



This is to notify you that we are participating in the insurance plan proposed by the Interscholastic League Bureau. Our entire squad is completely covered, and we find it about half the expense as we have been paying for the same service. The Interscholastic League Bureau has rendered invaluable service to the schools of the State in making this service available.—Ben U. Comalander, Big Wells.

We greatly appreciate the picture service offered by you and feel that we have been greatly benefited by it.—Mary Selma David, Route 4, Livingston, Texas.

PUPILS DO MUCH OF THE PLANNING

Small High School Makes Home Room and Clubs Major Activities

THE FIRST problem taken up by this group after getting a small library together was the provision for an activity period in the daily schedule. This was done by planning to put the two fifteen-minute recesses together, and have thirty minutes for the high school activity period from ten to ten-thirty each morning. This did not change the elementary recess schedule.

Home Room Basic Unit
Having determined a time for the activities, the home room as the basic unit of the whole program was planned. The superintendent was to take the seniors in a home-room guidance program, planning to meet with them at least once each week in the laboratory. The principal suggested the combination of the tenth and eleventh grades, since the tenth grade had a small enrollment. He was to sponsor this group with the home room in the study hall. The English teacher became the freshmen adviser, and the English classroom was chosen for their home room. All groups were to continue to use the study hall when not attending classes, just as had been done previously.

Club Organizations
The other major group of activities to be planned was the student club organizations. At the close of the second week of study and planning by the Faculty Study Club, a questionnaire was issued to each faculty member to determine what student clubs might be organized which could prove as helpful to the students as this first one had proved to the faculty. The four teachers who were to work with the high school activity program were requested to check clubs on this list which they might be willing to sponsor. The list of eighty-six clubs was taken in part from McKown's list of 365 clubs for high schools, and part from Gruhn's list of five hundred suggested clubs. The second week of

*This is the second of a series of seven articles by Mrs. Neva B. Woodfin, of McArae, Ark., describing the installation of an extracurricular program in a small high school.

(See—Pupils Plan—P. 4)

Training Camp Training

As secretary of our District Football Committee, District 15AA, I have been asked to convey to you the following resolutions passed at our district meeting September 8:

1. This committee favors the abolition of pre-school training camps; that is, the limiting of all football practice to that place where it is usually held during the time school is in session. Carried; Kerrville and Laredo voted "no"; all other schools, "yes."
2. That there be a revision of the transfer rule to limiting ineligibility of any of our students to one year. This applies to Section 14, Paragraph C. Carried unanimously.

GEO. H. WELLS.

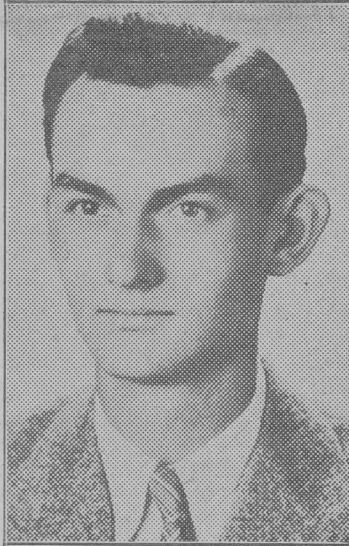
League Debater Now Pre-Law Student

MYRON MORRIS, of Sonora, freshman in The University of Texas, taking pre-law work, and a member of the Longhorn Band, brings along from high school a quite impressive record, especially in contests sponsored by the University Interscholastic League. Says the Devil's River News concerning Myron, as a sort of good-bye to Sonora High School:

"Probably the outstanding achievements in Myron's school career would be, first, the representation of Sonora High School in debate in the State Interscholastic League Meet last year at Austin, after he and his colleague, Nelson Stubblefield, had captured first place honors in the 4-County Meet at Junction, the District 7 League Meet at San Angelo and the Regional 2 Meet at Abilene. These boys succeeded in winning first place honors in debate this year at the 5-County Meet at El Dorado and a District 7 Meet at San Angelo; second, selection as a member of Who's Who Among High School Students for two successive years.

"Among the offices which Myron has held in high school are vice-president of the Freshman, president of the Sophomore, reporter of the Junior, and president of the Senior classes; president of the Sonora Broncho Band for 1939; secretary-treasurer of the 4-H Club. Besides debate he participated in tennis, winning the 4-County Meet during the past two years; in track, being a member of the championship track team at the 4-County Meet in 1939; in 4-H Club activities, being honored for best wool judging and for grass judging.

"Other honors won have been for the highest yearly average of boys from 1937-1939, for which Myron



Myron Morris, of Sonora

has received scholarship awards; Gold "R" pins for Reading Contest the past two years; considered "Lion" of Sonora Lions Club for one six-weeks term in each of the four years in high school for highest boys' average."

Myron is the son of Mr. and Mrs. L. R. Morris, of Sonora.

High School Fraternities Subject of Serious Study

(By R. B. Norman, Principal, High School, Amarillo, Texas)

THE Board of School Trustees of the Amarillo Independent School District passed the following resolution on September 26, 1930: "That the Board go on record as being opposed to fraternities of all kinds and their activities in the schools."

The resolution was the result of the activities of several Greek letter fraternities with national affiliation composed wholly or in part of high school students at the time mentioned. The activities of these fraternities were so obviously contrary to the ideals fostered by the school that it seemed impossible that they could be longer tolerated. The action of the Board was carried into effect by requiring all high school students to sign a pledge that they would not maintain membership in a fraternity or sorority during any school year. Those who refused to sign such pledge were denied the privilege of holding school or club offices or



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.

Is the number of basketball games played before entering the U.I.L. play-offs limited? If so, what is the limit?

Answer: Yes. Twenty games.

Question two: Is there a limit on the number of invitation tournaments a team may enter?

Answer: Yes. Three.

Question three: Do the games played in invitation tournaments count toward limit a team may play?

Answer: Yes.

Question four: Is there a limit on number of games played in a tournament? e.g., eight- or sixteen-team tournament?

Answer: No.

Question four: If a school has two teams, A and B squads for example, how do the above answers affect them if in effect?

Answer: The rules apply only to the varsity squad.

Please refer to Rule 15 of the League Basketball Rules in 1940 Constitution and Rules.

6-MAN FOOTBALL IN DISTRICT 19

New Sport Catches on at Once; School Children and Parents Like It

(N. T. Underwood, Coach, Sunset Rural High School, Munday, Texas)

The schools of Knox and Haskell Counties which did not have enough boys to play eleven-man football, found themselves in a situation similar to practically all schools of the State today with a small enrollment, that is, with nothing to do but play basketball for the entire year.

Organization Completed

We decided to do something about the athletic program for this county. A meeting of the superintendents was called to discuss the situation. They were all agreed that six-man football offered the most promising solution to our condition. Four of the Knox County schools started the Nineteenth District. The organization was left up to the coaches of the various schools. Before this organization was complete, a school from Haskell County asked to be a member, making five teams. We arranged a double round robin schedule, playing on a home and home basis. This worked out very nicely for that number of schools.

Financially Successful

From the start, this game proved to be popular and each team in the district far exceeded their

(See—Football—P. 4)

Folklorist on Bureau Staff Plans Playdays and Festivals

W. A. Owen Takes Charge of New Activities on January 1; Is Now Finishing Degree Work in University of Iowa

W. A. OWEN, formerly of A. & M. College English faculty, and famous in Texas as a Southwestern Folklorist, becomes on January 1 a member of the staff of the Bureau of Public School Extracurricular Activities to help preserve folk culture in Texas. Being in the same Bureau with the University Interscholastic League, Mr. Owen will naturally use the organization insofar as the schools are interested, but much of his work will be with adults of various communities.

The New York Times, September 29, reports this innovation in the activities of the Bureau, as follows:

Four Objectives

Four objectives have been outlined by T. H. Shelby, Extension Dean: (1) To hold play days for Texas school children; (2) To gather material about Texas folk games, dances, stories and ballads; (3) To encourage and assist Texas communities to hold local folk festivals; and (4) To establish an annual State Folk Festival.

Outgrowth of a suggestion by Homer P. Rainey, President of the University, the program has been pushed by the Texas Folklore Society, which at its annual meeting last spring endorsed its administration by the University.

Preservation of the folk traditions of this State, termed by President Rainey the richest in the country, will be guaranteed by the program, and their conversion into creative art—dancing, music, literature, drama, art—will be encouraged, Dean Shelby said.

Texas Rich Field

"Texas has a color of background unmatched by any other State," he pointed out, "due to its blend of Indian, French, Spanish, Mexican, and Anglo-American racial mixtures, together with infiltrations of many other nationalities."



W. A. Owens

"It is splendid, then, that Texas should be one of the first sections of the country to attempt to pre-

(See—Folklorist—P. 4)

Changes in Extemporaneous Speech Rules 1940-41 Year

Directors Are Besought to Read These Rules Before Training Starts

(By F. L. Winship)

DURING the past three years the State Office has received many letters suggesting revisions in Extemporaneous Speaking contests. As a result the rules for this event have been revised in keeping with these requests. All changes may be found in the 1940-41 bulletin of Interscholastic League contest rules. Directors of Extemporaneous Speaking contests and teachers directing this activity should read these rules as soon as possible. Write to the Director of Speech Activities at the State Office for a copy of the rules if you do not have one in your school.

Return to News

The first important change is the subject. Last year "Socialized Medicine" was the topic. It was the same as the debate question. The majority of teachers disliked using the same topic for debate and extemporaneous speaking. Consequently, the subject for 1940-41 will be "National and Foreign Current Events." The State Office has written to all publishers of magazines dealing with current events to get special subscription prices for schools. The following publications are suggested:

Time, 330 East 22nd St., Chicago, Ill., \$5.00 per year, weekly.

Newsweek, Rockefeller Center, 1270 Sixth Ave., New York City, \$2.60 per year, weekly. (Five or more copies per week to one address at 5 cents each.) Newsweek publishes a Study Guide for Teachers which should be very helpful. Material from this Guide will be used in selecting our list of contest topics.

Pathfinder, Washington, D.C., \$1.00 per year, weekly. (Bulk rate of 1 cent per copy per week where more than five copies are ordered for class use.)

Events, 1133 Broadway, New York City, \$3.00 per year, monthly. (15 cents per copy with orders of five or more for school term.)

Events contains a Chronology of Events for each month. It is divided into various sections such as European War, United States, Latin America, British Empire, etc. The chronology provides a good method of keeping track of important events. It shall be used in selecting our list of contest topics.

Our Times, 400 S. Front St., Columbus, Ohio, 75 cents per school year, weekly. (For grades 10-11-12.)

Every Week, 400 S. Front St., Columbus, Ohio, 75 cents per school year, weekly. (For grades 8-9-10.)

