the oil companies bid a higher figure that this amount, the League take charge of the matter of proportion of any additional fund.

Mr. Bedichek stated that the five per cent taken by the League from the interdistrict games varies from year to year on account of the weather, and that the average amount is between \$1,500 and \$2,000 each season.

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Coach J. T. Nelson of Athens urged that something be done about the number of basketball games being limited in the county meets, in order that a team would not have to play so many games.

Eliminate mile run and javelin throw. Add instead: A sprint relay, 440 yards, and a medley relay, 880 yards.—Lee Mitchell, Coach, Yoakum.

Extemporaneous Speech: I want to commend those young men who had charge of the boys' extemporaneous speaking contest. It was done with expert charm.

Change from the "ranking" plan in all speech contests to the "rating" plan. (I have some definite conclusions on this.)—Floyd G. Betts, Superintendent, Wharton Public Schools.

Band should be under the Interscholastic League.—W. J. Lemoine, Martin High School, Laredo.

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