



I THINK the League is rendering invaluable aid to small schools in the many services they render them in sending materials related to the various contests and fields of League participation. I feel sure that the children of Texas will well profit from all these kindnesses.—W. S. Frasier, Briggs, Texas.

I WOULD like to utter a word of disapproval concerning one point in the choral singing contest. I consider it unfair for those choirs composed of from twenty to thirty members to be required to compete with choirs of forty, fifty or more members. Why not have at least two divisions in Division 2 of this contest?—Miss Mildred Dutton, Music Supervisor, Olden, Texas.

HISTORY CONTEST?

Teacher Suggests Plan Would "Liven Up" Work in 6th Grade

"MAY I suggest," writes Miss Emma Haynes, of Livingston, "two new contests for your consideration, if you care to consider them? I think a contest in Texas history for the sixth grade and one for the high schools may be worked out on the order of the reading contest in the Three-R contest. It would arouse more interest in the history of our State. Also, the Three-R contest for boys and for girls in the larger schools will give more pupils opportunities to participate in the League work."

SPELLING BEE

Women's Club Has Recourse to League Spelling List

THE Spelling Bee staged last Friday, was won by Mrs. H. A. McClenahan, Sunnyside Home Demonstration Club member. Mrs. Barber Eubanks of Midway Home Demonstration Club shot out words without mercy, but Mrs. McClenahan flung back the needed letters in correct order without hesitation. Running Mrs. McClenahan a second as close as a Scotchman was Miss K. Leidigh of Lubbock, Texas. The collected group of spellers caused Mrs. Eubanks to thump through the Blue Back Speller from "civer to civer." The big words were handled as neatly as the smaller ones by the majority of the spellers. Finally in desperation the word list used for advance interscholastic League spelling was pressed into service. Gradually the ranks weakened and retreated.—Dimmitt-Castro County News.

ARCHER CO. ORGANIZES

Schools Looking Forward to Stimulating County Meet

THE teachers and superintendent of the independent school district of Archer County, met in the Archer City High School on October 23 for the purpose of organizing the Interscholastic League activities. The teachers voted to hold the meet in Archer City. The Interscholastic League is one of the strongest organizations of extracurricular activities in the United States. The objective of the league is to foster among public schools of Texas school contests as an aid in the preparation for citizenship. The independent schools in Archer County, as well as the rural schools, look forward each year to the literary and athletic contests.—Archer County News.

WE think a thing," says Professor Henry Sedgwick, "because all other people think so; or because, after all, we do think so; or because we are told so, and think we must think so; or because we once thought so, and think we still think so; or because, having thought so, we think we will think so."

Error in Editorial

On page 2, col. 2, October issue of the Leaguer, we used the term "photo-engraving" when we had in mind the "photo-lithographic process," in discussing improved methods for issuing school annuals.

3-R Group Assembled For 1939 State Meet



FRONT ROW (left to right): Mattie Ellen Hood, Cove Springs School, Jacksonville; Jeanette Freasier, Mikeka School, Mikeka; Dorace Dominey, Riverside School, Riverside; Mary Nan Smithhart, Algerita School, Algerita; Mary Helen Mickey, Sand Hill School, Floydada; Bobby Lou Vincent, Cross Roads School, Hughes Springs; Jean Britton, Yarellton School, Cameron.

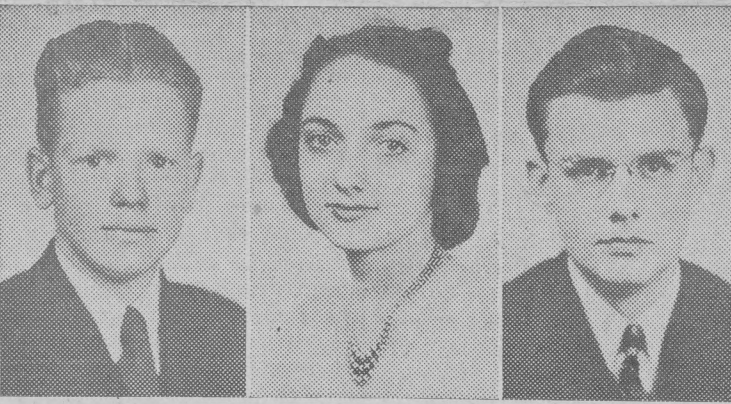
MIDDLE ROW (left to right): Leon Quisenberry, Friendship School, Quanah; Genevieve Scheel, Smithson Valley School, New Braunfels; Helen Shawcross, Laguna School, Laguna; Rosalea Peveto, Bancroft School, Orange; Rosalind Gillean, Mt. Joy School, Cooper; Imogene Standfer, Lenorah School, Stanton; Faye Gale, Ramsdell School, Shamrock; Roland Hill, Moravia School, Schulenberg.

BACK ROW (left to right): Doris Kelley, Riverland School, Henrietta; Danny Briscoe, Eulogy School, Kopper; Mary Louise Pihl, Middle Well School, Channing; Rosie Morgan, Sedalia School, Van Alstyne; Ardie Blomquist, Cadillac School, Kenedy; Fannie Carter, Balch School, Weatherford; Erdice Reynolds, Loyd Mountain School, Hermleigh; Martha Ellen Winkler, Evergreen School, Llano; Eileen Smyth, Post Oak School, Lueders.

Entries in the Three-R contest are limited to rural schools. It is a contest in three subjects: Reading, Writing and Arithmetic. The reading event tests the pupil's ability in speed and comprehension; the writing event is judged by the Ayers Writing Scale; and the Arithmetic contest involves speed and accuracy in the four fundamental operations. Each of the pupils in the above group first qualified by winning in the local school, next in the county meet, and finally in the district meet.

The State contest was won by Roland Hill, Moravia School, post office, Schulenberg. Second place was won by Mary Helen Mickey, Sand Hill School, post office, Floydada. Third place went to Mary Nan Smithhart, of Algerita School.

Lubbock Sr. High School Trio



Honor Roll Students Win Distinction in Contests

LUBBOCK Senior High School took back from the 1938 State Meet the first place trophy in Extemporaneous Speech, and in 1939, second place in the same contest, as well as the first place award in Typing. All of these students have made distinguished records in extracurricular activities aside from the competitive activities in which they engaged, and in scholastic work, each one made the honor roll. More in detail, their records follow:

Directors Urged To Study Standards Of Play Judging

(By F. L. Winship)

ONE OF THE major revisions made in the One-Act Play constitution, which regulates League play tournaments, concerns judging standards. These standards are the result of years of research and experiment. The plans used by other states and by other drama organizations were carefully studied. The opinions of those who are most prominent in the field of high school dramatics were read. Before the final draft was completed, a copy of the standards was sent to each of the men listed below. All are acknowledged authorities. Their criticisms were invited, and they were freely given. Revisions were made which we

felt would aid us in Texas before the next draft of the standards was made. The plan was tested in actual critic judging several times during the year. A few minor revisions were made because of these field tests and the completed standards are the result.

Instructions to the Judge
These standards were adopted as the official standards for judging Interscholastic League One-Act Plays. Each judge shall receive a copy of them before the tournament and judge the plays accordingly. This is not a point or percentage plan. The approximate percentages indicated are merely guides, and are not to be used to give plays exact percentage rankings. The standards were devised to assist the judge as he evaluates

Texas Technological College at Lubbock, majoring in dietetics.

She was in the 1938 Extemporaneous Speech contest, advancing to the Regional Meet in Canyon, and winning second place there. In that year she entered ten speaking contests, won eight, and placed second in two. She represented the sophomore class on the Students Council, and in her senior year was one of the student speakers at Commencement. Besides the competitive activities in which Reuby Tom engaged, she was a member of several music organizations of the school. Her instructor in Extemporaneous Speech was D. M. Howell.

W. C. Estes, Jr.

W. C. Estes, Jr., was graduated from Lubbock Senior High School last June, and is now a freshman in Texas Technological College, 17 years of age, and intends to major in Speech. His high school honors were so many that it is more convenient to list than to describe them, so here they are:

- Honor Roll Student.
- Second Place Extemporaneous Speech, 1937, Regional Meet, Canyon.
- Out of 15 speech contests, won 13 firsts, one second, one third.
- Vice-president Students Council 1937-38.
- Secretary-treasurer Hi-Y in 1937-38.
- Business Manager The West-ern (High School Annual), 1938.
- President Student Council, 1939; Commencement speaker.
- Awarded cash prize of \$50 as most deserving Senior boy.
- D. M. Howell was the sponsor of Extemporaneous Speech under whom Estes prepared in the various speech contests which he entered. Estes parents, Mr. and Mrs. W. C. Estes, live in Lubbock, 2401 21st Street.

Port Neches Organizes For Interscholastic Contests

THE FOLLOWING teachers have been appointed to direct Interscholastic League work of Port Neches high school students: Debate, Nelson Klose; declamation (boys), Miss Grace Hankamer, (girls), Mrs. Leroy McClendon; extemporaneous speech, Miss Bess Pruitt; ready writers contest, Mrs. L. B. Thomas; spelling, W. R. Griffin; one-act play, Mrs. W. J. Holloway; typewriting, Miss Ruth Cook; playground baseball (boys), Frank Lambert, (girls), Miss Ruby Rabel; track and field, Claude Stone; basketball, W. L. Holcomb.—Port Arthur News.

(See—Standards—Page 3)

Speech Director Gives Reasons for Play Contests

(F. L. Winship)

THE other day a high-school principal was in our office talking about one-act plays. He asked why his school should do a play for the League One-Act Play tournament. It occurred to me that other principals might be interested in the reasons given to this man as to why dramatics is a good activity for interscholastic work. Condensed, and put into 1-2-3 order, our reasons follow:

- It is a worthwhile, culturally valuable activity.
- It tends to help bring about a well balanced extracurricular activity program for your students; some athletics, some music, some speech work, some literary activities. It gives girls and boys who cannot take part in music or athletics some outlet for their abilities and emotions.
- It is not a costly event. Aside from the price of play books and royalties, if you use a royalty play, there is very little expense.
- It provides for increased interest by patrons in your school. Parents generally approve of dramatics and enjoy seeing and talking about the part their children play in this work.
- It provides excellent advertising for you, your school, and your students in your city and in neighboring cities. This is especially true if you win a contest. Statistics from 1939 tournaments show that one school in four won a one-act play contest.
- It is in keeping with present educational trends. There is greater growth of courses and activities

(See—Reasons—Page 4)

BARBER'S HILL SHOWS PARENTS

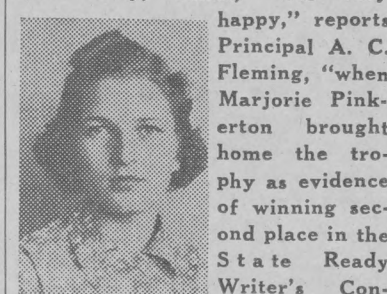
400 Patrons Respond to Invitation to "See Your School at Work"

MORE THAN 400 patrons of the Barbers Hill Schools, Mont Belvieu, Texas, responded to the invitation of Superintendent J. Justin Jenson to "See Your Schools at Work" on the night of November 9. Regular classes were held in all departments as a climax to the observance of American Education Week, and provided an excellent birds-eye view of how a modern school operates.