(The club price for either Our Times or Every Week is 20 cents per subscription per semester where thirty or more copies are ordered.)

Scholastic, 220 East 42nd St., New York City, weekly.

Two or more subscriptions, English or Social Studies, Editions, \$1.00 per school year.

(See—Extempo—P. 3)

SENIOR DECLAMATION HINTS

The speeches listed below are of note and may be cut effectively for use by senior declaimers. All may be found in the indicated issues of VITAL SPEECHES. See also the new Senior Declamation Bibliography for other information about this magazine. Write to the Director of Speech Activities if you want a copy of the Bibliography. Have you read the new rules governing junior and senior declamation contests?

America is in Danger by William C. Bullitt. Sept. 1, 1940, issue.

We Must Learn to Look Beneath the Surface of Things by Nicholas Murray Butler. Sept. 15, 1940, issue.

The Challenge of Today by William F. Linglebach. Sept. 15, 1940, issue.

We Must Prepare by President Franklin D. Roosevelt. Sept. 15, 1940, issue.

Labor, Freedom, and Democracy by William Green. Oct. 1, 1940, issue.

The Joy of Work by Nicholas Murray Butler. Oct. 1, 1940, issue.

Junior Historians in Texas High Schools

NOTHING has been more encouraging in the work of the Texas State Historical Association during the last year than the response to the program of the Association for the high schools of Texas. The Association has issued a number of charters for junior historical groups and many other chapters are now being formed.

From all sections of the State come inquiries about the procedure to be followed in forming chapters of the Junior Historians in the schools.

Texas History Club

The first step is to organize, with the usual officers, a Texas History Club of not less than ten members. The club must have a teaching sponsor and a lay co-sponsor. Both sponsors must be members of the senior Texas State Historical Association. Next, The Southwestern Historical Quarterly must be made available in the school library. Then write an application to the Texas State Historical Association, Austin, Texas, giving the name of the club and all officers and sponsors asking that the club be converted into a chapter of the Junior Historians. A registration fee of \$2.00 should accompany the application. A charter will then be issued making the club a part of the State-wide organization. The charters will be numbered in the order in which the application is received.

Duties of Clubs

Just as the manner of organization of a junior chapter is relatively easy, so are the duties imposed upon the chapter quite simple and easily discharged. First, the members take special charge of the Texas Collection in the library and obligate themselves to improve it some through the year. Prior to the annual spring meeting of the senior Texas State Historical Association the local chapter reports to headquarters' office a brief account of the programs and activities of the year. The junior association submits either the original or an exact copy of the most interesting document found that year by members in the local community. The local organization also reports its decision as to the most useful and interesting article appearing in the Quarterly for the year.

Where possible, the local junior chapters should send at least one representative to the annual meeting in April in Austin, where special programs are arranged and presented by the Junior Historians.

Historical Tours

Many local chapters report interesting trips which have been made to points of local historical interest. Students and school officials will be glad to know that plans are now being drawn for Texas State Historical Tours for next summer whereby students will have an opportunity to visit the major historical points of interest in Texas and to learn Texas history from specially trained historical guides.

Any person interested in additional information concerning chapters of Junior Historians or Historical Tours of Texas should write the Texas State Historical Association, University Station, Austin, Texas.

Report on Sports and Play Days Gets Lively Discussion

Conference Also Considers Advisability of Girls' Pep Squad. Speaker Condemns Them as of no Physical Education Value

REPORT of the Conference on Extracurricular Activities held in Austin May 3-4 was concerned with "sports and play days as a means of extending the benefits of active participation in a physical education program to all girls." In the September issue of the LEAGUER, a report of the first part of the discussion is recorded. In this issue Miss Jones reports the conclusion of the discussion on sports and play days as well as Mr. Ayers' paper on "Girls' Pep Squads." In the November issue, a report will be published on "Girls' Basketball," organized as a highly competitive sport on a State championship basis. A complete outline of the report of the special committee on "Sports and Play Days" is published in this issue.—Editor.

(By Dorothy Wooten Jones)

DISCUSSING the address of Miss Bourquardez (published in the September issue of the LEAGUER), Dr. Roemer, leader of the Conference, pointed out as particularly significant the aim of stressing skill rather than physical strength, the "carry-over" recreational value, the opportunities offered for individual achievements, the development of grace through folk dancing or "rhythmic," the emphasis on participation rather than on winning. He stressed the necessity for challenging the participants and at the same time maintaining above all good fellowship.

Committee Report

In the general discussion following Miss Byington's presentation of the committee report, it was recommended that school principals be kept informed in order that their interest and understanding might be based upon adequate knowledge of the plans and objectives. Dr. Roemer pointed out that while the State association should work out the best possible plan, it will be the responsibility of the administrators to say whether it will work in a particular situation.

A motion, which was made by Mr. T. Q. Srygley of Port Arthur and which carried, requested the executive committee of the Interscholastic League, after it received the report from the Texas Association for Health, Physical Education and Recreation, to appoint a State wide committee to work with the association on ways and means of setting up the program in Texas. A further suggestion from the floor was that in making its plans the committee consider the parochial schools of the State.

Pep Squads

The third discussion of the afternoon dealt with high school pep squads and was led by Mr. Ross Ayers, athletic coordinator for the Lubbock schools. "The pep squad," Mr. Ayers declared, "serves only one purpose—entertainment between halves at a football game." He then posed the question, "Is this educational?"

Referring to his own experience, Mr. Ayers questioned whether the school gets its money's worth when it spends several hundred dollars and perhaps has the girls spend several hundred more for the spectacular costumes frequently donned by the squad. At Lubbock since the abolition of the pep-squad, the money saved has built two concrete tennis courts, and the community has managed to get along very well with the band to entertain between halves.

(See—Conference—P. 4)

Debate Club Offered as Cure For Major Evils of Debating

(By R. B. Fox, Superintendent of Schools, Holland, Texas)

DEBATE is too often considered only as part of the Interscholastic League activities. In how many high schools does this take place?

About two or three weeks before the League meet, the superintendent or principal decides how fine it would be to have a debate team; and besides, those points toward all-round county championship are badly needed. An unwilling victim from the faculty is selected, bulletins are secured, and the coach begs, or intimidates four of the smarter (i.e., higher grades) students into entering.

Lean on Debate Bureau

No subject having the scope of the usual league subject can be mastered even by an adult in such

a short time; so a special delivery letter containing a money-order is dispatched to a "Debate Coaches' Bureau"; and in a few days the luckless "debaters" are faced on every corner with the query "Have you learned (memorized) your debate speeches yet?" In due time these speeches are "delivered," and since it is seldom that all the schools in any county enter a team, it is usually possible for the "debaters" to go home with the satisfaction of having "placed."

To produce a good team takes plenty of time and plenty of practicing by many prospective debaters. Says a prominent Texas speech teacher: "The high school debate question for the entire State of Texas is listed in May of the school year preceding its use. The day it is announced youngsters in

(See—Debate Club—P. 3)

It's "Speech Year" At League Breakfast

EVERY other year the Interscholastic League Breakfast at the State Teachers Convention features Speech Contests and Speech Activities. Nineteen - forty is the year for a discussion of these matters. Heretofore, an outstanding authority in the field of Speech has been imported to talk at the breakfast. This year it was suggested that the League sponsor a Speech symposium where representative Texas administrators present their views on various controversial aspects of the subject. After each address, not to be longer than ten minutes, the members of the audience would have an opportunity to reply to the speaker.

In order to determine the reception by school officials of such a program, the State Office sent a two-page questionnaire to over 1,200 superintendents and principals asking for their opinions of such a program. To date 600 replies have returned. 470 of these favor the symposium, 65 prefer using an outstanding authority, and 45 failed to answer that part of the questionnaire.

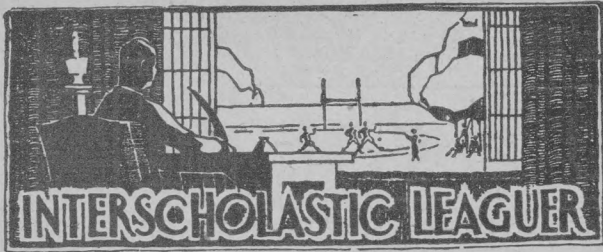
Since it is obvious that a vast majority desires the symposium plans are being made for such an affair. A chairman will limit speeches to ten minutes, and remarks by members of the audience will also be limited by time. The questionnaire contained many other items related to Speech and Speech Contests. Some examples are: Do your teachers like or dislike contests. Why? What are the values of Speech Contests? Do you have adequate auditorium space? Which is the least and most valuable of Speech Contests? The replies are being tabulated and will be ready for the breakfast.

The general purpose of the affair is to bring about a discussion of Speech and Speech Contests. It is believed that a properly controlled symposium can call forth some ideas and suggestions which

(See—Speech Year—P. 4)

TAX EXEMPT

THE Federal Defense Tax on Amusements does not apply to high school football games or other athletic contests sponsored by schools, provided the schools have made application for exemption and the net profits do not go to any individual or agency other than the public school. All schools sponsoring athletic contests to which admission is charged should communicate with the Federal Internal Revenue Office in Austin and request exemption papers.



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

ROY BEDIKHEK Editor
(Entered as second-class matter November 6, 1927 at the post office at Austin, Texas, under the Act of August 24, 1912.)
Vol. XXIV OCTOBER, 1940 No. 2

REPORTS OF COUNTY organizations have been crowded out of this issue of the LEAGUER. To date forty-eight counties have reported their officers, which is a larger number than has ever before reported for the October issue of the LEAGUER. It seems that more counties are getting in the habit of organizing early, which is a good thing. Last year there were 244 counties organized for League work. We can't hope to exceed this number, but we do hope there will not be as many last-minute arrivals as there were last year.

SPORTS AND PLAY DAYS as a part of the girls' physical education program are well-reported in this issue. A detailed summary of a study made by a special League Committee appears on this page. This month's installment of the account of the extracurricular conference is almost entirely devoted to the same topic. It is the present plan of the League to carry out the recommendations of the Special Committee as rapidly as practicable. A number of good play-day centers are already established and in operation. There seems to be no reason why a rapid expansion of the program along the lines suggested in the Committee's report may not now take place.

AS PREPARATIONS proceed for the annual Breakfast session of the League, Nov. 22, in "The Den" of the Texas Hotel, it begins to look as if speech history were going to be written (or spoken) there. Based on answers to 1,100 copies of a questionnaire, the Speech Director, Mr. Winship, has developed some controversial issues concerning Speech in the public schools, and has found able exponents of opposing points of view. There will be seven or eight numbers on the program, and the time-allotments add up to just 101 minutes. Speeches and discussions will be short and snappy, according to present plans, and there will be a hardboiled Moderator who will hold the participants within the time-limit. Administrators and speech teachers will about evenly divide the audience, but the program will be in charge of the administrators.

NOW THE child psychologists are faced with accepting the destruction of some long-held fundamental notions. After hearing warnings by Professors Robert C. Bernreuter, Charles C. Peters and E. B. Vanormer, at the annual meeting of the American Psychological Association, the psychologists heard one of their number blast the results of some mental tests. The attack on tests was made by Dr. Davis Wechsler, who told the psychologists:
"Clinical or practical experience shows that even the best-regarded tests of intelligence give only incomplete measures of the individual's capacity for intelligent behavior."
"They do not test the non-intellective factors generally described as temperament. These non-intellective factors, whether included or not in our current intelligence tests, form part and parcel of what is ultimately necessary for human behavior. The most important factor in educational achievement in some cases does not lie in ability but in temperament."
This theory, long advanced in one form or another, seems at last to have been accepted. And now perhaps we will have less nonsense about this matter of intelligence.—*Living Age.*

WE SOMETIMES receive photographs of athletic teams, music memory teams, arithmetic teams, or other competitive teams in the League with the following legend, or something like it, inscribed on the back: "Winners of county meet for five consecutive years." Sometimes it's ten consecutive years, sometimes only three. If the winning has been for more than three consecutive years, we should say that the competitive situation in that particular contest in that particular county is in an unhealthy condition. Continual winning means also that other schools have been continually losing. Continual losing is just as bad in its psychological effect upon the contestants, the school and the community as continual winning. Healthy competition is a give and take affair. A competitive set-up in which one school wins a given contest year after year needs overhauling. Sometimes it is due to disparity in the size of the schools which are thrown into a given division; sometimes it is due to one school throwing all its competitive energies into one contest; sometimes it is due to lack of interest on the part of some of the competing schools. Whatever the cause, it needs looking into. Nothing kills competition quicker than consistent winning, year after year, by the same contestant. For illustration, take a big time sport like football in a big time conference. Suppose that one team wins the championship for ten consecutive years. The public interest will wane, the gate-receipts fall off, bad sportsmanship will almost inevitably develop, and the tail-enders will quit the game entirely. Many fail to realize the symbolism of the loving cup. It comes down to us from ancient times when all the party drank from the same cup, and the two handles are there to facilitate passing from one to another. If one of the drinkers held onto the cup and drank all the contents, he would get drunk and the others of the party fail to get any exhilaration. So it is with winning: the loving cup must circulate or the party is a failure.

IF HITLER and Stalin should ever get into a knock down and drag out, this country would stand on the sidelines and root, as the woman in Lincoln's story whose husband was fighting a bear: "Go to it husband, go to it bear."

Outline Report of Girls' Sports Days Committee

Plan Proposed to Include Suitable Physical Activities. For All Types

WE PRESENT here an outline report of the League Special Committee on "Sports Days for High Schools," Miss Helen Byington, Houston, Chairman; Miss Elizabeth Moore, Southwest Texas State Teachers College; and Dr. C. J. Alderson, The University of Texas*:

General Recommendations
A. That the Interscholastic League include Sports Days in its program of activities for girls, in order to make possible participation by every high school girl.

B. That two Sports Days be held each year,—one in the fall and one in the spring. The purpose of the fall Sports Day shall be the introduction of activities in which competition will be held at the spring Sports Day.

C. That competition in the spring Sports Day be limited to those schools attending the fall Sports Day.

D. That a point system be set up by the Interscholastic League whereby points may be earned during the school year for participation in activities included in the fall Sports Day.

E. That, in addition to the activities included in the Sports Day program, this point system also recognize regular participation in out-of-school activities such as:—hiking, bicycling, swimming, horseback riding, etc.

F. That the Texas Folk Lore Society be invited to suggest the play-party games and folk rhythms to be included in the program.

G. That the Sports Day include the following types of activities:—team sports, individual and dual sports, and rhythmic activities.

H. That enough hostess schools be selected so that centers will be readily accessible to all high schools wishing to participate.

I. That hostess schools shall help visiting girls realize the social values inherent in the association with other guest schools.

Regulations Governing Sports Days

A. The activities shall include:
(1) Team Sports: volley ball, soft ball.

(2) Dual and Individual Sports: golf, tennis, archery, badminton, aerial darts, deck tennis, paddle tennis, table tennis.

(3) Rhythms: (to be suggested by Texas Folk Lore Society); play-party games, Folk rhythms.

B. Plan for fall Sports Day—
(1) Activities shall be taught on a non-competitive basis.

(2) Each hostess school shall arrange its own program.

(3) Each participant shall be placed on a team at the beginning of the day and shall remain on that team for the entire day.

(4) Girls from the same school shall be distributed as evenly as possible on all teams so that no event will be on an interscholastic basis.

(5) Color bands or some emblem in keeping with the Sports Day theme shall be used to identify teams.

Plan for Spring Sports Day

1. Type of competition: (a) Participation shall be by school teams. (b) Elimination tournaments shall not be used as they are too strenuous and prolonged for use in a Sports Day. (c) Each team shall play only one other team. (d) Drawings may be made before the day of play or at the beginning of the day.

2. Participation: (a) No girl shall participate in more than three activities not including rhythmic activities. (b) Each girl's entry blank must be signed by or accompanied by a physician's statement, etc.

3. Official Rules: (a) Official rules for women, as specified by the National Section on Women's Athletics, shall be used for all games with the following exception: In volley ball, boys' rules or girl's rules may be optional, by mutual agreement of the hostess and guest schools.

4. Scoring: (a) The method of scoring shall be in accordance with the plan worked out by the Interscholastic League. (b) At the end of the spring Sports Day, the total score and rank for each competing school shall be announced. A plan shall be worked out whereby the total score shall be determined by the combination of the following items: (1) Total points won at the spring Sports Day through participation in

*In another column of this issue will be found discussion of this subject at the annual Extracurricular Conference.—Editor.

events and winning matches. (2) Points earned during the year by participation. This score shall be determined by dividing total number of points earned by total number of girls enrolled.

(It is recommended that these two items be weighted,—so that Item No. 2 will have at least equal value with No. 1.)

5. Admission charges: No admission may be charged spectators and no girls matches may constitute a part of any program at which admission is charged.

Suggestions for Hostess Schools

A. Use student assistants and committees to help you in organizing and managing the Sports Day. Assign specific duties to each committee. The following committees are suggested: Equipment, Registration, Reception, Dressing Rooms, Programs, Invitations, Keeping Score, Luncheon, Awards, First Aid, Luncheon Program, Publicity, Taking Pictures, Program Planning.

B. Send guest schools their invitations just as soon as you know what schools are assigned to you.

C. Enclose an addressed post card with each invitation. Ask each guest school to send its reply to your invitation on that card by a certain date, and state that any school that has not replied by that date will be crossed off the guest list.

D. Wait until you have received replies to your invitations before notifying each advisor as to how many girls she may bring to your Sports Day.

E. Many advisors have found that events run more smoothly and that there is less confusion if one girl from the hostess school is assigned to each team for the day to act as scorer, to explain the games, and to give directions. This girl does not participate actively in the games.

F. Have all plans and details completed before the day of play. Directions to guests should be brief, clear and simple. Girls who are assisting should have a thorough understanding of their duties.

G. Each school can be asked to have a stunt prepared for the luncheon program and a short talk can be given by a representative from each school. Songs are usually sung at this time. Enough time should be allowed so that the program will not be hurried.

H. Don't let the games program lag. Each team should know what the progression is so that events will follow each other without delay.

Specific Suggestions for Fall

A. Teams can be made up just as soon as all group entry blanks are received. Then, as each girl registers she can be told to what team she belongs and where it will meet.

B. After all participants have registered and are dressed, it is well to allow a few minutes for members of each team to get acquainted or to elect a captain.

C. Attractive awards can be made from felt. (Old felt hats can be used), old cloth, wood, paper, feathers and cloth.

D. The color theme for a Sports Day is both simple and effective. Teams can be identified by colored arm bands, ribbons, hair bows or sashes. When a team wins an event, the score may be recorded on the score sheet or a star or colored bar may be added to the identifying emblem each girl is wearing.

E. Additional themes which offer great possibilities for clever and original programs are: animals, universities, Indian tribes, birds, flowers, rodeo, circus, ranches, Olympic games, Mother Goose Rhymes, classic stories from literature such as Robin Hood, Robinson Crusoe, or Alice in Wonderland, Hallowe'en, derby day and an international jamboree.

Specific Suggestions for Spring

A. When entry blanks are returned the guest school shall specify in which activities its girls shall participate, so that drawings may be made.

B. Sports Days afford an excellent opportunity for advisers to get together to discuss problems and exchange ideas. Each hostess should try to allot some time during the day for a meeting of advisers and faculty representatives present. The League will be glad to receive any suggestions that are made at such meetings for modifications or changes in the point system or some other phase of the program.

Small Oil Production

Since the foundation of the oil industry, the entire world's production of crude oil would not fill a hole a cubic mile in the earth.—Dr. Gustav Egloff in *Science*.



Choral Singing
Notice that choral singing contest does not require purchase of phonograph records, as heretofore.

Applied Music Contests
Article IX, Section 4, should provide for rebate for two places in applied music contests instead of one.

Article VII, Sec. 13—Correction
Read "eighteen" for "nineteen" in the fourth line of this section.

Rule Books
1. Spalding's "Official Basketball Rules" governs League basketball.
2. "The National Collegiate Athletic Association Football Rules" governs all League football games.
3. "National Collegiate Athletic Association Track and Field Guide" governs League high school track and field events.

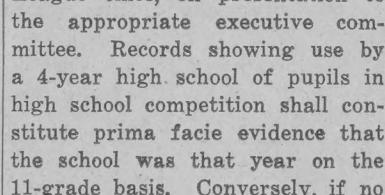
Rule 15, Basketball Plan
The State Committee was asked to interpret the following phrase "prior to the county or city league tournament," and
"In the interpretation of Rule 15 of the Basketball Plan, Page 96 of the Constitution and Rules, the phrase 'prior to a city or county league tournament' means prior to the first game played by a team in a city or county Interscholastic League elimination (tournament or round-robin) authorized by the County Executive Committee."