The teachers taught their regular pupils with the parents as observers. Work was carried on in the normal manner from the first grade through high school and all classes in all departments including activities such as glee clubs, band, student bank, and the printing of the school paper. More than 95 per cent of the 520 pupils on the rolls were present and paid positively no attention to the visitors, while the latter moved about from class to class in a very orderly manner directed by student guides and mimeographed schedules. The visitors voiced their appreciation of the opportunity to see their schools at work and asked that the affair be made an annual event.

Brown School (Martin Co.) Takes 2d Ready Writers

happy," reports Principal A. C. Fleming, "when Marjorie Pinkerton brought home the trophy as evidence of winning second place in the State Ready Writers Contest."



Marjorie Pinkerton was in the tenth grade last year, and was elected President of the High School Dramatic Club. She goes in for sports, sings well and plays the piano. She is now enrolled as a senior in the Flower Grove High School from which she will be graduated next June. Her parents are Mr. and Mrs. R. C. Pinkerton, of Ackerly, Texas. The Principal says Brown School is coming again in 1940.

Scenes at San Marcos Playday



Upper Left: Exciting Game. Lower Left: "Ferdinand" Performs. Upper Right: "Out at First." Lower Right: Stunts During Noon Hour.

"Best All-Round Student" Is Also A-1 in Reporting



Marion Davis

MARION DAVIS, age 16, is a present student in Edinburg Junior College, having been graduated in 1939, after three and one-half years in McAllen High School, ranking among the highest five per cent of her class in scholarship. She was an active participant in extracurricular activities, being a member of the Girls' Glee Club, member of the Mixed Chorus, member of the Band and Flute Soloist, and a member of the Homemakers Club. During her high-school career she was Editor of the Wheel, McAllen High School Weekly. She made the National Honor Society, and was awarded a trophy as the Best All-round Student.

She is the daughter of Mrs. J. Davis, 1206 Ash Avenue, McAllen, Texas.

Alcohol and Athletics

Andy Kerr of Colgate says: "One of our first training rules is never to drink alcohol in any form. I would rather have an athlete break almost every other rule laid down than to break this one concerning the use of intoxicants."

A. A. Stagg of College of Pacific says: "I honestly believe that the main reason why, at seventy-five years of age, I am able to coach football and to play tennis and run half a mile when I choose is that I have not impaired my bodily mechanism by drinking alcoholic beverages."

Matt Mann of Michigan says: "The big purpose of athletics is to build better men, both morally and physically. Alcohol in any form can only tear down, so that there is absolutely no place in athletics for alcoholic poison."

GIRLS HAVE PLAY DAY AT COLLEGE

Institution Is Host to High School Girls Within a Radius of Fifty Miles

(By Elizabeth Moore, Director Education for Women, Southwest Texas State Teachers College)

"To the Girls of Your High School:

"You are cordially invited to participate in our annual Play Day which will be held April 7, 1939. Registration will begin at 9 o'clock in the morning and activities will be over at 4 o'clock. There will be opportunity for participating in tennis, badminton, volleyball, folk dancing, softball, shuffleboard, speedball, ping pong, and soccer, so bring tennis shoes and a play suit. Swimming, rowing, and canoeing will also be available so don't forget your bathing suit. Bring a picnic lunch and we will have cold drinks and picnic tables ready. During the lunch hour each school may present a two or three-minute stunt or song or yell, so won't you have one ready? We hope a large number of you girls will be able to join us. Will you please notify us by March 27th how many we may expect?"

HIGH schools within a radius of 50 miles of San Marcos received the above invitation last year and many other schools received similar ones from other Texas colleges. Play Days have been annual features of the sports programs of American colleges and high schools for many years, some dating back to 1895.

Long History

Their beginning may be traced back to the Greek festivals held as early as 776 B.C. Through the centuries the events became changed some being eliminated as new ones were added. Popular events were foot races, jumping, wrestling, and boxing, throwing the javelin and discus, horseracing (with jockeys and with chariots), dancing, and competitions on the flute and lyre.

The purpose of present day Play Days is to provide an opportunity for all students of a school to participate in a variety of sports rather than limiting participation to a few outstanding athletes. The following is a typical plan of one of our Play Days. The pictures show some of the play periods and some informal activities.

The following is the program: 9:00-9:15—Registration and as—

(See—Play Day—Page 4)

P-T-A Puts On School For Parents And They Like It

(By Miss Pauline Chrisman, University Junior High School, Austin, Texas)

ON THE night of Wednesday, November 8, 1939, a relatively novel experience in the annals of Parent-Teacher organizations in Austin took place at University High School. Reports have it that such an experience has occurred elsewhere in the city in former years, particularly in Austin High School, but it was a complete innovation for University High School. To say that the occasion was a success would be an under-

estimation of its real accomplishments. It surpassed the fondest dream that even the most optimistic P.-T.-A. officer could have ever cherished.

Parents Become Pupils

The night of November 8 had been set aside for some time as Parents' Night. The general plan was to have the parents return to school in the guise of students and follow through a miniature program of a typical day in his or her son's or daughter's school life. The children themselves were not to attend. This was to be truly a parents' night. It was with some

(See—P. T. A.—Page 4)

LET WOMEN SERVE ON TEXAS JURIES

Writer Urges That League Debate This Question in 1940-41 School Year

(By Eunice E. Whitaker, Chairman, Committee Jury Service for Women, of Texas Federation of Business and Professional Women's Clubs)

THE Superintendent of Public Instruction, L. A. Wood, referred me to you for information, regarding the placing of a question for debate on the approved list of subjects, used in the Interscholastic League work. We are not particular about getting the subject selected as the one to be used in determining awards to teams, but there seems no better way for the dissemination of information on any given subject than to have the public school pupils become interested therein.

The Texas Federation of Business and Professional Women's Clubs, comprised of eighty clubs with about three thousand members located throughout the State is anxious to see laws passed which will give women of this State the right to serve on juries.

Debate Constitutional Change

As you no doubt know an amendment to the Constitution was introduced at the last session of the Legislature. It met with favorable action in the House but was killed in the Senate. There can be no question about the matter being brought before the next Legislature. Since it is a live issue and one to which there is very definite opposition, we are desirous, as a group, of having the question brought to the attention of as many persons as possible during the interim when the law-making bodies do not meet.

Jury service has already been attained in 25 states of the Union, for women, and bills are being prepared and presented to the legislatures of other states. In Texas, a constitutional amendment will have to be submitted to the vote of the people for ratification. Since the subject is one of such general interest, we believe there can be no mistake in having the subject debated by the youth in our schools.

CONTEST USED TO FINANCE ANNUAL

Practice Varies in Matter of Charging Organizations for Space

(By Miss Hazel Myers, McAllen)

(Continued from November issue)

SPACE IS SOLD to school organizations in some cases to supplement funds necessary for financing the school annual. There were forty-nine annual staffs that did not charge for space for clubs or activities. Most of the smaller schools appeared in this group. The other forty-one, mainly the larger schools, made these assessments charges. The charges per page varied from \$1.50 to \$25.00 per page. In every instance where assessments were made all of the social clubs were charged for space. Other schools charged all clubs except honorary clubs, while still others charged all activities except athletics for space.

Popularity Contests

The use of a popularity contest, or its equivalent, either as a money-raising device or as a publicity device is still prevalent. There were seventy-five of the ninety schools that had some form of a popularity contest. Ten of the seventy-five popularity contests were not sponsored by the yearbook staffs, but by the senior class instead; however, in three of these ten cases the money raised was given over to the yearbook fund.

The tendency is more and more not to charge in popularity contests, but to have a democratic

(See—Annual—Page 4)



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ROY BEDIKCHIK Editor

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DEBATERS with alert senses and proper interest are not only listening to the radio broadcasts in the series on Public Health put out by Democracy in Action, but are taking advantage of the offer of a free bulletin of the talks by addressing a request to Democracy in Action, Washington, D.C.

WE SHALL HAVE to award the publicity committee of the Red River County Interscholastic League a gold medal. On October 7, the teachers of the county met and elected League officers. In our last batch of clippings from our clipping bureau, we find the election recorded with the names of the various directors in the following papers: Texarkana Gazette, Bogata News, Detroit News-Herald, Dallas Semi-weekly News, Deport Times, Dallas News, Clarksville Times. The combined circulation of these papers amounts to 214,300, according to the best circulation authority. We publish them in this issue of the LEAGUER which adds another 25,000, so we take it that the publicity committee has done its job well. Other county committees may hang this up as a mark to shoot at.

ROBERT FROST, distinguished American poet, now professor of poetry in Harvard, delivers himself to a class of writers with some feeling on the question of competition. Writing for A's, he says in effect, is too mild a competition. It does not induce a strenuous effort, the only kind of effort that's worthwhile, the only kind that really develops talent. "Write for keeps," he says, "write for blood." That is, write for excellence against the whole field. He illustrates with athletics. "Athletics," he concludes, "are more terribly real than anything else in education. It's because athletics are for blood, for keeps. Studies are just done for practice." Note that the poet is not saying that athletics are the most important, although some reading the remark casually might jump to this erroneous conclusion. He is praising and recommending the method of athletics, that is, the competitive method. It's the only method yet discovered that stimulates the best to do their best.

IN THE NOVEMBER issue of the LEAGUER there was published a plan for organizing junior chapters of the Texas State Historical Association in high schools, with suggestions for historical projects that might be undertaken with profit. We note in the October 6 issue of the Bowie News a well-written history of the public school system of the county. In it we find that one of the first school buildings in Montague county was erected of hewn logs in 1888, equipped with split log seats supported by pegs. Another early school was the Cure School built in 1878. And so on the interesting chronicle reads, locating all of the early schools, mentioning the text-books used, grades taught, etc. The account is detailed and shows evidence of very careful research. It seems to us that this would be a good project for some of the junior chapters in counties where the work has not already been done. It will be remembered that the LEAGUER published a year or so ago a summary of the history of the schools of Parker county, taken from the autobiography of Dean Emeritus T. U. Taylor, of The University of Texas School of Engineering.