12-Grade System

It is often exceedingly difficult for a Committee to tell just when a given school went on the 12-grade basis, and this is important in determining eligibility under the 8-semester rule in effect in Football Conferences A, B, and Six-Man. In an attempt to assist District Committees in arriving at a just decision in border-line cases, the State Committee recently issued the following suggestion:

Theory of the rule is to make a pupil eligible in regular course for high school participation his last four years in high school. A pupil counts semesters from 8th grade in an eleven-grade system and from 9th grade in 12-grade system. Evidence of whether or not a school is at a given time on all 11 or 12-grade basis may be determined by the best records available, as the State Department of Education records, records of School Boards, or Interscholastic League office, on presentation to the appropriate executive committee. Records showing use by a 4-year high school of pupils in high school competition shall constitute prima facie evidence that the school was that year on the 11-grade basis. Conversely, if no 8th graders are used by a given four-year high school in high school competition, it is presumptive evidence that the school was that year on a 12-grade basis.

The State Committee also passed and made the following interpretations affecting elementary grades in schools on a 12-grade basis:
1. In an eleven-grade school system (with 4-year high school) the first seven grades are considered the "grade" school; in a 12-grade system (with 4-year high school), the first eight grades.
2. Schools maintaining 4-year high schools going from 11 to 12-grade basis automatically advance their elementary grades one year insofar as the eligibility for participation in the so-called "grade-contests" of the Interscholastic League is concerned. For illustration: The number-sense contest is designated as a 7th grade contest. When a school goes on a 12-grade basis from an 11-grade basis, the 8th graders will be eligible in the number-sense contest.



AS USUAL, a new school year has brought changes in personnel among Texas High School journalism teachers. Mrs. Edith Fox King, veteran journalism teacher though young in years, deserted teaching to follow her army officer husband in his career to keep America safe for democracy.

Her post at Vocational and Technical High School, San Antonio, has been filled by Miss Caroline Malina. Holding a Bachelor of Journalism degree from The University of Texas and having had several years of reporting experience on a daily newspaper, Miss Malina brings a specialized background into her work that should make her an excellent journalism teacher.

Further Personals

The likable David Bergen has moved from his job as journalism teacher at McAllen High School; and his place has been taken by Miss Irene Lawhon. Though new as a teacher, Miss Lawhon has a journalism degree, an excellent disposition, a willingness to work, and other qualifications that will insure the McAllen Wheel in its usual high standards.

Glenn Vinson, after a summer of hot work in journalism at The University of Texas, resumed his duties as sponsor of The Mount Pleasant High Tigarette. Mr. Vinson made an excellent record in his University journalism work.

Miss Maude Hall, for several years journalism teacher at Glade-water High School, began her duties this fall as a social director in one of the women's dormitories at The University of Texas.

Harry Reed, editor of The Reagan Statesman last year, has a job now as freshman N.Y.A. assistant in the Department of Journalism in Austin.

Charles Hertel, Amarillo High School journalism teacher, received a Master of Journalism degree at the University of Colorado this summer.

can be recognized, but in contemporary art such distinctions are less noticeable. This may be caused by the fact that press, radio, and the habit of extensive travel exert a similar influence on people the world over, tending to make one environment much like another.

With the decay of strong national influence has come greater interest in individuality of expression. Artists of today work less in groups and more as individuals, each one developing the style which his own personality dictates.

What the School Can Do

If the children of today are to be trained for appreciation of art and participation in the individualism of today's art, it is important that teachers be alert to recognize and encourage unique qualities in the work of their pupils. In order that the children may feel their kinship with great artists, they should be led to realize that their own ideas have value. They should be given opportunity for absolute freedom of art expression unhampered by previously erected standards.

Freedom of expression does not mean that children should be deprived of the benefits to be gained from studying examples of what others have done in the field of art, as such study is a valuable source of inspiration. By studying the work of masters in art, children will learn to appreciate and evaluate their own efforts. On the other hand, their own attempts at expression will deepen their understanding of the work of other artists. Participation is so effective as a factor in developing appreciation that it seems doubtful whether true understanding can be achieved without it.

Types of Expression

Experimentation with paints, crayons, and other mediums is highly important even though results may be crude when judged from the standpoint of art value. Beauty of result has nothing to do with determining the educational value of the experience of self-expression in art. But in order to benefit from the experience the expression must be the result of individual thinking on the part of the children. Copying pictures will not suffice, although a timid child may sometimes be led to express his own ideas through the device of first copying the work of others. Most teachers permit too much copying. It should be discontinued just as soon as possible and never be permitted to become a habit.

In using the Picture Memory Bulletin, teachers will find the work becoming more interesting and valuable if they will note especially the suggestions given for individual expression in connection with different pictures and encourage children to carry out these ideas.



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Charles Hertel, Amarillo High School journalism teacher, received a Master of Journalism degree at the University of Colorado this summer.

James Markham, Austin (Texas) High journalism teacher, received a Master of Arts degree from The University of Texas.

Notes on Papers

The Hamilton Trail has chosen timeliness in preference to size. Reduced from five columns to three columns, the Trail now will appear weekly instead of semi-monthly, and will give its readers current news almost as soon as it takes place.

The Lion's Tale of Tyler High, too, appears this fall in reduced size, being five columns instead of eight columns as last year. The decrease in page size is offset by an increase in the number of pages. The first issue is a neatly made-up tabloid.

The Austin Maroon has inaugurated subscriptions on the installment plan whereby subscribers can pay out the semester subscription in a lump sum or weekly for several weeks. The Maroon staff also is very proud of a new \$150 Speed Graflex camera that takes pictures day or night, indoors or out.

The Reagan Statesman, under the guidance of Dorothy Tubb, editor, and Miss Roma Ann Scott, adviser, has increased from five columns to six columns.

The staff of the Lubbock Westerner World detected a peculiar odor in the staff office when they reported for work this fall. A quick search revealed a two-foot bull snake, dead.

The Jefferson Declaration, San Antonio, reports that Jefferson has become the first high school in the United States to teach motion picture production. The school took over a three-year old amateur motion picture production company in San Antonio, the Pixilated Pictures Producers; and plans to make motion pictures through the medium of a class in that field.

More notes of schools and papers will be reported as we read through the copies sent to the I.L.P.C.

Humanizing the News

Back of the prosaic facts of every news story is the human interest attached to the individuals concerned in the event which comprises the news occurrence. Readers are interested in human beings more quickly than they are in impersonal facts. Therefore, wherever possible the good reporter will breathe a little of the color of people into his story. When he writes about a student who has won a contest, he puts in a few words about that person's likes and dislikes, about training for the contest, what he thinks of winning. When he writes that rehearsals are to be held for the school play, he interjects some remarks about the man who is responsible for those plays—the director. Adroitly handled, touches such as these add life and color to the front page of the school paper. Maybe you can find opportunities occasionally for putting more of the human touch into certain news stories.

Enroll Now in I.L.P.C.

If you have not yet enrolled in the I.L.P.C., please send us your request for enrollment at once so that we may put you on our mailing list. Also, we would like to urge you to enroll in our sister state high school newspaper organization, the Texas High School Press Association. The T.H.S.P.A. will hold its annual convention in Denton this December. We are sure that you would enjoy your activities in that association. To join, drop a note to Dr. F. L. McDonald, director, Texas State College for Women, Denton.



A Field Guide to the Birds (Revised and Enlarged) by Roger Tory Peterson. Houghton Mifflin Company, Boston, 1939. Distributed by Texas Book Store, Austin, Texas, School price \$2.20 postpaid.

SINCE the appearance of its first edition in 1934, this book has been a stand-by with bird-lovers, especially with those who like to make their identifications of live birds in the field rather than of "skins" in the laboratory or museum.

Mr. Peterson has a positive genius for pointing out the distinguishing characters visible in the field, and this has endeared the little volume to the field naturalist. But the first edition lacked certain essential information: it did not give the length of the bird in inches. Anyone who has seriously tried identification in the field knows that this is one of the most important characters. It is often said that one cannot gauge the length of a bird nearly enough to help much in identification, but this is not true. One soon learns and remembers the respective lengths of the common birds, the mocker, the English sparrow, the cardinal, crow, or killdeer. He carries the images of these common birds with him, and when an unfamiliar species appears, he can roughly estimate whether the specimen is

Motto for debater: "We must not contradict but instruct him that contradicts us; for a madman is not cured by another running mad also.—*Antisthenes.*"

"about the size" of an English sparrow, crow, or killdeer, or other common bird with which he is familiar. Often this enables him to narrow the choice down to a few species, and is therefore an important step in identification. It would be still better if Mr. Peterson had chosen to put in bill-and-tail-measurements, since the proportion the bill bears to the length of the head, or the tail to the length of the bird, helps greatly in identification. But this book is so good for its size that one is ungrateful to quarrel with omissions. The wonder is that so much has been gotten into so little space. Especially helpful are the plates, four full pages in color, pages of illustrations of birds in flight (especially the hawks), and other illustrations consisting of drawings almost diagrammatic which emphasize the differences between newly allied species.

We regret to have to point out that the subtitle is misleading: "Giving Field Marks of All Species Found East of the Rockies." So we expect from the subtitle to find our Central and South Texas birds all listed, but you will look in vain for such common birds as the caracara, pyrrhuloxia, verdin, curv-billed thrasher, golden-fronted woodpecker, golden-cheeked warbler (all common around Austin, Texas), and, we started to say, the "black-capped vireo," but we notice that although this lovely little fellow was sighted in the first edition of the book, he is included in the last edition. Indeed, it would have been better for the subtitle to read "east of the Mississippi" rather than "east of the Rockies."

Nature clubs in Texas high schools should see that the school library has a copy of this volume. When you find out how valuable it is, each member of the nature club will want an individual copy to take out into the field with him.

R. B.
FOUNDING CARLISLE

Education, Also, "Hath Power to Soothe the Savage Breast"

THERE was never a college like Carlisle and there never can be again. A war started it, another war nourished it, and the War Department, proceeding on the theory that a good Indian school is a dead Indian school, killed it off during the World War. But the legend goes marching on.

Seventy-four savage Sioux warriors, prisoners of the Indian uprising of 1874, chained and shackled and regarded as irreconcilable enemies of the white man, formed the nucleus of the Carlisle student body. They were entrusted to the care of Lieutenant Richard H. Pratt, commander of Indian Scouts, for perpetual imprisonment, first at Fort Sill, Indian Territory, and later at Fort San Marco, St. Augustine, Fla.

Young Pratt, a tough warrior but an idealistic fellow in time of peace, observed that his prisoners became remarkably tractable when freed of their chains, fed decently, and treated like human beings. He began experimentally to teach them English and the ways of the white man, and succeeded so well that when an Indian amnesty was declared a great many of the prisoners elected to remain with Pratt if he would continue to teach them.

The young officer went to Washington and put in a couple of years ringing doorbells trying to get funds and authorization for an Indian school. Eventually his tactics succeeded and in 1879 the government turned over to his use the ancient Carlisle barracks, a cavalry post in the Cumberlandlands of Pennsylvania that had served as a prison for Hessians captured by Washington at Trenton.

Seventy-two Sioux warriors regarded by the Indian agents as wild men were the first enrollees. Twenty-two of these had been Pratt's prisoners at St. Augustine. Making-Medicine, a reformed "bad" Indian, and Etahleuh, a former scout, were dispatched as recruiting agents to the Cheyenne, Arapahoe, Kiowa, and Comanche tribes to round up other candidates. The five nations represented were all notoriously bad actors.

The freshman class, 147 strong, showed up on the campus feathered, beaded, and painted. Carlisle discipline, from reveille on, was military, bordering on penological. The first things an arriving student got were a hair-cut practically equivalent to a scalping, a swift and thorough all-over scrubbing to remove barbaric cosmetics and aboriginal muckiness, a Civil War uniform topped off by a fatigue cap, and a standing invitation to chapel and prayer meeting.—Duncan Underhill.



ELEMENTARY STAGE-CRAFT

I. Designing the Interior Ground Plan
By Gordon Minter, Assistant Professor of Drama, The University of Texas

WE FEEL it is necessary to repeat that every teacher who will direct a contest One-Act Play, Extemporaneous Speaking, Junior or Senior Declamers should read the revised 1940-41 rules for these events. Changes have been made which may cause the work of your students to be declared ineligible unless each director understands the new rules. Write for a copy of Bulletin No. 3824 if your superintendent does not have one.

Here are some new three-act plays. If you wish to examine them, address your request to the writer of this column. You may keep as many as ten plays as long as seven days for reading purposes.

Next month we hope to have some new Broadway plays which we can list. Some are still running and others were produced during the past season.

Day in the Sun—by Sammis & Heyn. Dramatists Play Service, 9m7w. Roy. \$15.50. A very exciting play about a man who always tells the truth and saves a man's life. Good dialogue, strong curtain lines, lots of action and suspense. Many of the male characters have few lines. Splendid class play and brand new. A one act show.

Enter Angela—by Virginia Perdue. Dramatists Play Service, 5m 5w. Roy. \$10.50. This farce should be very popular. A poor family finally makes ends meet because Angela picks up the wrong Mr. Smith at the railroad station. Clever situations, plenty of movement, and a crackling, funny play.

Problem Father—by Conrad Seiler. Dramatists Play Service, 6m16w. Roy. \$10.50. A screwball family farce. Father is a "nut." His family is desperate, because his latest idea is walking on all fours as this was the original Natural Posture. Instead of reforming Father the family is convinced and all walk with the Natural Posture. Many characters in this funny play are of teen age. This is one to do if you want the audience in the aisles. One interior setting.

Keep Dreaming—by John Rand. French, 4m5w. Roy. \$10.50. Here is an ideal small cast amateur play. It is about a seventeen year old girl who lives in a "vaudevilian" sort of atmosphere. She finally wins her man. The lines are especially good. The situations are interesting.

China Boy—by Reach & Taggart. French, 5m5w. Roy. \$10.50. This play should make an excellent one for a class play. All but two characters are of high-school age. Typical in many ways, it concerns a family of a school principal and his troubles. A meek visiting boy, the China boy, adds to the difficulties. It turns out well enough in the end. Very fast pace, snappy lines, and fun for all.

All Roads Lead to Hollywood—by James Reach. French, 4m10w. Roy. \$10.50. An original comedy laid in Hollywood. A group of girls are all trying to get into the movies. Good comedy, some drama, and plenty of opportunity for characterization. For a different play with a cast composed largely of high-school age characters, this is one you should do.

The Boys Are Slipping—by Louise Rand. French, 3m7w. Non-roy., 50c. A comedy plot built

around the theme of how a group of boys and a group of girls compete to get money for their business ventures. All the parts are good, the characters young and the show is easy to produce.

The Jenks Jinx—by John Hershey. French, 5m7w. Non-roy., 50c. This new comedy tells the story of the Jenks family. The father is easy-going, the mother efficient, and the children of high-school age have the usual problems. There is a crook in this story and other characters, all of which are good roles. A homey humor prevails. This should go well with any audience.

That Crazy Smith Family—by Katherine Kavanaugh. Dramatic Pub. Co., 6m6w. Roy. \$10.50. A new family comedy which has about everything in the way of plot, dialogue, pace, humor, and characterization. There are so many mix-ups in this funny play we won't mention any. Why not read and learn for yourself. This would be a fine class play.

Professor How Could You!—by Anne C. Martens. Dramatic Pub. Co., 5m5w. Roy. \$10.50. A young professor is to be appointed a dean provided he has a wife. His friends and relatives conspire to provide one. Three candidates move in on the professor and the fun begins. The climax is sure-fire and your audience is bound to be in stitches. Here is one to do.

Gabriel Blow Your Horn—by William E. Jones. Dramatic Pub. Co., 6m5w. Roy. \$10.50. The old story of how boy gets girl again, but all dressed up in fake mountaineer garb. The boy gets the girl, but he works many tricks to do it. Plenty of action and excitement and a cast with a variety of characters.

The Merry Hares—by Agnes E. Peterson. Row, Peterson, 5m6w. Per cent royalty, 75c. We seem to be running to family comedies this month, but we blame that on Mickey Rooney. Here is another, this time about the Hares. Father, mother and three little Hares. Each is concerned with his own troubles. Many complications ensue but all turn out right in the end. A well written play which is easy to produce. Try it.

Foot-Loose—by Charls Q. Burdette. Row, Peterson, 7m7w. Per cent royalty, 75c. One of the best comedies written by this popular author. A fond mother supervises too closely the lives of her children. When the parents leave on a world cruise the children get into the most amazing difficulties. Excitement is high. There is a happy ending which is logical. This is a fine play, well tested before going on the market. Recommended.

The Flower of the Ranch—by David Duncan. Baker, 5m6w. Non-roy., 50c. If you have a strong girl for a lead, you will want to read this play. Rose is an orphan who lives on a ranch in the West. She saves the ranch for her sweetheart amid many thrills and laughs. Exciting western comedy.

Espionage—by Lieut. Harlan Hayford. Baker, 6m5w. Roy. \$10.50. A timely comedy about international spies who try to steal plans of various new war machines. It is easy to produce and should be very effective with any audience. Nothing in it can be objected to and it is thrilling.

The Green Light—by Robert Schimmel. Baker, 7m5w. Roy. \$10.50. A railroad mystery which is good class play material. There is a bandit known as The Green Light. He can't be caught. He takes a huge pay roll and jewel shipment while a woman is on the job. That marked the beginning of the end for the bandit. Good suspense and lots of action in this one.

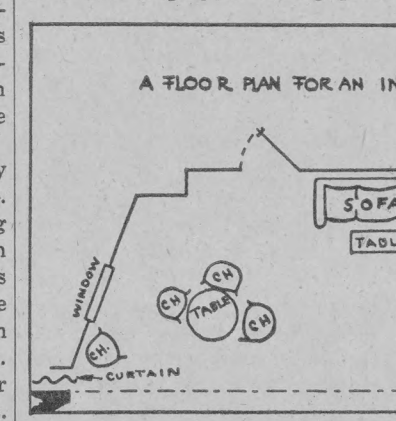
How Very English!—by Beulah King. Baker, 4m4w. Roy. \$10.50. Three women inherit an English manor. It seems to have ghosts. There are other reasons why the women want to leave. They are almost convinced when other events change their minds. An interesting comedy with enough mystery to increase the suspense. Good class play.

NOT VERY long ago, an actor who had seen his best days went down to New York to give a series of plays and Heywood Brown reviewed the first week's production. He said in his review that "Mr. Jones, the leading man, is positively the world's worst actor." He and his paper were threatened with a libel suit, but Mr. Jones said, "If you publish something along a different line when I open next week, we'll forget this libel suit." So Brown began his column the next week by saying, "Mr. Jones was not up to his usual standard."—Fred A. Little in the *Quill*, Detroit.

IS THE furniture used in a way which assists and does not hinder action of the play? On reading this in the "Instructions to Judges of the Interscholastic League Plays," one might think it easy to design a floor plan to aid the action of a play. Too often, however, it only aids in making the play stiff and uninteresting. We shall try, therefore, to point out some of the objectives to be considered and some of the pitfalls to avoid in designing a floor plan for an interior setting.

Increases Interest
A floor plan for the stage is more than a pleasant arrangement of furniture to make an audience believe that a play is taking place

Exits, Entrances, Windows, Etc.
On the other hand there are several positive considerations, equally obvious because they are so simple:



1. Place important entrance doors on the back wall. Naturally the effect of an entrance is diminished in a given spot. The whole setting, to be sure, should help to create that illusion, but the primary purpose of the floor plan itself is to assist the director in getting the most interest out of the play.

The director naturally wants as much variety as possible. Just as he tries to get variety in the voices he casts, he will try to get many variations in area for the playing of scenes. The wise director will strive to use the entire stage from wall to wall, but will set up at least three different playing areas. By areas we mean natural arrangements of furniture. The size of the area will vary with the size of the stage used, but a clever director can usually fit three areas to even the smallest stage.

Acting Areas
In the above sketch there are several distinct acting areas: around the fireplace, around the table, around the sofa, and around the stairway. The shrewd director, of course, will conserve the acting areas, using them one at a time, or combining them in different scenes in order to get the greatest possible amount of variety from whatever the stage offers.

There are several obvious "don'ts" to be observed in designing the floor plan. We mention them simply because they indicate some common but ineffective methods of using a stage—methods which can easily be avoided:

Stage Don'ts
1. Don't line up furniture across the stage in a row parallel to the

footlights. This forces the actors to play all scenes either above or below the row of furniture, thereby losing all fluidity of movement. Incidentally, this stiff, unnatural arrangement destroys the illusion of an actual room.

2. Don't place all furniture back against the walls. This may give more acting space, but acting unrelated to the setting is uninteresting to say the least. Actors, are aided when they have chairs, tables, and other pieces of furniture to help them in their stage business.

3. Don't set sofas diagonally across corners of the set. This rule also applies to sideboards and other long pieces of furniture. Such pieces should be parallel or at right angles to the walls.

4. Don't strive for symmetry in arranging furniture for a realistic interior. By this we mean, do not put one piece in the center of the stage and one piece on each side of it. Keep furniture arrangements varied to give interest.

A second important change was made in the time allotted for delivery. Last year each speaker was given ten minutes. This was shortened to eight minutes. Also, a minimum time clause was inserted which states, "Speakers who do not consume four minutes of their time shall be disqualified." This means that all extemporaneous speeches in contest shall be at least four minutes in length, and that no speaker shall speak longer than eight minutes. The minimum time requirement will eliminate many of those students who have failed to make adequate preparation.