IN THE September issue of the LEAGUER we commented adversely on the rule in the Junior College Conference which permits high-school football players who have finished their eligibility in high school to represent the local junior college. A junior college president, who prefers to remain anonymous, comments on the editorial, as follows:

"On the editorial page in the September issue, you have something to say about junior college eligibility rules. You also state that this new set-up creates a very unpleasant tension. I was opposed to this action. I think it one of the most damnable things that can come into our set-up, but you know men do not think clearly and sanely on all issues pertaining to athletics. I think in the near future it will be a serious handicap for junior colleges. It could lead to playing "out-law" teams and I hope that our junior college presidents, deans, and athletic directors will come to see, in the very near future, that this move is not a wise one. I think the main thing in it is that our junior colleges, unlike your high schools, have denominational, private, and municipal colleges and we all work on a different political set-up. I believe our municipal colleges have not seen the fatal results of this as our private colleges have seen it. They feel that the private colleges look at it purely from a selfish motive, and I am sure that the private colleges feel that the municipal colleges look at it from the same angle. I appreciated your editorial any way."

HERE is a little speculation on the goal of physical education for women, inspired by a six-column strip of pictures of a popular debutante in the Sunday issue of an out-of-state metropolitan newspaper. The first picture shows her to be a charming, healthy baby of abounding vigor. Next she is dolled up in fancy clothes at the age of three, apparently resenting the restriction of clothes which had been imposed upon her by a fond mama. At fourteen her face shows character, alertness, maidenly pride, as well as intellectual ability. Three years later the camera finds a face that has been considerably tampered with. The eyebrows have been doctored, the lips fuller, and the "beauty shoppe" has been at work upon the mouth to effect a cupid's bow. The last picture in which the society editress "takes pleasure in presenting," etc., reveals the specimen from the waist up, hands on hips with a posture which has been described as the "debutante slouch." The

editress assures us that she is "languid and lovely." The eyebrows have been straightened, the lips parted in a forced smile, behind which one may detect a little disillusionment, but certainly a confidence in her power to charm. Now, really, is this the goal of physical education for women? Think of the time, the work, the worry, the anxiety, the money that has been put into this product for the matrimonial market. Is this development in the direction of the American ideal? Or is it not rather toward the Oriental ideal. Somewhere in the classics is the lament of an Athenian woman when she saw for the first time a young woman from Sparta. "How lovely thy muscles," she said, "how blooming thy flesh." In Sparta, girls participated with boys in athletics, and often bested them. Our own good, grey poet, the most authentic voice America has yet produced, Walt Whitman, possibly under the inspiration of some such display as the above described, exclaims, "I like fierce and athletic girls." We do too.

THE oak motto on the Texas coast all lean heavily to landward. Really, they look as if they had been streamlined for moving out into the gulf. This is, of course, partly due to the fact that the prevailing wind is from the sea. However, Franklin S. Harris, Jr., in the New Improvement Era (Salt Lake City) says that North Carolina scientists have shown that it is not the wind alone that causes trees near the seashore to lean inland. Salt deposited from the spray hinders the growth of seaward-pointing branches so that the trees lean with the weight of the landward-pointing branches.



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

One-Act Play Prescribed List
The plays Dawn, Long Distance, and All's Fair have been removed from the list of prescribed plays by the Director of Speech Activities. These plays are not eligible for production in any League contests this year.

Class AA Football Radio Plan Adopted

The State Meeting of Delegates on May 6, 1939, authorized the appointment of a radio committee for the purpose of studying the broadcasting of Conference AA quarter-final, semi-final, and final State championship football games. The schools that have been fortunate enough to win their way to the quarter-final, were of the opinion that better terms could be arranged with radio sponsors if the schools had more time to present their case. It was impossible for any school to take the initiative in negotiating with radio sponsors because of the short time between the deciding date of the district championship and the next game. A committee composed of Superintendent W. B. Irvin, Lubbock; Superintendent E. L. Forster, Lovierville; Dr. Norman B. Crozier, Dallas; Principal S. H. Rider, Wichita Falls; and Principal M. P. Baker, Corpus Christi, was appointed to study the problem and make recommendations. These recommendations were submitted to the Conference AA schools by mail ballot. By a vote of 83 to 8 the schools voted for the plan, which is hereby incorporated in the Football Plan, effective at once.

Suspensions
1. Wignate High School, 1939 season, football.
2. Temple High School, 1939 football, 1940 basketball.
3. Timpson High School, 1939 football.
4. Florence High School, 1939, football.
5. Bartlett High School, 1939, football.
6. Round Rock High School, football, 1939.

Rule Changes
On page 8 of the new Constitution and Rules (revised for 1939-40) 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 23 of Football Plan
In title of this rule read "Conference AA" instead of "Conference A."

County Meet Suggestion
On page 116 of the Constitution and Rules is 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 by 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.



CHRISTMAS AND GOTHIC ARCHITECTURE

FLICKERING candle-light in the deep shadowy recesses of tall Gothic arches, has, through the ages, become one of the symbols of the Christmas season. Probably this association originated through the elaborate celebration of the birth of Christ in the great cathedrals of Italy. The tradition was carried on into France, Spain, Germany, England, and finally to the United States, until we find the Gothic aspect of decoration greatly influencing our own Christmas observance. The great majority of madonna pictures used at Christmas time are derived from decorations in the Gothic cathedrals, and modern adaptations of the Gothic style form many a background for Christmas greens and lights.

Origin of the Term
Oddly enough the word "Gothic" was first used as a term of derision to signify something akin to barbarism. Today the word has outgrown its original meaning and has come to suggest dignity and calm beauty. The tall columns and high-pointed arches inspire reverence and adoration. They represent a

popular idea of the proper setting for a place of worship. Long ago people believed that the Gothic style had been inspired directly from nature because its architectural lines resembled the branches of trees arching high overhead. Later investigation has established the historical origin of its design.

Evolution of the Gothic Style
Greek architecture is featured by the use of the straight lintel, Gothic architecture emphasizes the use of the pointed arch, and Roman architecture, with its rounded arches, represents the transition between the two. It is believed that the Romans discovered the use of the key-stone and by means of this were enabled to build vaulted ceilings which eliminated the need for so many pillars to support the building. This permitted greater economy of floor space.

Building upon the key-stone principle of the Romans, Gothic arches extend to great heights. In order to erect still higher buildings the flying buttress was introduced.

Influence on Modern Architecture
Today we find the Gothic influence in many buildings that were built just before the modern period of "streamlining." In the case of churches, the elements of the Gothic often thrust themselves into the latter designs. This can be recognized in the tall pointed arches, the simplified sculpture and the mural decoration of many public buildings as well.

In our picture memory contest, "American Gothic" by Wood represents an amusing satire on the "borrowing" of the Gothic influence. Compare the composition of this picture with the lines used in Gothic architecture.

Heritage of the Past
This year as we observe the architectural details of Christmas decoration motifs, they need not be merely arched doorways and church aisles but an element of beauty inherited from the early ages of architecture.



AMONG its other functions, the high-school newspaper should serve as a mirror of high-school life. Thus all important phases of that life should be presented by the newspaper to a degree in proportion to its importance. Yet, as many editors and sponsors well know, space is often limited in the paper, and many items of news value must be omitted.

The Space Problem
Probably the most serious news problems of Texas school papers today arise from this dilemma of too much news and not enough space. Some editors solve the problem by devoting the most space to the news that can be secured most easily. Others, realizing that they always have enough news to fill the paper, become lax in checking news sources; and thus the paper fails to stress valuable phases of school work.

For example, social activities comprise a very important part of high-school life; yet this phase is almost neglected by many school papers. Reasonably enough the editor may say, "But news of parties and socials and club meetings are not important, and we don't have room in our paper for unimportant items. If we printed the story of one minor social affair, we would have to print stories of them all." But such a reply cannot obscure the fact that news of social affairs interests many students, contains many names, and represents an important part of student life.

Art of Condensing
What is needed is a method of condensing social notes into a few

words, covering the field thoroughly, and writing the material in a style that will not be staid and cataloguish. There is room for experimenting in this direction.

The central part of school life is classroom. Classroom activity, being routine and lacking in the spectacular, does not lend itself readily to news or feature treatment. For that reason, many Texas school papers pay little attention to this important part of school life and concentrate on extracurricular activities. A clever assignment editor, supported by a corps of reporters with a sense for the unusual, could devise some means of making stories on classroom activities sound interesting. There is room for experimenting in this field, also.

If more material about social affairs and classroom activities is to be crammed into the school paper, some other material will have to be trimmed. In only three fields have we observed an opportunity for such shortening.

"Play by Play" Reports
During the fall, a number of Texas high-school papers devoted considerable space to play by play reports of football games. Regardless of interest in sports, it seems hardly likely that a play by play report of a game would have news value at any time except in a sports extra published immediately after the game.

Some papers could save space by condensing drastically stories that will be more than a week old when the paper is issued.

A few of the Texas school papers which we have observed seem to be devoting too much space to special columns to the expense of news items. Be sure that every special column you print in your paper has more reader interest than the news it displaces; if it does not, leave out the column and print the news.

The first week in December a letter will be mailed to you describing the five safety contests. We hope that every paper will participate in the contests.



Yearbook of Drama Festivals and Contests by Ernest Bavely. The Educational Theatre Press, P. O. Box 833, Cincinnati, Ohio. Price, \$1.60.

ERNEST BAVELY, secretary of the National Thespians, the nation's foremost high school drama honor society, has just published a book entitled, "A Yearbook of Drama Festivals and Contests." It is one of the first publications of its kind, and it is very well done. Those directors who participate in contest or festival work will find a complete resume of the leading play tournaments in the United States. The titles of plays listed include the winners of all the contests. It is an invaluable source of successful titles for the directors of college or high school theatres.

Features Texas Contest
The book is divided into three parts. The first discusses contests, play selection, casting and judging. Part two contains all of the statistical data about the contests, and the third part has a directory of publishers, suggested new titles of plays for contest use, a series of rules governing the various contests, instructions to the judges and some score sheets. To Texas drama directors, this book is of particular interest. It contains the name of every Texas high school and the title each did in League one-act play contests last year. The winning plays are indicated by special marking. The state tournament is discussed in detail. The revised one-act play constitution is one of the two selected from all surveyed by Mr. Bavely to be printed in the volume.

It is obvious from a study of Mr. Bavely's efforts that Texas is one of the foremost, if not the foremost state in the Union in this matter of one-act play production. It has the fourth oldest contest of the forty-nine described in the book. There were 1214 productions of plays mentioned, and of this number the League contests account for 527. It was the only state contest last year where an original play, one not written expressly for a play writing contest, won a place in the finals.