Change Judging Standards
The most important change was the revision of the judging standards. The old standards were brought up to date, terminology was simplified, the form of the ballot was simplified, and the standards were rewritten in a way which should aid the judge in giving a decision. The standards should also assist the directors and the students in determining the points to be considered as they prepare topics for presentation. Emphasis was placed on the "desire to communicate" and removed from "the mechanics of delivery." The standards are the only ones to be used by judges and all judges should read and understand them before they begin judging. It is especially necessary that all Directors of Contests read and understand the new rules.

There are other minor changes. It is highly recommended that a single good critic judge be used. It is recommended that the Director of the Contest announce the subject drawn by each speaker and that the speaker not take the time to announce his own topic. It is recommended that each speaker have a separate room to prepare his speech. Speakers may now take reference material to the preparation room, but there is still a limit of 100 words of quoted material which a student may use.

List Issued
From time to time a list of general topics will appear in the LEAGUER. These are intended to serve as guides to the specific topics which will be used in contest. The topics used in contest will be based on the events occurring between September 1 and contest time.

It is hoped that revisions will work to the advantage of this contest. No other public speaking event has greater practical value than extemporaneous speaking. Your comments, suggestions, and criticisms will be greatly appreciated. If you know the names of good critic judges for extemp, declamation, or one-act play contests, send these names and addresses to us for our list of approved critic judges.

That Texas Should Levy a Tax on Natural Resources Sufficient to Care for the Deficit and Social Security." The Constitution and Rules states, "Resolved, That Texas Should Increase the Tax on Natural Resources."

"The first question is debatable; the second is not. In the first, the affirmative is evident, and the negative can work on 'sufficient.' In the latter—well, there is no one in Texas who in the face of the State's obligations will not admit a slight increase in natural resource taxes, even they themselves."

Suggestions Requested
As usual, we appreciate any comment you care to make about the debate question or its accompanying problems. And we shall be especially thankful if you can offer ideas about the December Speech and Drama Institute. Let's hear from you.

A group of Czechs came to Texas with the German colonists at New Braunfels in 1844. Among them was Rev. E. Menzel, a Catholic priest. A group of Czechs settled at Cat Spring in Austin County in 1854, among them Rev. Ernst Bergman, a Lutheran minister.

There is still some complaint about the question, but mainly from those who have not tried it out in an actual debate. For instance, here is a letter which, we think, indicates that the director has not gone deeply enough into the question:

"From the League office last spring I received word that the debate question would be, 'Resolved,

— EXTEMPO —

(Continued from Page 1)

Two or more subscriptions, Combined, Editions, \$1.30 per school year.

Two or more subscriptions, Teacher, Editions, \$1.30 per school year.

One subscription, Combined, Editions, \$2.00 per school year.

One subscription, Teacher, Editions, \$2.00 per school year.

You may secure any one or all of these publications from the Moore-Cottrell Subscription Agencies, North Cochocton, N.Y., and save the trouble of writing to each publisher separately. This agency is thoroughly reliable.

Take a Newspaper
In addition to the above-mentioned magazines, a good daily newspaper is recommended. All topics for contest use will be taken from these magazines and a good daily newspaper.

A second important change was made in the time allotted for delivery. Last year each speaker was given ten minutes. This was shortened to eight minutes. Also, a minimum time clause was inserted which states, "Speakers who do not consume four minutes of their time shall be disqualified." This means that all extemporaneous speeches in contest shall be at least four minutes in length, and that no speaker shall speak longer than eight minutes. The minimum time requirement will eliminate many of those students who have failed to make adequate preparation.

Change Judging Standards
The most important change was the revision of the judging standards. The old standards were brought up to date, terminology was simplified, the form of the ballot was simplified, and the standards were rewritten in a way which should aid the judge in giving a decision. The standards should also assist the directors and the students in determining the points to be considered as they prepare topics for presentation. Emphasis was placed on the "desire to communicate" and removed from "the mechanics of delivery." The standards are the only ones to be used by judges and all judges should read and understand them before they begin judging. It is especially necessary that all Directors of Contests read and understand the new rules.

There are other minor changes. It is highly recommended that a single good critic judge be used. It is recommended that the Director of the Contest announce the subject drawn by each speaker and that the speaker not take the time to announce his own topic. It is recommended that each speaker have a separate room to prepare his speech. Speakers may now take reference material to the preparation room, but there is still a limit of 100 words of quoted material which a student may use.

List Issued
From time to time a list of general topics will appear in the LEAGUER. These are intended to serve as guides to the specific topics which will be used in contest. The topics used in contest will be based on the events occurring between September 1 and contest time.

It is hoped that revisions will work to the advantage of this contest. No other public speaking event has greater practical value than extemporaneous speaking. Your comments, suggestions, and criticisms will be greatly appreciated. If you know the names of good critic judges for extemp, declamation, or one-act play contests, send these names and addresses to us for our list of approved critic judges.

That Texas Should Levy a Tax on Natural Resources Sufficient to Care for the Deficit and Social Security." The Constitution and Rules states, "Resolved, That Texas Should Increase the Tax on Natural Resources."

"The first question is debatable; the second is not. In the first, the affirmative is evident, and the negative can work on 'sufficient.' In the latter—well, there is no one in Texas who in the face of the State's obligations will not admit a slight increase in natural resource taxes, even they themselves."

Suggestions Requested
As usual, we appreciate any comment you care to make about the debate question or its accompanying problems. And we shall be especially thankful if you can offer ideas about the December Speech and Drama Institute. Let's hear from you.

A group of Czechs came to Texas with the German colonists at New Braunfels in 1844. Among them was Rev. E. Menzel, a Catholic priest. A group of Czechs settled at Cat Spring in Austin County in 1854, among them Rev. Ernst Bergman, a Lutheran minister.

There is still some complaint about the question, but mainly from those who have not tried it out in an actual debate. For instance, here is a letter which, we think, indicates that the director has not gone deeply enough into the question:

"From the League office last spring I received word that the debate question would be, 'Resolved,

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 its work. Communications should be sent to Miss Margaret Cooper, Dallas, Texas, "Historian" of the Association, and editor of this column.—Editor.

Critic Judge Scores Success in Eastland

"Last year," writes W. T. Walton, Superintendent of Schools at Ranger, "we learned in Eastland County what you have known a long time—that is, that it is possible to conduct a One-Act Play contest on a friendly and educational, and even highly enthusiastic pattern even for the poorest teams.

"It cost us a little more to do it. But it was my duty to be County Director General and the One-Act Play director was on our faculty, and our School Board guaranteed us some backing if we had to have it.

"So we got Hugh Price Fellows, Head of the Department of Speech at McMurry College, to act as Critic Judge. He picked the winning cast. He picked an all-county cast, he picked the best boy actor, the best girl actor, and a few others. He took each cast and gave them some suggestions.

"Then, as a final stroke of helpfulness, he got all the casts together and reviewed every play and its presentation. Our team, or cast, was not a winner by any means but the students themselves and their parents were delighted with the decision and the judge. Other casts and sponsors from other high schools who did not win were equally delighted. He took the sting out of defeat.

"I wish you had been here for you would have seen one of your League contests functioning for the good of the group and not for the winners, which I know is your ideal of the whole program and an axiom of your philosophy."

Children's Theater Fills Long-felt Need

LUBBOCK Children's Theater was founded this year with the realization that one must train up a child in the way he should grow, dramatically speaking. The organization aims to provide suitable entertainments for young people. Whether or not the plays are presented by adults or by juniors is immaterial.

The first production was "The Pied Piper of Hamelin," written by Marguerite Steen who ran a successful children's theater in England. Those taking speaking parts were college professors and students and children as young as eleven. There was an audience of 900, one of the nearby towns sending in 75.

The second production was given as a number of the summer artist course which Texas Tech offers. Wilde's "Dyspeptic Ogre" was cast with high school age and younger. Gilbert's "Creatures of Impulse" had professors and teachers in the roles. A series of plays will be presented this school year.

Lubbock Children's Theater is directed by Mary Graves Strout and is sponsored by the Episcopal Women's Auxiliary.

Personal
Miss Bettie Alice Gordon, Daughter of Dean J. M. Gordon of Texas Tech, is teaching speech in the Crane High School.

Mrs. Martha Knight Davis, teacher in the Lubbock Junior High School, received a Master's degree in speech at the University of Southern California this past summer.

SPEECH TEACHERS ASSOCIATION NOTES

Fortunate is that convention which can boast of the honor of having the President of the United States on its program. A recent letter from Rupert L. Cortright, Executive Secretary of the National Association of Teachers of Speech, states that President Roosevelt will very likely speak at the Association Luncheon during its Convention in Washington at Christmas.

The convention will be held December 30-31, January 1-2, in the Nation's Capital at the Mayflower Hotel. One-half day of the four-day event will be given over to organized sightseeing tours of Washington and surrounding territory. In addition, the leading figures in the speech field will be present to participate in the most worthwhile program yet drawn up.

This is the twenty-fifth anniversary of the founding of the Association. Over 6,000 speech and drama teachers in the country are members. To allow as many as possible to attend this great convention, the railroads have set the round-trip fare in a party coach at the amazingly low figure of

\$39.50. This applies to the trip from Dallas to Washington and return. There must be at least fifteen persons in the coach to get this rate, and reservations must be made ahead of time. The party must go together. However, any member may return individually at his convenience. Full details will be available at the Fort Worth convention. If you are interested, get in touch with Prof. Emory G. Horger, T.S.C.W., Denton. This opportunity to see Washington on the eve of a presidential inauguration, visit its historic points and attend the National Speech Teachers Convention all at the same time at this very low cost is too good to miss. A large number of teachers have already signified their intention of making the trip.

Purely Personal

The Texas Technological College Radio Workshop, under the direction of Prof. John N. Watson, participated in a variety of activities during the first session of summer school. A series of bi-weekly broadcasts were given over KFYO in Lubbock. Book reviews, skits from well known plays, reviews of shows, and individual reading of poetry as well as choral reading were used in several programs.

Mrs. Alda Wynn and her pupils in the Wilunar School of Collingsworth County have been working for speech improvement in the first three grades. Errors were noted for the first half of the day and a list was made of them and by whom they were made. In the afternoon a short period was set aside for remedial work.

Mr. Lee Byrd is teaching speech in Hartlingen this year.

The Fort Worth and Amarillo schools have begun work in speech correction.