41 Contests Described
Mr. Bavely describes forty-one inter-state, state, regional, district and city contests. Of that number, twenty-two used a single critic judge, while fifteen used three or more judges. Four contests did not report the type of judging used. Of the forty-one contests, twenty-seven gave first places or

declared an equivalent of first place, while fourteen gave no places but rated the plays. Mr. Bavely states in his discussion of contests, "Among the states that are most active in sponsoring dramatic tournaments at the present time (1939) are Maine, North Carolina, West Virginia, Ohio, Illinois, Iowa, Oklahoma, Florida, Texas, North Dakota, Kansas, Montana, and California." It is very significant that of these thirteen states nine use a ranking plan, giving first place, and only two rate their plays. There were no data for the other two. In other words, it would appear that the most successful tournaments are conducted in those states which give first place to the winner, rather than giving nothing except a critical evaluation of the efforts of actors and directors. Only two pure festivals of high school plays were noted and both had small numbers enrolled. Seventeen of the contests used out of state judges, sixteen employed local judges, and no data were available on this point in eight contests. Thus, the trend appears to be toward a continuation of ranking plays rather than rating, there are many more contests taking advantage of the single critic judge plan, and these judges are selected from out of state in many instances.

Texas in Line
The Interscholastic League contests very definitely are abreast with this trend. We rank our plays and we use an out of state critic judge for our state contest. Many of our county, district, and regional tournaments also employ a critic judge.

Some other interesting facts are revealed in this valuable Yearbook. The Play "Happy Journey" won the largest number of contests with seven first places to its credit. "Pink and Patches" was second with three wins. It is noteworthy that both of these plays are comedies. The play most frequently done was "Who Gets the Car Tonight."

The Texas contests account for twenty-five of its thirty-one productions. "The Happy Journey" was second with twenty-two productions. Only fifteen of the state contests were sponsored by high school activity associations or Interscholastic Leagues.

Texas may well be proud of its showing in a comparison with other states. Its contest is certainly the largest in the nation, and probably includes more participants per capita than any other state contest. From a study of Mr. Bavely's statistics, it would appear that Texas can also boast of one of the best organized interschool activity associations in the nation. There was no state described which has anything approaching the scope of the League with its vast and democratic organization.

Mr. Bavely's book should be in the hands of every director who is doing a serious job of play production. We recommend it most highly. Its cost is only \$1.60. Mr. Bavely may be reached at College Hill Station, Cincinnati, Ohio.

Check List of Birds of Dallas County, Texas, by Jerry E. Stillwell, 7460 San Benito Way, Dallas, Texas, paper bound, 83 pages, price, post-paid, \$1.

THIS PAMPHLET is issued under the sponsorship of the Dallas Ornithological Society, and covers considerably more territory than is indicated either by its title or its sponsorship. Indeed, it is a pretty good check list of birds for the whole of Central Texas—say a radius of 100 miles with Dallas as a center.

Much of the meat of this publication is to be found in the footnotes, and particular attention is paid here to the range of the various species. Another footnote feature are identification keys for the more troublesome species. Who has not worried about the gulls, for illustration? Plumage varies from season to season. The young associating with the older birds are confusing. There is the first year plumage and second year plumage in addition to the seasonal changes. And then gulls range over the earth—they have a habit of not staying put. Helpful, therefore, is the gull-key, a footnote, which takes up two pages and a half. Terms are also "keyed," and many other species which present special identification difficulties.

This is a particularly valuable book for high school nature clubs, and a copy should be in every high school library.

Socialized Medicine, The Ninth Annual Handbook, 1935-1936, Vols. I & II, edited by Bower Aly. Lucas Brothers, Columbia, Missouri, 1935. Vol. I, 222 pages; Vol. II, 222 pages. The set \$1.60; single 85 cents, post-paid.

THESE two volumes, although containing no ma-

terial published prior to 1935, will be found valuable for debaters and extemporaneous speech entries in the League contests this year.

Some of the material is used in the regular League bulletin, on debate, but a very inconsiderable portion of it. There is no suggested brief in either of the volumes. However, the first three articles in Vol. I seem particularly valuable to debaters: "Studying the Proposition," by Bower Aly, outlines the general course of a profitable study of Socialized Medicine; "Medical Economics: A Debate Field," is a suggestive title by Brooks Quimby, one of the most successful college debate coaches in the country; while "A Critical Analysis" of free public medicine, by E. C. Buehler, of the University of Kansas, presents considerations which the debater of the question will find very helpful in clarifying the main issues of the query.

Volume II is divided into sections, with a number of selections under each section, titles to which suggest the general nature of the articles: 1. "General Considerations Bearing on Socialized Medicine"; 2. "The Background of Socialized Medicine"; 3. "Arguments for Socialized Medicine"; 4. "Arguments Against Socialized Medicine."

We are informed by the publishers that only about 300 copies of these volumes remain, so it will be well to order at once if at all.



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

Question No. 1: Our school has the following graduation requirements: Liberal Arts course, 20 credits; General Course, 20 credits, each with designated subjects required. Would a pupil having the numeral 20 credits be eligible to compete who has not the required subject credits to entitle him to a diploma from either of the above-mentioned courses because he could not offer subject requirements for the course graduation requirements? Hence he could not receive a diploma under either of the courses?—"Constitution and Rules," page 19, Article VIII, Section 2.

Answer: Pupil is eligible as far as Article VIII, Section 2, is concerned for the reason that he has not met the graduation requirements of your school.

Question No. 2: I note according to Article VIII, Section 7, page 20, that this section will be omitted in 1940-41. Does this mean that a boy may participate more than eight semesters (four years) providing he has not passed his eighteenth birthday on the first day of September preceding the contests?

Answer: Yes, if the boy is eligible under the other provisions of Article VIII.

Question: During the last semester pupil took three regular subjects and failed one of them. During the last few weeks of the semester, he began individual review over the last half of the first year English, which he failed the year before, and took an examination at the close of school. He made a passing grade on the examination. Would this in your judgment make him eligible to compete in Interscholastic League events during the present semester? Understand the review was not made with the first year English class. It was made at convenient times with the English instructor.

Answer: You raise a very close point in the interpretation of Article VIII, Section 16, in your letter of October 23. In our opinion, the pupil "completed" three half-unit credit courses, and therefore satisfies this section. The point has not been covered by any interpretation made so far by the State Executive Committee.

Question No. 1: Is it mandatory that a team that has played an ineligible man forfeit the game in which he played?

Answer: Yes. Rule 17 of the football plan states that this forfeiture is mandatory.

Question No. 2: If a district committee settles question No. 1 without having the team to forfeit the said game, what recourse does a member school of the League have?

Answer: Rule 8 of the football plan states that the district executive committee may disqualify a district that has won a conference game with an ineligible player.

Answer: In my opinion, yes. Rule 8 of the football plan disqualifies a district that has certified a district champion who has won a conference game with an ineligible player.

Question: John Doe has participated four years in football when he completes this season's play, and will complete eight semesters in May, 1940. He is 16 years of age. If he fails to graduate next May but passes three-fourths of his full schedule of work, will he be eligible to play football next year?

Answer: If the boy is eligible as far as Article VIII, Section 2, is concerned, in my opinion he will be eligible under the provisions of Article VIII, Section 1.

SPORTS CATCH ON IN FASCIST ITALY

Englishman and an American Start Competitive Program at Capri

ONE OF THE astounding new developments in Italy is the growth of sports and the encouragement of sportsmanship.

This is done by governmental promotion of organized sports, together with provision for games and public exhibitions as in stadiums and gymnasiums, but also and perhaps more importantly through the "Dopolavoro" (the "After-work") movement.

In 1921 there was little organized sport in the country. There was, it is true, the Italian Alpine Club which dates back to 1863. Italy had one of the first bicycling clubs. Individuals had made excellent showings in international athletic meets and in foreign competitions. Fencing and boxing were old sports in Italy.

At a seaport like Naples where there are plenty of sailing boats, there were water races. But the average Neapolitan did not take the matter very seriously although he might belong to a boat club where he could sip a cool drink and lool about in a crew sweater and fancy himself a sportsman.

Few Competitive Contests
There was, however, no real or competitive effort in sports that carried its followers into other parts of the country and thereby made for more cosmopolitan views.

I recall the serious effort made on the Island of Capri in the Bay of Naples in 1921 to start football. An Englishman and an American living on the island thought it would prove helpful to the youth of the community if there could be some organized play of this sort to take the place of the loafing and gambling which were the main recreations of men and boys after work.

Funds were provided and two local teams were formed for the good English game of Rugby.

Game Ends in Fight
It was not long before word came that the idea had caught on over on the mainland and teams from the Sorrentine peninsula wanted games with the Capri stalwarts. A series was arranged.

At the conclusion of the first game on the old Roman parade ground at Capri—where Tiberius's soldiers used to drill—the Caprese lay in wait for the Sorrentine players, and a free-for-all fight ensued. Capri had lost the game and the purpose of the losers was to wreak vengeance on the victors.

The next day a meeting of the Capri team was called and the Englishman—who spoke the dialect like a native—made a speech that has never been forgotten on that island. He told the boys that they had missed the whole idea of sport, which is sportsmanship, the game for the game's sake, irrespective of who wins. He condemned the methods employed after the first game and threatened to withdraw his support and to refuse to coach the team in future unless such methods were banned. The boys got the point and became "sportsmen" forthwith.

New Ideals of Sportsmanship
That was not so long ago in point of time. But in between Italy has taken up sports for sportsmanship. Football, tennis, basketball, even baseball, are played all over Italy. There are all sorts of teams and every kind of sport is encouraged by the government at Rome.—Edward B. Hitchcock in *Christian Science Monitor*.

Keynote of American Culture
IT IS no accident that Mark Twain and Abraham Lincoln—both men in whom humor took the place of ideological anchorings—became and have remained in the world's eyes, the representative Americans. Their headstrong sensibility, their steadfast confrontation of fact, and their adjustment through humorous emotion to the predicament in which facts, steadfastly confronted place the wishful heart of man, is the keynote of our culture if we have one.—Max Eastman.



CONDUCTED BY F. L. WINSHIP

HERE ARE reviews of more contest plays. May we urge you to send for your examination copies now. Those who wait until January are certain to find our supply of some titles exhausted. Don't forget that February 1 is the last day for entering one-act play contests. Your entry card must be in this office by that date. Have you read the revised one-act play constitution?

Angels Don't Marry—by Ryserson & Clements. French, 1m2w, Roy. \$5. 35c. Sophisticated comedy about a man and his former wife who agree to marry again when they meet accidentally. Very good.

The Pipe of Peace—by Margaret Cameron. French, 1m2w, Non-roy. 80c. Clever play about a pipe which seems to come and go. Excellent non-royalty play.

The Boon—by Anton Chekhov. French, 2m1w, Non-roy. 80c. A classic farce about Russians which can hardly miss winning any contest if done well. Highly recommended.

The Maker of Dreams—by Oliphant Down. French, 2m1w, Roy. \$8. 50c. One of the better fantasies. Pierrot finds he loses Pierrette through the man who makes dreams.

One Egg—by Babette Hughes. French, 2m1w, Roy. \$5. 35c. Highly humorous episode concerning the attempts of a boy and girl to get eggs cooked according to their taste.

Judge Lynch—by J. W. Rogers. French, 2m2w, Roy. \$10. 50c. Powerful drama showing the evils of mob law. Winner of Nebraska state championship, 1937.

A Sunny Morning—by S. & J. Quintero. French, 2m2w, Roy. \$10. 30c. Comedy of old Madrid. Two lovers now aged meet again. Good contest material.

Cupid With Spectacles—by Wall Spence. Dram. Play Service, 3m3w, Roy. \$5. 35c. A lively young grandmother brings about the marriage of her grandson in this unusual comedy.

Archie Comes Home—by H. & N. Leary. Dram. Play Service, 3m3w, \$5. 35c. An engaging farce in which Archie gets home just in time to save his business and win a wife.

Boy Meets Family—by Allan Rieser. Dram. Play Service, 3m4w, Roy. \$5. 35c. Lancelot has a tough time getting acquainted with his girl's family, but he finally does it.

Western Night—by Smith & Finch. Dram. Play Service, 6m, Roy. \$5. 35c. A poignant, fantastic drama in which death is made easy for a cowboy. High powered play that is highly recommended.

Debt Takes a Holiday—by Howard Buerman. Dram. Play Service, 4m2w, Roy. \$5. 35c. A farcically complicated play about modern housing conditions. Different and recommended.

The Command Performance—by Jack Knapp. Baker, 6m4w, Roy. \$5. 35c. Intense drama in India. A maharajah plays a game and the result is to be death for one of a party of Englishmen. Great contest number.

How Vulgar—by Dorothy Allen. Baker, 3m3w, Non-roy. 30c. An easy little comedy about a family that plans to win \$1,000 in a contest. The maid gets the prize.

Yaller Squares—by M. R. Stong. Baker, 6w, Roy. \$5. 35c. This play, about women in a county home, offers splendid opportunity for acting. Winner of many important contests.

Cross Cross—by J. G. Fuller. Baker, 3m4w, Non-roy. 35c. A farce which brings out clearly the futility of meddling with a lovers' quarrel. A funny play.

Hospital Romance—by Eugenia White. Baker, 4m4w, Non-roy. 80c. A very good non-royalty title about love affairs in a hospital. Has won a number of contests.

Sit Down to Supper—by Glen Haley. Noble & Noble, 3m1w, Non-roy. A game warden is outwitted by a smart farmer, his wife, and a friend in this amusing comedy.

Strange Road—by John Huston. Row-Peterson, 1m3w, Roy. \$5. 50c. One of the most beautifully written dramas we have read. Certain to be a success if well done. Highly recommended.

Blue Beads—by Ann Martens. Row-Peterson, 1m3w, Non-roy. 50c. Sentimental comedy which tells how a mother brings happiness to her daughter and herself in a way she hadn't planned. Warm, human; good play.

Jacob Comes Home—by Kozlenko. Row-Peterson, 2m3w, Roy. \$5. 50c. Gripping tragedy laid in a dictator nation. New, this timely play about a man who doesn't come home is excellent contest material.

Mansions—by Hildegarde Flanner. D. Appleton, 1m2w, Roy. \$10 and \$5. 50c. The tragic story of a boy who had a strange philosophy about life and death. Difficult, but very good if done well.

The Right Answer—by Lucy Brown. Dram. Pub. Co. 1m9w, Non-roy. 35c. A crazy farce which will be effective if done well. A man needs a wife and gets one in an unusual way.

Road Into the Sun—by Foster Fitz-Simmons. Dram. Pub. Co. 2m3w, Roy. \$10 and \$5. 35c. A new play which is destined to win many a contest. A girl tries to escape her petty surroundings but fails. Most impressive and highly recommended.

The Roar of a Twist—by C. E. Wilcox. Dram. Pub. Co. 4m3w, Non-roy. 35c. Comedy with serious angles. A father agrees to allow his boys to remain in school after they help win a game.

The Enemy (Act III)—by Channing Pollock. Longmans, 3m3w, Roy. \$10. 75c. Especially timely is this war play which shows how futile and horrible it can be. One of the strongest dramas on our list.

Jazz and Minuet—by Ruth Giorloff. Longmans, 2m3w, Roy. \$10 and \$5. 50c. Unusual and effective combination of fantasy and comedy showing how a daughter learns a lesson.

Pink Girl—by Eulach Charmley. Ivan, Bloom, Hardin. 2m7w, Roy. \$5. 50c. A comedy debunking the antique racket in New England.

Too Many Cakes—by Babette Hughes. Ingram, 2m3w, Roy. \$5. 35c. Junior needs a cake for his birthday. He ends up with several plus a probable stomach-ache. Easy to do.

Mr. and Mrs. Serger of the Dramatic Publishing Company have long encouraged the writing of plays with plots concerning the home state or locality of the author. As a result of their efforts such books as *Wisconsin Rural Plays*, *Wisconsin Community Plays*, and *New York Rural Plays* have been published by this company. Many of them are well suited for production in rural communities. Most of them are non-royalty plays. The Dramatic Publishing Company is to be congratulated for preserving in play form the folklore of the areas indicated by the titles of the books.

T. S. Denison & Company have published several books of plays, including *Junior High Assembly Plays*, *Plays for Special Occasions*, *Intermediate Assembly Plays*, and *High School Assembly Plays*. They are short, non-royalty titles and frequently deal with a specific theme. These inexpensive books are of great value to teachers who are responsible for assembly programs.

Space will not allow us to mention but a few of the splendid collections on our shelves. *Northwestern Press* has a number of good books. Dramatists Play Service has a recent publication containing four clever plays. All of the companies mentioned have many other titles.

We have over three hundred collections and anthologies and a large number of them are in constant circulation. Check through the catalogues of the companies mentioned and request examination copies of these books from us. You will be surprised how possession of a few good collections will save you time and money.

Modern Theater Practice by Heffner, Selden and Sellman. Publisher, F. S. Crofts & Co., New York City. Price, \$3.00.

This excellent book is perhaps one of the most complete books for the director which we have reviewed. It is divided into three parts. The first third, by Hubert C. Heffner, takes up the work of the director as he organizes his production group, selects his plays and designs the entire production. There are fine chapters on cast selection, rehearsals, the importance of business in directing a show, and on the actual production of the play. The chapters on business and rehearsals are of special value to any director.

Prof. Samuel Selden has made an important contribution to the scene designer in his section of the book. I know of no more complete description of how scenery is designed and constructed than is presented here. There are countless valuable suggestions with numerous drawings and illustrations to guide the worker. No longer will it be necessary for directors to construct haphazard paper box sets, or be confined to the use of only a cloth cyclorama. These interesting, concise, detailed chapters make scene construction and design as easy and as simple a process as possible.

The last third of the book is written by Prof. H. D. Sellman. His section is devoted to lights and how to use them on the stage most effectively. There is a great deal of information about lights for the director of the theatre with very little lighting equipment. Also, that fortunate person with ample equipment can learn from Prof. Sellman how to use it to greatest advantage. There is a complete description of all types of lighting units. The methods for using the equipment are clearly outlined.

This book should be in every school library where plays are given. No director should be without it. The price is no indication of its value. We recommend it without hesitation to any or all Texas directors of drama.

More Debate Suggestions

MISS Stacia Irene Crawford, of Hereford, wishes to add to the list of debate topics to be considered for 1940-41 debates, the following:

- Resolved, That Texas Should Provide a Definite Means for Securing Funds for Social Security.
- Resolved, That Propaganda Should Be Abolished from Newspapers and the Radio.

Colleges to Debate

A number of college debaters, representing the Universities of Kansas, Wichita, Southern Methodist, Texas, A. & M., Baylor, T.C.U., Texas Tech, and one or two others will be with us for the Institute. We hope that the high-school debaters will benefit from

FRESH REFERENCES ON DEBATE QUERY

List of Magazine Articles Which Help Bring Bibliography Up-to-Date

WE ARE indebted to the Scholastic, national high-school weekly, for the following list of the more recent and important periodical references on Socialized Medicine which have appeared mainly since the regular debate handbook was prepared. Debaters will find this list valuable in helping keep their bibliography up to date. Extemporaneous Speech students will find it particularly helpful. The list follows:

American Medical Association. *Fortune*, November, 1938.

Bonnie, T. C. Challenge of Adequate Medical Care: Layman's Point of View. *Vital Speeches*, August 15, 1939.

Cost of Medical Care Among Farm Families. *Monthly Labor Review*, February, 1939.

Fishkin, Morris. Health Insurance? *Rotarian*, September, 1939.

Hard, W. Medicine and Monopoly. *Group Health Association of Washington, D.C. Survey Graphic*, December, 1938.

Health Ahead: Analysis of the President's Message. *Survey*, February, 1939.

Lehard, E. G. Health of Forty Million People. *Hygiene*, February, 1939.

Lubell, S., and Everett, W. Rehearsal for State Medicine. *Saturday Evening Post*, December 17, 1938.

Medical Care for Low-Income Farm Families. *Monthly Labor Review*, March, 1939.

More Experiments in Group Medicine. *Commonweal*, September 19, 1938.

Pearson, Drew. A.M.A. Hedges. *Nation*, February 11, 1939.

Peters, J. P. and S. Penny-a-Day Hospital. *Saturday Evening Post*, September 2, 1939.

Peters, J. P. Problems of Medicine; the Errors of Group Practice. *Vital Speeches*, September 1, 1939.

Peters, J. P. Medicine and the Public. *Virginia Quarterly Review*, Winter, 1939.

Politics and Health. *Nation*, July 30, 1938.

Roem, C. R. Health Insurance? *Rotarian*, September, 1939.

Rorty, James. Medicine's Misalliance. *Nation*, June 13, 1939.

Rorty, James. Health for the Millions. *Current History*, April, 1939.

Shore, E. L. Doctor Looks at Socialized Medicine. *Nation's Business*, January, 1939.

Sizerist, H. E. Socialized Medicine. *Yale Review*, September, 1938.

Sizerist, H. E. Realities of Socialized Medicine. *Atlantic*, June, 1939.

Soule, George. Government Fights for Health. *New Republic*, August 3, 1938.

Tunnell, R. C. and Glicker, C. J. Medicine Follows the Crops. *F.S.A. Medical Care Programs*. *Survey*, March, 1939.

Washington's Two Cooperative Plans. *Survey*, January, 1939.

Winslow, C. E. A. Medical Care for the Nation. *Yale Review*, Spring, 1939.

He Is An American

This editorial from the New York Sun has won much comment, and is suggested as a declamation in one of the senior divisions:

He is an American.