Mrs. Florence Horton, of Pasadena Junior High School, attended the University of Southern California during the summer session. Dr. Conrad Freed has become the successor of Dr. Baxter Geeting as the head of the Speech Department of West Texas State Teachers College at Canyon. Dr. Geeting is now teaching at San Francisco City College. Before coming to Canyon, Dr. Freed was associated with Wayne University at Detroit.

Miss Thelma Robuck, of Mary Hardin-Baylor College, and Mr. Glenn Capp of Baylor University, were married May 25. Both Miss Robuck and Mr. Capp were debate coaches.

Miss Erron Gafford, of Tulia High School, was dramatic director at a girls' camp in Cariso Springs, New Mexico, during the past summer.

Miss Helen Lee Ogg, Associate Professor of Speech at West Texas State Teachers College, has been a visiting professor of speech in the University of Southern California during the past summer.

— DEBATE CLUB —

(Continued from Page 1)

the better debating high schools go to work on that question."

Too Much Coaching

Another abuse in the way debating is carried on is too much coaching, or perhaps, one should say too little coaching of the right sort. By too much coaching is meant this: frankly, too many coaches write, or have written, all the speeches. Not only do many coaches write the constructive speeches, but often rebuttals are in the form of coached, written answers to as many points as it is possible to guess the opposition will bring up. As proof of this, at the next county meet you attend, watch the expressions of the members of the negative team as the first speaker for the affirmative outlines his points, and notice their sighs of relief if their speeches "fit"; or looks of dismay if they don't "fit." Also notice their wild scrambling through neat little rebuttal boxes containing carefully worded and indexed answers when the opposition brings up some information they haven't been using. If their kind and able coach has been lucky enough to anticipate such a point they dutifully remove the card and place it on the table. But, oh! the frantic looks if the dear coach failed to anticipate it. True enough, such teams are usually quickly eliminated, but think of the misconception of the true values of debate given to the debaters, to say nothing of the positive harm done!

It may be pointed out further that debates are: (1) too formalized. That is, there is not enough practice given in informal collision of minds on topics within the everyday life of the student; (2) too few participate. Too often it is the practice of coaches to select their debaters, when it is only possible to discover ability in debating by actual debating—and not necessarily debating on the formal interscholastic league question; (3) overemphasis on winning. It is

trite to say that anyone entering a contest should do so with the purpose and hope of winning. A debate contest is no exception. Yet the good coach should let winning be incidental. That is, training in technique, logic, research, and knowledge of the subject should be stressed, with the idea of winning emphasized only after sufficient background.

Since the value of debate is generally accepted, and since there seems to be evidence that abuses have crept in, there should be some remedies.

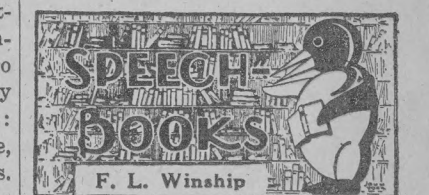
Whether cause or result of this debating tradition, I do not know, but occupying the most prominent place in the trophy case in our small high school, of less than 100 enrollment, is a State championship cup. Interest once aroused has never been allowed to go uncultivated—despite the fact that the personnel of the faculty has completely changed several times in the past ten years. Debate trips, publicity in the school and community newspaper, local trophies and other awards help keep interest alive, and it occasions no comment when the call goes out in September for those interested in the Debate Club and more than one-fourth of the student body responds. That such interest is not contingent upon a winning team is proved by a look at the record which shows more losses of the county championship than wins.

The Debate Club

The nucleus of this interest is the Debate Club, which is conducted along with the speech class. Organized as any ordinary club the one purpose of this club is a study, in general, of the fundamentals of debate and, in particular, the current question of the Interscholastic League. With selection of partners by lot and debates in the club, in assembly, and with neighboring schools all are given a chance to participate in an actual debate. Naturally things get competitive as time for eliminations approaches, but competition for a place on the debate squad is no more harmful than in any other contest. Some may object to this as being too much emphasis placed on one contest, but to me it proves that by developing and cultivating a school tradition in debating, interest can be raised almost to the level of athletics.

This plan may appear too simple—yet does it not meet all the objections to debate? With such a set-up debate is not considered merely a part of the Interscholastic League but is a club affair with the League question the topic of study. The charge of too much coaching is not valid because all are given the same amount of aid of a general nature, and in fact I have found that the members are inclined to be so competitive that they are constantly looking for "surprise" points and do not care for very much particular coaching for fear someone else might get their points. Of course, after the final teams are selected, much intensive coaching, and rightly so, is given.

It has not been my intention to paint a too glowing picture of a perfect set-up, yet my first contact with this debate tradition was an eye-opener to me of the possibilities and benefit of debate in a small high school when conducted in the right manner.



Last year Ernest Bavely, editor of the High School Thespian, published a book entitled *A Yearbook of Drama Contests and Festivals*. This year Mr. Bavely presents a supplement to this valuable book in the September issue of his interesting magazine. It is of special interest to Texas drama directors. On the cover is a picture of the 1939-40 one-act play contest winner, "Sparkin'," produced by San Marcos High School. Also included is an unusual picture of the "Overtones" cast of Pampa High School which competed in the 1939-40 State Contest. Mr. Bavely devotes five pages of the twenty-eight in this issue to the Texas play contest, besides mentioning elsewhere their size and quality. It is an altogether pleasing magazine looked at from the viewpoint of Texas directors.

One of the chief values of the supplement is the summary of winning plays. A total of 83 winners are listed, giving a clear picture of those plays most successful in contests. There are 1,769 titles listed in the report. Copies of this valuable magazine may be secured from Mr. Ernest Bavely, College Hill Station, Cincinnati, Ohio, for only 50 cents. We recommend this issue to any director who desires to know what plays are being done throughout the country.

EXTEMPO TOPICS

THE general subject for Extemporaneous Speaking contests this year is National and Foreign Current Events. The list given below is suggested for study. Specific sub-topics for contest use will be selected from some of these which appear each month. At no time, except when speakers draw for topics at the contest, will there appear a list of sub-topics of any of these or other general subjects. Have you read the revised Extempore Speaking contest rules?

- The Anglo-American naval base-destroyer deal.
- The war in Africa.
- Conscription of wealth and men in the U.S.
- The San Francisco and New York Fairs.
- Japanese aggression in the Far East.
- The Balkan situation.
- Pan-American relations.
- The presidential campaign.
- Aerial warfare in Europe.
- The Petain-Laval government in France.

High School Football Coaches Association—News and Notes

The Texas High School Football Coaches Association conduct this column through its correspondent, Mr. Harris. Officers of the Association are: Ted Jeffries, President; Eck Curtin, Vice-President; Bryan Schley, Secretary-Treasurer—Editor.

(By W. C. O. Harris, 3001 Cockerell St., Ft. Worth, Texas)

OUR association has grown beyond the fondest dreams of those pioneer coaches and leaders who met November 28, 1930, in Houston and perfected the groundwork for our organization. There were only twenty-eight charter members. The organization became strong enough to sponsor a school in 1933. The first school and also the second school was held in San Antonio. The school has been conducted yearly, with an all-star game between outstanding senior players from all sections of the State as an additional feature, in Dallas, 1935; Fort Worth, 1936; Waco, 1937; Lubbock, 1938; Houston, 1939; and Austin, 1940.

Largest in Nation
Today, the Texas High School Football Coaches Association is the largest and most active organization for the promotion of football in the nation. The annual school sponsored by the association has become, in ten years, the largest of its kind in the world. Many progressive steps have been made for the betterment of the sport as played in our Texas High Schools, and a closer correlation noted with the educational policies of our educational administrators. We coaches no longer feel that we are conducting a work apart or remotely connected with educational procedure, but feel that our work is an integral part of the school program. It is also encouraging to see a more friendly and helpful attitude on the part of teachers toward the coaches in our public high schools. The University Interscholastic League has contributed much toward the improvement of the coaches status by their vigilant and progressive supervision of football as an extra-curricular activity in Texas.

Help your committees select the eight all-regional teams by sending in an all-opponent team to your regional director at the conclusion of your 1940 season.

Hats off to the busiest man in the association—Bryan Schley, Nacogdoches. Bryan, as secretary-treasurer, has more work to do than any officer or member of the association. Here is a partial list of the duties that fall to the secretary-treasurer of the T.H.S.F.C.A.:

1. Keep a membership record.
2. File in card index the names of members and keep up-to-date.
3. Order "Athletic Journal" and "Scholastic Coach" for each member and see that they are sent to the proper address.
4. Send letters soliciting coaches to join the association and advise the old members when their membership has lapsed.
5. Fill out membership card and receipt for each member.
6. Send out questionnaires and referendum ballots to every member in the state when necessary to secure information on matters of mutual interest.
7. Supervise the association's correspondence.
8. Send out notice of all meetings.
9. Attend all football meetings in interest of the association.
10. Representative of our association on the rules committee of the National Football Coaches Association and required to attend the annual meeting of this organization.
11. Keep a set of books of all receipts and disbursements for the association subject to annual audit by a certified public accountant.
12. Send a financial statement to all members after the books are audited each year.
13. Pay all bills for the association and attend to the finances and investments of the organization.
14. Make up and send out publicity and information on the coaching school to all the coaches in the state.
15. Write out or make letters to all coaches in the state urging attendance at the school.
16. Draw up all contracts for the association.
17. Keep contact with the officials of the host city where the annual school is to be held, and see that necessary preparation is made before the school opens.
18. Have programs, schedules, sets of plays, and other materials ready to give the coaches when the school opens.
19. Make such trips as necessary to attend the business of the association.
20. Must buy bond sufficient to cover financial worth of the association.

Probably the best work accomplished by our association has been the efforts of the committee which has made a survey and study on accidents incidental to football and how to prevent the majority of such accidents. An equitable and economical plan for football insurance has been the goal of this committee. Such insurance is now available to the high schools of Texas as a result of the work of your committee and the University Interscholastic League. The timely article, "Safety in Football" to be published in the November issue is contributed by Mr. P. E. Shotwell, Longview, a member of the insurance plan committee.

There are some upon whom rich clothes weep.—Montaigne.

Contrary Opinion On Value of Awards

PROponents of the practice of rewarding athletes declare the action worth while if the aim of boys is participation in athletics, and not the award itself. Under these conditions, it is claimed that awards, rewards, and prizes motivate and stimulate participation, show achievement, build school spirit, follow a custom practiced in everyday life, are needed to complete success, and make learning more efficient.