He hears an airplane overhead, and if he looks up at all he does so in curiosity, neither in fear nor in the hope of seeing a protector.

His wife goes marketing, and her purchases are limited by her needs, her tastes, her budget, but not by decree.

He comes home of an evening through streets which are well lighted, not dimly in blue.

He reads his newspaper and knows that what it says is not concocted by a bureau, but an honest, untrammelled effort to present the truth.

He has never had a gas mask on.

He has never been in a bomb-proof shelter.

His military training, an R.O.T.C. course in college, he took because it excused him from the gym course, and it was not compulsory.

He belongs to such fraternal organizations and clubs as he wishes.

He adheres to a political party to the extent that he desires—the dominant one, if that be his choice, but with the distinct reservation that he may criticize any of its policies with all the vigor which to him seems proper—another, as his convictions dictate, even if it be his decision, one which hold that the theory of government of the country is wrong and should be scrapped.

He does not believe, if his party is out of power, that the only way in which it can come into power is through a bloody revolution.

He converses with friends, even with chance acquaintances, expressing freely his opinion on any subject, without fear.

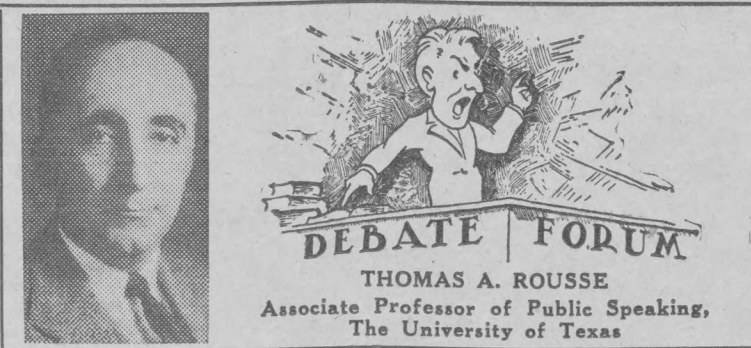
He does not expect his mail to be opened between posting and receipt, nor his telephone to be tapped.

He changes his place of dwelling, and does not report so doing to the police.

He has not registered with the police.

He carries an identification card only in case he should be the victim of a traffic accident.

He thinks of his neighbors across international borders; of those to



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

INVITATIONS to our Debate Institute have been mailed out and many replies have been received. If you have not received yours, it's our mistake. We want you to come, and we hope you will be with us.

Dr. Taylor to Speak

Dr. Taylor, Secretary of the Texas Medical Association, will be the main speaker at the Debate Institute Dinner, Friday, 6 P.M., December 15. Dr. Russ, another outstanding authority, will be present at one of the three sessions. Dr. Forest Whan, Director of Debate, Wichita University, will analyze the affirmative. One or two other authorities will also attend.

TENTATIVE PROGRAM

Resolved: That Texas Should Adopt a System of Medical Service Available to All Citizens at Public Expense.

Friday, December 15

8-12 A.M. Registration: Union Building 301. (Secure your copy of official schedule here.)

9 A.M. Meeting of the College Representatives.

10-1. Hogg Memorial Auditorium—The Institute Program:

- An Analysis of the Affirmative Case.
- Affirmative and Negative Arguments—Speakers to be announced later.

2 P.M. First Round of Inter-collegiate Debates. (Secure your copy of the College Schedule in Union Building 301.)

4 P.M. First Round of High-School Debates. (Check schedule of high-school debates in Union Building 301.)

6 P.M. Dinner—Union Building Main Lounge.

Program: (a) Welcome; (b) Why Debate? (c) The Negative of Socialized Medicine.—Speakers to be announced later. (Be sure to secure your dinner tickets at Union Building 301 before noon, Friday. Cost of dinner tickets, 50c.)

8 P.M. Second Round of Inter-collegiate Debates.

9:30 P.M. Third Round of Inter-collegiate Debates.

Saturday, December 16

9 A.M. Fourth Round of Inter-collegiate Debates.

11-1. Hogg Memorial Auditorium: The Institute Program.

- An Analysis of the Negative Case. (b) Negative Arguments.—Speakers to be announced later.
- 2 P.M. Second Round of High-School Debates.
- 3:30 P.M. Third Round of High-School Debates.

A SAFETY VALVE

TODAY, there are occasional schoolmen who speak disparagingly of the value of such extracurricular activities as athletics, orchestras, bands, newspapers, debating clubs, science clubs, nature clubs, etc., and have praise only for the three R's and for the disciplinary subjects. Before jumping to these conclusions, however, such critics should study the picture of school life before the advent of these new interests. They would discover thereby that the great impetus for extracurricular forms of education followed directly upon an age of student pranks, hazing, and vandalism. In fact, the years just preceding and following 1900 might well be called an age of pranks.

Athletics Came First

Of the many extracurricular interests, that of athletics was undoubtedly the first to originate. When desultory forms of athletic activity first appeared on the scene, educators at first saw in them only a possible value in the utilizing, in a harmless way, of the excess energies of those students who possessed more than an average amount of animal spirits and vigor. It seemed that this superfluity of vitality might well be expended in the rough and tumble of vigorous sports, and thereby diverted from the more vicious occupations of hazing, drinking, gambling, putting cows in bellies, locking teachers in rooms, playing hooky, going on strikes, and other ingenious means of making life a worry for the teachers in charge. A few quotations from a Michigan educational journal of that time paint a graphic picture of the conditions that extracurricular educational activities have since been instrumental in helping to erase.

"The boys of the Ionia High School recently locked out their principal for three hours."

"Two students of the Mt. Clemens High School were vigorously paddled by the Superintendent for violating the rules against snowballing."

"The boys of Benton Harbor High School make life miserable

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 Fos, West Junior High School, Waco, Texas, "Historian" of the Association, and editor of this column—Editor.

Abilene Christian College
Saturday, January 20:
9:00—Registration, Sewell Auditorium.
9:15—Welcome. James F. Cox, President Abilene Christian College.
9:20-9:50—Contests as a Means of Motivating Speech Work, Roy Bedichek, Director Texas Interscholastic League.
10:00-10:30—A.C.C. Chapel. All visitors are invited to be present for the chapel exercises which will include the regular devotional and a short program by the Abilene Christian College Wildcat Band.
10:45-11:00—Status of the One-Act Play as a Contest Activity, F. L. Winship, Dramatic Director, Interscholastic League.
11:00-11:15—Improving the Declaration Contest, Fred J. Barton, Speech Department, Abilene Christian College.
11:15-11:30—Sources of Material for High School Debaters, Comer Clay, Debate Coach, Abilene High School.
11:30—Demonstration Debate by High School Debaters, with Criticisms by Thomas A. Rousse, Debate Coach, The University of Texas.
12:30—Lunch.
2:00-2:45—Demonstration of Stage Business and Directing, F. L. Winship.
2:45-3:00—Preparation for Extempore Speaking, Don H. Morris, Speech Department, Abilene Christian College.
3:00—Affirmative and Negative Cases 1939-40 High School Question, Thomas A. Rousse.
N.T.S.T.C., Denton
Friday, January 19:
8:00-10:00—Registration.
10:00-12:00—Assembly.
Speakers:
Ross Compton, Professor of Sociology, North Texas State Teachers College.
Horton Talley, Debate Coach, Texas State College for Women.
Joe M. Ray, Government Department, North Texas State Teachers College.
12:30—Luncheon—Marquis Hall.
Speaker:
Dr. Holman Taylor, M.D., Executive-Secretary, State Medical Association of Texas, Fort Worth.
2:30—First Round Practice Debates.
Saturday, January 20:
8:00-10:00—Second Round Practice Debates.
10:00-12:00—Assembly.
Speakers:
Bullock Hyder, Debate Coach, North Texas State Teachers College.
Dr. Jay Waddell, M.D., College Medical Staff, North Texas State Teachers College.
12:30—Luncheon—Marquis Hall.
Speaker:
Dr. Clarence Ayres, Professor of Economics, The University of Texas.
2:30—Third Round Practice Debates.
Baylor University
Schedule for Debates:
February 2, 1939—Friday.
Afternoon:
2:00-4:00—Verification of entries. (Corridor, Waco Hall.)
4:00-5:30—General Assembly—Demonstration debate by Baylor University Teams. Program.
Evening:
7:30-9:00—Round I of Preliminary Debates.
9:00-10:00—Round II of Preliminary Debates.
February 3, 1939—Saturday.
Morning:
8:30-10:00—Round III of Preliminary Debates.
10:00-11:00—Round IV of Preliminary Debates.
11:30—Results of Preliminary rounds posted.
Afternoon:
1:00-2:15—Round I of Elimination Debates. (Additional rounds will follow at intervals of one hour and fifteen minutes.)
Schedule for Extemporaneous Speaking and Declarations:
Friday Evening:
7:30-8:30—Preliminary contests in Declaration.
7:45—Drawings for Extempore Topics.
8:30-9:30—Preliminary contests in Extemporaneous Speaking.
Saturday Morning:
8:30-9:30—Final Contest in Declaration.
8:45—Drawings for Final Extempore Contest.
9:30-10:30—Final Contest in Extemporaneous Speaking.

SPEECH INSTITUTES IN FIVE COLLEGES

SPEECH institutes are being held January and February in widely scattered locations in the State, which will furnish an opportunity for sponsors of speech activities and student participants valuable information and practice for contests which will be coming on in the spring. In all these institutes, Socialized Medicine will be the query for the debate, and topics for extemporaneous speech. In some of these institutes, dramatics will be included, and also declamation. Detailed programs of three of the institutes follow:

Speech Institutes

- Texas College of Arts and Industries, Kingsville, January 13. For detailed program, address Miss Mildred Pecaut, Speech Department of the College.
- North Texas State Teachers College, Denton, January 19-20, write Professor Joseph M. Ray, of the College, Manager. Detailed program in this issue of the Leaguer.
- Abilene Christian College, Abilene, January 20, write Professor Fred J. Barton, of the College, Manager. Detailed program appears in this issue of the Leaguer.
- Baylor University, Waco, February 2 and 3, write Glenn R. Capp, Director of Forensics of Baylor University, Manager. Detailed program appears in this issue.
- The University of Texas, December 15-16, write Professor Thos. A. Rousse, University Station, Austin. Detailed program in "Debate Forum" this issue of Leaguer.

for their superintendent. Their latest offense was to let live rats into the schoolroom. They had previously torn down the school flag.

"The students of Olivet College recently were reprimanded for a prank in which they turned a flock of sheep bedecked with tin cans into the girls' dormitory."

"The students at Hillsdale College recently put up a large beer sign in the college chapel and greatly disturbed the customary convocation services."

"Superintendent Chalmers, of Grand Rapids, mounted on a bicycle, is a terror to evil doers. He happened the other day to spy four truants. It was a chase through the streets and alleys, but by a beautiful flank movement and a leg charge down a bluff, Mr. Chalmers gathered to his arms one of the lads and bore him in triumph to the office. Through him the hangouts of the other hoodlums will be learned and justice meted out to them."

Suppose Activities Abandoned

Would the situation be any different today if at one sudden move all these new and interesting activities of the school were suddenly removed? Would children like school any better than they did then? I think schoolmen sometimes fail to realize and appreciate this value of the extracurricular program simply because they have never experienced a situation replete with annoyances such as have been described. The fact that these things do not exist today, however, is one that should be attributed in large part to these new educational interests, so valuable because the students themselves share in them and largely organize them, and because the activities are so closely allied to actual life situations. These extracurricular interests have grown up to occupy the students' attention and to make school a place of attraction rather than a prison to them. Whenever one hears of students on strike today it is not because of a dislike for school but rather because some of their prerogatives in the extracurricular field have been infringed upon.

Positive Values

In presenting the "safety valve" idea, which was the oldest of the claims made in behalf of extracurricular activities, and of athletics in particular, it should also be pointed out that there was a definite relationship between this

Furnish Judges Copy

Since these standards have been officially adopted as those which are to be used in all League tournaments, it will be necessary that all directors and judges use them. Judges should be given a copy to study before judging. This should be done days before the meet in order that he may be familiar with the standards directors have followed in staging their plays. Directors have a perfect right to insist that the judge use these standards in making his decision. Tournament managers should be certain the judge understands that this plan is the official plan and is the one to be used in judging the plays entered in the tournaments.

Attention must be called to this important point. There is no percentage or point plan connected with these standards. The indicated percentages are only approximate and not intended to be used as "grades" for a play. We believe it impossible to "grade" a play. How can we say accurately that this play is worth 79 per cent and this one is worth 78.5 per cent? It seems more reasonable to judge a play on its general effectiveness with attention to certain specific details rather than to trying placing a set value upon any one part of play production. Most percentage plans become a tool which a judge will bend to fit his ranking of the plays. In other words, he selects first, second, etc., and then makes the plan fit his selections after he has arrived at his decisions.

Criticisms Invited

It is entirely possible that some parts of this plan need further revision. Your criticisms and opinions are always welcomed. Revisions will be made as they become necessary, and if you, as directors of dramatics, feel changes are needed. Only by constant interchange of opinions and ideas can we continue to improve this fascinating business of play production.

As above noted, a copy of this revised plan of judging standards will be found in the new bulletin containing the League contests rules. If your school is a member of the League, your superintendent or principal has a copy. You may have an individual copy for the asking. Let us urge you to read the entire One-Act Play constitution in order that you will be familiar with this and other changes concerning One-Act Play tournaments this year.

The Too-Competitive Spirit

A woman from one parish went to hear a preacher in another parish. His sermons had won a wide hearing. He had the power to move people. Around the visitor, women were crying but she sat dry-eyed. Afterward someone said to her: "I think you were the only person who did not cry. Didn't the sermon make you want to cry?" "Yes," the visitor admitted, "but I don't belong to this parish."

PLEASURE is never as pleasant as we expect it to be and pain is always more painful. The pain in the world always outweighs the pleasure. If you don't believe it, compare the respective feelings of two animals, one of which is eating the other.—Schopenhauer.

Standards

(Continued from Page 1)

directors as they prepare their plays for tournament competition. Appreciation is expressed to Burns Mantle, Barrett Clark, Gilmore Brown, Lee Owen Snook, Glenn Hughes, R. L. Serger, Theodora Johnson, Garrett Leverton, Allen Crafton, and Ernest Bavelly for their suggestions about this plan.

You will find these instructions published in detail on pages 66-68 of the current edition of the Constitution and Rules, copy sent free on request.

Reason for Standards

These standards have several purposes. First, they are designed for use by the inexperienced judge. They constitute a guide which should enable him to arrive at a just decision despite his lack of training. If it is impossible for the managers of tournaments to get a critic judge, the person asked to judge the meet will have definite standards to supplement whatever knowledge on the subject he may have. In like fashion, they will prevent those who have exaggerated opinions about certain phases of production from presenting warped decisions. Second, they are designed in such a way that they will not force the experienced judge to give a decision which might have been different had he been allowed to use a plan of his own. There is nothing in these standards to which the trained expert can very seriously object. Third, they will provide every director in the State with certain basic guide posts to indicate the way to a uniform and sound dramatic practice. They will serve as standards of production which we feel are worthwhile. They have the definite approval of many of the leading minds in the field of amateur and professional dramatic production.

AMERICAN LEGION SPONSORS CONTEST

Oratory and Extempore Speaking Included in National Speech Meet

FRED E. YOUNG, Department Adjutant, of the American Legion, announces that the Texas Department will participate this year in the third annual National High School Oratorical contest of the American Legion.

Eligibility Rules and plan of the contest, follow:

Only students who are actually enrolled in high school during the time that they participated in the state-wide contest, which must not be more than twelve months removed from the National Contest, are eligible to compete in the National High School Oratorical Contest.

Detailed lists of the directors reported since the November LEAGUER went to press was crowded out of this issue, but they will be published in full in the December issue.

The following named counties arranged alphabetically have been reported since the November issue:

Angeline, Bell, Bexar (Class C), Bexar (Rural), Bowie, Brazoria, Brown, Burleson, Chambers, Cochran, Coleman, Comal, Cooke, Crosby, Deaf Smith, Delta, Eastland, Edwards-Kimble-Menard-Schleicher-Sutton (5-county unit), Ellis, Fannin (Rural), Galveston, Glasscock, Gonzales, Gray, Grimes, Hamilton, Hansford, Hardeman, Harris, Haskell, Henderson, Hill, Hood, Hopkins, Jasper, Jeff Davis, Lamar, Lampasas, La Salle, Leon, Live Oak, Loving, Lubbock, Lynn, Martin, Maverick, Mills, Montgomery, Moore, Nolan, Nueces, Oldham, Palo Pinto, Parmer, Runnels, Scurry, Smith, Stonewall, Swisher, Tarrant (Rural), Tom Green, Tyler, Wallace, Wheeler, Wichita, Willacy, Williamson (Rural), Williamson (Independent), Wise.

City-County Units Abilene, Amarillo, Beaumont, Borger, Cleburne, Corpus Christi, Corsicana, Edinburg, El Paso, Ft. Worth, Gladewater-Kilgore-Longview, Greenville, Highland Park (Dallas), Houston, Kingsville, Lubbock, Marshall, Pampa, Paris, Port Arthur, San Angelo, San Antonio, San Benito, South Park (Beaumont), Sweetwater, Temple, Tyler, Vernon, Victoria, Waco, Wichita Falls, Ysleta.

Previously Reported The following named counties were reported and published in the October and November issues:

Archer (Independent), Archer (Rural), Atascosa (Rural), Austin, Bailey, Blanco, Brazos, Burnet, Caldwell, Cass, Castro, Cherokee, Coke, Collin, Collingsworth, Comanche, Coryell, Crockett, Dawson, Denton, Dickens, Duval, Erath, Fayette, Floyd, Fort Bend, Franklin, Garza, Gold, Guadalupe, Hale, Hardin, Harrison, Hockley, Hays, Hunt, Jack, Jackson, Jim Wells, Jones, Knox, Kaufman, Limestone, McCulloch, Matagorda, Morris, Nacogoches, Newton, Panola, Parker (Rural), Parker (Independent), Polk, Presidio, Red River, Robertson, Sabine, San Augustine, San Antonio, San Saba, Tarrant, Terry, Travis, Trinity, Upshur, Victoria, Wharton, Wilbarger, Wilson, Wood, Young.

Big Spring, Laredo, Plainview.

Reasons (Continued from Page 1) in speech and drama than in any other field of public school work.

Regional Contests The number of regional contests will be determined by the number of states participating. It is desirable not to have more than four or five contestants in the national finals, which means that, in all probability, there will not be more than five regionals.

Prepared Orations The prepared orations must be the original efforts of each contestant and must not require less than ten minutes nor more than twelve minutes for delivery.

The Extempore Feature The extemporaneous oration must not consume less than four minutes nor more than six minutes for delivery.

Annual (Continued from Page 1) the plays. They are of value to form of election. In all, there were thirty-two schools that had

be on some phase of the Constitution of the United States. This means that the contestant must be thoroughly familiar with each Article and Amendment to the Constitution, in order to intelligently present the four to six minutes extemporaneous oration.

Further particulars will be furnished upon request addressed to Fred E. Young, Drawer Q, Capitol Station, Austin, Texas.

County Organizations

Whole, are being reported more promptly this year than ever before, but there are still many counties not yet reported.

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Odessa High School's New \$25,000 Stadium



MURRY H. FLY, Superintendent of the Odessa schools, has outlined a program for the use of the stadium which includes practically each of the 3,500 school children. In order that all the pupils may have an opportunity to participate in the exhibition of the physical education classes, several spectacular programs are planned for the year.

a form of election for the most popular candidates. A few schools, in order to raise a little money and still conduct the contest on more democratic principles, charged a poll tax for the privilege of voting.

Stool Nets \$325 The school which raised the most money from a popularity contest cleared enough money so that no other means of raising money, other than sale of copies, were necessary.

Miscellaneous Methods Especially in the smaller schools a great number of means were used to raise money. Table VIII presents a list of forty-three different ways to raise money which were used by the various schools.

There were thirteen schools, as shown in Table VIII, which presented plays. Ten of these thirteen were senior class plays.

Classroom Procedures There was a wide variety of methods of conducting classes for the new "students" in the different rooms. The periods varied from typical classroom procedure to periods of informal conversation.

P. T. A. (Continued from Page 1) misgiving that both parents and teachers undertook the project.

P.T.A. President Speaks At 8 o'clock, Mrs. Cecil Cabanis, president of the University High School Parent-Teachers Association, welcomed all the "students" back to school.

Estimating Results Just what were the accomplishments of such an enterprise? These were several. First, and most obvious, was an extremely enjoyable evening. Several people were heard to complain of sore cheek

left the building. Directions as to how to find one's way around the building were followed by an admonition to the "mischievous boys" that any attempt to catapult projectiles by means of rubber bands would be treated in accordance with the usual practice exclusive with the principal's office.

Advisories After all announcements, the "students" were dismissed and sent to their respective advisories. At the conclusion of the advisory period, an entire day's program was to be followed, allowing ten minutes for each period.

Morning Broadcast Advisory plans and purposes were explained to the parents. A typical morning broadcast was made from the office of Dr. Nelson.

Parent-Teacher Relationship And then there was a third accomplishment; this one was the most meritorious aspect of the whole eventful evening.

3 Teachers Comment Below we quote a letter written by several of the teachers to Dr. Nelson. In this letter are contained the sentiments of the entire faculty. It speaks for itself:

"My two riding companions and I would like to express to you our keen appreciation for 'last night.' To say that the three of us dreaded last night would be putting it mildly. On the way here an accident would have been welcomed. We had prepared for the evening with 'heavy hearts.' Gladly we admit when we are wrong. I think that we were the very last to leave. We stayed to the bitter end of the tea and loved it, our last conversation being with poor, but most appreciated Mr. X, little X's father. He tried to tell us how much we had helped him in taking care of little X."

one the parent-teacher attitude. Words of praise and congratulations have been showered on the school. The parents definitely liked it. And what about the teachers, do you say? One hundred per cent, the feeling has been the same.

muscles that had been overworked by so much smiling and laughing. At least one "student" brought the teacher the proverbial apple. Mischievous "boys" ate candy in class, flirted with the girls, and asked to stay after school with some of the women teachers. During the seventh period by means of the broadcasting system, four of these "boys" were summoned to the office for their gross disregard for statutory regulations.

Panorama of School Life A second accomplishment was attained. Parents were given an opportunity to see more of the panorama of school life. They learned something of what is being done to develop their children.

Classroom Procedures There was a wide variety of methods of conducting classes for the new "students" in the different rooms. The periods varied from typical classroom procedure to periods of informal conversation.

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FINANCIAL STATEMENT OF THE UNIVERSITY INTERSCHOLASTIC LEAGUE

September 1, 1938-September 1, 1939

GENERAL FEE ACCOUNT Receipts Balance on hand, September 1, 1938 \$10,338.37 Membership fees \$11,584.00 Less bad checks not made good 152.50 \$11,431.50 Track receipts 386.25 Music Memory Test Service 262.00 One-Act Play receipts 109.50 Picture Memory Test Service 267.00 Breakfast ticket sales (State Teachers Meeting) 18.00 Breakfast ticket sales (State Meet) 44.50 Broken Records 8.85 Regional rebate checks returned (not due) 17.40 Rental on cots, mattresses, pillows 45.00 Used tennis balls sold by Dr. Penick after the State Meet 6.00 County meet pictures not returned 2.40 Returned checks for 1937-38 made good 7.00 Total Receipts 12,615.40 Grand Total \$22,953.77

Expenditures Rebate (contestants and faculty representatives to State Meet) \$ 4,618.08* Rebate (contestants and faculty representatives to Regional Meets) 4,249.67 C & S Sporting Goods Company (medals, trophies, tennis balls) 274.65 University Press (printing) 801.17 Sherman Manufacturing Company (music pins) 80.97 University Studio (photographs) 130.50 Austin Laundry & Dry Cleaning Company 1.45 Austin Laundry & Dry Cleaning Company 17.97 C & S Sporting Goods Company (rule book) .25 Dr. E. Turner Stump (Judge) One-Act Play Contest) 150.00* Southwestern Bell Telephone Company 20.80 Marvin D. Evans Company (badges, delegate buttons) 44.25* The Economy Engraving Company (cuts) 65.29 The Economy Engraving Company (cut) 3.50* W. H. Barrett (engraving) 12.11* Services (Mrs. Leta Spell, Edna McCormick, Mrs. A. C. Dunn, Maud Evans, Mary-Louise Heath, Frances Armstrong, John G. York, Frances Mueller, Boudin Bloomquist, Florence Biggers, Guilford Jones, Robert Stell, Jack Tabb, Karl Kendall, Dr. Enid Miller) 704.95* Patrons (driveway) 7.75* Roy Bedichek (traveling expenses) 5.80 Miscellaneous (J. R. Reed, Ginn & Company, General Stationers & Printing Company) 299.20 Adolphus Hotel (League Breakfast, November 25, 1938) 60.50 Mrs. J. S. Brownlee (rooms, State Meet) 6.00* University Commons (League Breakfast, May 6, 1939, refreshments for One-Act Play Reception) 53.40* The Texas Union (rental on rooms for One-Act Play Meeting) 7.50* Miscellaneous (Bargain Furniture Company, Duplex Advertising Company, McKean-Eilers Company, Gym Store) 22.85* Services during State Meet, May 5-6, 1939, 77.85* Van C. Kelly Lumber Company (record boxes) 61.65 Stenographic Bureau (envelopes) 39.00 The Congressional Digest 12.50 Total Expenditures \$12,551.61 Balance on hand, September 1, 1939 10,402.16 Grand Total \$22,953.77 *Expenses incident to State Meet. *Receipts of State Meet.

FOOTBALL FEE ACCOUNT

Receipts Balance on hand, September 1, 1938 \$ 4,746.45 Five per cent of the gross receipts of games 5,051.40 Sale of old tires 5.75 Five per cent of broadcast receipts 116.25 Total receipts \$ 9,919.85

Expenditures University Cooperative Society \$ 40.60 Roy Bedichek (traveling expense) 52.41 R. J. Kidd (traveling expenses) 51.42 Roy Bedichek (traveling expenses) 549.12 Lucille Clark (services) 262.50 Raven's Garage (services) 5.20 George Johns 809.00 C & S Sporting Goods Company (rule book) .25 John L. Martin (desk lamps) 14.00 Swann-Schulte Furniture Company (office chairs) 49.32 S. H. Rider (traveling expenses) 22.10 H. L. (traveling expenses) 17.05 P. C. Cobb (traveling expenses) 21.20 Stock Company (files, desk, chair) 85.09 Dr. E. K. Fretwell (Honorarium for conducting the Third Annual Extracurricular Conference on Athletics May 5-6, 1939) 500.00 The Firestone Tire & Rubber Company (battery) 4.78 The Robbins Company (insurance premium) 7.20 Sinclair Refining Company (gas, oil) 32.71 Nora Brady (services) 1,200.00 John G. York (services) 10.00 Total Expenditures \$5,241.15 Balance on hand, September 1, 1939 6,678.70 Grand Total \$9,919.85

Basketball Fee Account

Receipts Balance on hand, September 1, 1938 \$1,390.06 Basketball fees \$1,230.00 Less bad check not made good 1.00 \$ 1,229.00 Tournament receipts 760.00 Total Receipts 1,989.00 Grand Total \$3,379.06

Expenditures Rebate (contestants and faculty representatives to Basketball Tournament) \$ 560.20* University Cooperative Society (medals) 78.24* Roy Bedichek (traveling expenses) 155.18 C & S Sporting Goods Company (trophies, basket balls, rule book) 95.40 Rooms (Austin, Austin, Driskill) 223.00 T. H. Shelby (traveling expenses) 13.47 P. L. Winship (traveling expenses) 147.59 The Economy Engraving Company (cuts) 8.20* The University Studio (photographs) 26.00* University Press (printing) 440.05 Mrs. Leonard Munson (services) 540.50 R. J. Kidd (traveling expenses) 19.95 Services (officials, guards, ticket takers, ticket sellers, score-keepers, timekeepers) 323.00 Miscellaneous (Sound System in Gregory Gym, University Commons, Gym Store) 85.29* Total Expenditures \$2,753.17 Balance on hand, September 1, 1939 625.89 Grand Total \$3,379.06 *Receipts incident to State Basketball Tournament. *Receipts of State Basketball Tournament.

proved all the trouble well worth the taking. If anyone wants to get to the heart of the parent-student-teacher-relation, there is one sure way to accomplish that task: have the parent come to school.

Play Day (Continued from Page 1)

signment to teams. Representatives from one school are distributed on teams so that the 10 members of one team are not schoolmates. Each girl is given a cambric packet of her team's color—worn over blouse.

General Assembly 9:15-9:30—General assembly. Visitors are welcomed and given instructions for the day. Each team has a "captain" from hostess school whose duty it is to direct them through day's play.

9:30-12:00—Game periods of 30 minutes each. Periods end with the ringing of a gong which is sounded on the hour and the half hour. (A discarded brake drum makes an excellent gong.) Twenty minutes of each period devoted to activity, the other ten being spent on change of playing field and brief instructions for playing new game. These instructions are necessary because some of the visitors are unfamiliar with some of the sports. Each captain has her team's schedule and she "rotates" her team accordingly.

12:00-1:00—Lunch. The scene is shifted from the gymnasium to River Side Park for the rest of the day. Following a picnic lunch each school presents its stunt, and this affords much fun as well as permitting a school to be presented as a unit.

Informal Play 1:00-3:45—Informal play. (Not in color teams.) Each girl may engage in any of the following activities, all of which are in the park: swimming, rowing, canoeing, ping pong, archery, volleyball, roller skating, badminton, or croquet. Student instructors are in charge of each activity to provide help for those unfamiliar with a chosen sport.

3:45-4:00—Round up. Group songs are enjoyed and outstanding color teams receive recognition. Each team was provided with ribbons of its color at beginning of the day. At the end of each play period the losers gave the winners one of its colors. Thus the team winning most games collected biggest assortment of opponents' badges. Sometimes this idea is carried out with teams named for animals, flowers, trees, etc., in which case some appropriate symbol is used rather than ribbon badges. You should see how much fun it is to assemble a wide assortment of "scalps." During the morning each captain reports each game result to a "score keeper" so that a composite record is built up through the day. If the hostess school wishes awards may be made to those winning the most points, but in our school we give only badges, and occasionally hand-made favors. One such award is given to the girl who has made the acquaintance of the most new girls. It is not uncommon for a girl to know by name and by school as many as 60 girls whom she hadn't met that morning at 9 o'clock. Isn't that a worthwhile day's accomplishment in itself?

Variety for Program Since the morning is divided into five periods for organized play a team cannot participate in every sport. To give variety each team's program is outlined as follows:

- One period—A field sport, either soccer, speedball or hockey.
One period—Folk dancing stressing American dances which are popular in Southwest Texas communities.
One period—A team sport, either volleyball or softball.
One period—An individual or dual sport, either tennis or handball.
One period—An individual or dual sport, either badminton or paddle tennis. If possible we try to afford each girl an opportunity for playing badminton since it is so popular now as a recreational activity.

Accordingly all girls present do not play the same games but with representatives distributed on various teams, every sport is played by some girls from each school. Thus a wide variety of activities may be taken back to be played on future days—we hope!

Sometimes Play Days are held featuring just one activity. Thus a group of schools may send representatives to a Folk Games Festival or a Volleyball Play Day (teams assembled from different schools), or a Music Festival, or to any sort of activity which the hostess school might want to feature. The social values are tremendous in terms of friendliness, and the recreational values are far-reaching, or as each person learns a new activity he has more "hobby" material for himself and he may in turn interest his associates. Here's to the success of the many Play Days which will be held in 1940!

Entailed in the preparation for this program were many difficulties and anxieties to be met by the teacher as well as the parent. No amount of care was spared in the entire proceedings. The results