Crystallized opinion in opposition to the granting of awards holds these theories to be true:

1. Education should seek the truth, and the attempts to draw a student into participation by decoys, such as rewards, is teaching false values.
2. The giving of rewards and prizes as incentives and motives to participation in an activity is based on a doubtful psychological theory of transfer. The assumption is that the athlete enters the activity for a prize and after participating, soon sees the value of the activity, rather than value of the prize to be given.
3. The offering of a reward to enter an athletic activity is debasing the activity drive of childhood.
4. The granting of awards as a motive to enter an activity is an admission of the schools inability to put pupil activity on the right plane.
5. The giving of awards, rewards, and prizes of intrinsic value as a means of stimulating participation causes the athlete to lose sight of the challenge of the game because of the reward.—Clyde Gott, "Thesis on Awards, Rewards, Prizes, and Forms of Recognition in Interscholastic Athletics in the High Schools of Texas Having Membership in Conference AA Football—1938."

PUPILS PLAN

(Continued from Page 1)

school closed with definite plans made for an activity period in the daily schedule and for home-room organizations. Preliminary plans had also been made for student clubs.

Monday morning of the third week of school, the class schedule was changed slightly to provide for the activity period as planned for 10 o'clock. Students had not been informed of the plans until this time. They were then directed to meet with their sponsors in the rooms previously planned for each group. The extracurricular activity program was to develop from this stage through the following more specific operations: (1) Organizing home rooms; (2) Developing active club interests and participation; (3) conducting assembly programs by students; (4) students participating in school control; (5) giving an all-school rally and exhibition for the community; and (6) presenting an activity commencement.

Pupils Plan Activities

The first home-room meeting of selected groups was entirely under the direction of the sponsor, but the students came to this meeting with an attitude of suspense and expectation. They were curious and in a very receptive frame of mind. When it was explained by the sponsor that this was to be their period each day to plan as they thought would be most beneficial to them, the students were even more alert and ready for organized action. They began asking the sponsor what they could do during this period, and she referred the question back to the group to see what they would like to do. The resulting discussion pointed out that the students' desires were identical with Jensen's three aims of extracurricular activities: to have fun, to be of service, and to learn something. Three kinds of activity were open for the home-room participation: recreational; informative and entertaining programs; and social activity, even to the extent of serving refreshments or planning for a more extensive party to be held in the evening.

The sponsor then explained that she did not want to be their leader in these activities, but merely a counselor and fellow-member. They were to elect from their own group the leaders which they thought they would need. The next day, they decided on needed officers, and elected them by popular vote, allowing the officers to appoint needed committees.

Make Room Like Home
Thus the work was begun, each group working in a competitive

spirit with the other two. For the next two weeks they met every day for their thirty-minute period, working and planning. The rooms selected as the "home" room for each group was taken seriously as a personal possession, and immediate action took place toward improving the appearance of the room and added needed equipment. Through the students' free contribution of labor and materials, laboratory tables and benches were painted, lockers were built, and pictures collected and hung. Magazines, books, and many other usable materials were brought in generous quantities by the students, hoping to improve their home room, and to supply materials for use during "their own period" each day. By the tenth consecutive meeting of the home room, each of the three high school sponsors was ready to agree with McKown in his statements:

"The home room, with its main emphasis upon the student rather than passing along of a body of subject matter, epitomizes the very soul of the modern conception of education: that the pupil himself is far more important and sacred than any mass of information he may ever accumulate."

After two weeks of daily work with the home room, programs of various types were planned, and a home-room calendar of events was made out by each group, providing something specific for each Monday of the semester. The students had not the foresight nor the experience to make complete program outlines for more than one or two weeks in advance, but they were able to determine after two weeks of daily meeting and planning just what general type of activity they would like to have during that semester.

Variety of Programs

Most of the home-room organizations planned for one party to be held during the regular activity period, and for another party, more elaborate and lengthy, to be held some evening in the gymnasium. One play or recreational meeting was planned for each month of the semester, and the other programs were to be taken from guidance or special-interest material which was being contributed regularly from books and periodicals brought to the home-room library by the sponsor and students. These programs were made just as appropriate for the various seasons and special day celebrations as possible.

It was natural to expect the home-room programs of the first year to be very limited in scope, but the Faculty Study Club began work on the preservation of good material to be filed and mimeographed for guidance in construction of program outlines for the next year of activity. Having made the room the "garden plot for starting right actions that will bloom through all the life of the school," the sponsors were ready to turn their attention to the second major phase of the development of a complete extracurricular activity program.

FOOTBALL

(Continued from Page 1)

fondest hopes financially. Each team paid for the equipment purchased to begin the sport the first year. I have observed some of the teams in action this year and they have purchased new and better equipment to supplement the old, which is evidence to me that they anticipate a very successful year.

This year find two more schools asking admittance to the Nine-Tenth District. Incidentally, these same schools have been two of the strongest competitors in basketball in this district, but have found a need for a more diversified athletic program.

Few Injuries

The first year the six-man game was introduced, the coaches had some difficulty getting boys interested, as they were discouraged by most of their parents, justifying their argument by claiming this was a short cut to murder. Much of this prejudice has been overcome in one year's time, as we had only two injuries in our district last year.

It is the opinion of the coaches in this district that we will have much more interest in basketball after having spent some time in another sport, especially since this game is football, the game every American boy wishes to play.

Good Old Potato

The potato is the most economical crop to grow in war-time, for, according to Professor T. B. Wood, adviser to the Food Ministry (Great Britain) during the last war, any area of land used for rearing beef will provide twenty-eight times the amount of food if devoted to potatoes. Also, it is possible to live for more than a year almost entirely on potatoes.—Tit-Bits, London.

NOTICE, FOOTBALL SCHOOLS

THE majority of the schools have been prompt in filing eligibility blanks, game reports, injury reports, and season's schedule. We find, however, that there are a few schools that have failed to submit any of the reports to the State Office. Member schools wire, call, and write to the State Office requesting information on football contestants, and it is essential that the required blanks be filed immediately. There are 825 schools playing football, and we need your help if we are to keep the football records up to date.

FRATERNITIES

(Continued from Page 1)

in Amarillo that calls for very serious reflection upon the part of parents and school officials. Speaking for the school officials, it is emphasized that all of them are very reluctant to take any action that will deprive the young folks of any benefits or pleasures which they may derive from membership in these organizations. A great many school officials and parents have at some time been members of similar organizations. They understand the appeal which the clubs afford. They also recognize the evils inherent in them.

Survey Made

A further survey made last spring by local school officials, in which letters were sent and replies received from every state in the Union, revealed that at least seventeen of the forty-eight states have state-wide statutes forbidding the organization of such fraternities and clubs composed wholly or in part of high school students. In addition, practically every city school system has been forced to take similar action. Many surveys have been made to determine the influence which such organizations have upon the members and upon the school which they attend. The evidence so gathered has been overwhelmingly, if not completely, against these organizations. These surveys, as well as the testimony of many prominent authorities, have established the following principal objections to these organizations:

Ten Objections

1. They are undemocratic: It has been proved that these clubs are undemocratic both in principle and practice.
2. They develop clannishness and snobbishness: High school students, more so than college students, flagrantly advertise their exclusiveness by the exhibition of their insignia and in other ways "rub it on" "the barbarians" who do not have the good fortune to "belong."
3. They set false standards: Students are elected to membership undemocratically by their own members on the basis of, not what they are, but what they have. Clothes, automobiles, money, popularity, qualities of a social luminary, looks, athletic prowess, and similar characteristics are more frequently the bases of candidacy than scholastic attainments or moral character. These organizations, by electing members on these bases, have set their stamp of approval on these values as those which should be developed. To illustrate, in the local senior high school, it has already been demonstrated that some of the poorest citizens in the school have received the greatest applause in competition with some of the best citizens in school. The committee on applause consisted of the poor citizen's fraternity brothers.
4. They carry petty politics into the school: It is a well and generally admitted fact that very few colleges and practically no high schools are able to maintain even the semblance of a winning athletic program where fraternities dominate the politics and social life of the school. In almost every instance, it has been shown that fraternity members place allegiance and loyalty to their fraternity above that to their school.
5. They are detrimental to school spirit: The fraternity pledge cannot be more interested in school than he is in the organization which honors him by election. Consequently, he can have no real school spirit for the school is a secondary matter with him. School officials argue that the school is more important to the student than his club; that is, it contributes more to his success in life and that, therefore, the student should be greatly concerned in seeing that the school is not hampered in its efforts to prepare him for a successful life career.
6. They have a bad effect upon scholarship: In every instance, of the many studies which we have seen, it has been proved that the school work of the non-fraternity students excels that of fraternity students.
7. They do not encourage proper use of leisure time: The high school

fraternity patterns its organization, ritual, and social activities after the college fraternity. High school fraternities composed of the boys fifteen years old have even held activities smokers. For a boy of this age, this kind of social activity could scarcely be encouraged as a wise use of leisure time. Not only this instance, but in our own city, some of our girls' clubs as late as the last school term sponsored large dances for high school students at local hotels on school nights.

"Strife and Contentment"

They stir up strife and contentment: The desire to control is important in the life of the individual. If there are two or more contending forces in the school, there will be more of petty intrigue engendered. The conflict and strife between fraternity and non-fraternity students resulting in jealousies, competition, and contention are certainly not wholesome to good spirit, good discipline, good character training or good anything else.

9. They lower ethical standards: It has been noticeable that the unsupervised activities of secret social societies tend to lower the ethical ideals and moral standards from the levels maintained as an average by the whole to that practiced by those members having the basest standards. The tendency is downward.

10. They cause disciplinary troubles:

Members of these clubs gravitate to the same advisory rooms and classrooms. Their conduct is characterized by frivolity and distorted conceptions of wholesome humor. Their jokes are, as a rule, on the "Whiz Band" level. They invariably "stick together" on any controversial issue arising in the room or in the school. An offense resulting from correction by the teacher against one such member is an offense against all. This particular fact constitutes the principal objection to club members as they have functioned in the senior high school.

EDITOR'S NOTE.—Mr. Norman will conclude this discussion in the next issue.

SPEECH YEAR

(Continued from Page 1)

will be of value to all who administer and participate in Speech work. From some replies it would appear that there are definite opinions on every phase of this work. The breakfast appears to have a subject this year which will make for some exciting and worthwhile debate. Speech teachers, as well as administrators, are welcome to attend. If you have criticisms, ideas, suggestions or complaints, you will have an opportunity to present them at this League Breakfast in The Den of the Texas Hotel at Fort Worth on November 21 at 7:30 A.M.

CONFERENCE

(Continued from Page 1)

"Only a Show"

"The pep squad," he said, "is only a show without physical value. It does not even teach graceful walking. The posture of the pep squads which I have observed is not above that of the othehs in the school. I feel that the one to two hours which must be spent daily in training a pep squad could be spent much more profitably in other activities and

that we need not compete with those in the entertainment field."

Mr. Ayers gave figures indicating that since the Lubbock pep squad was abolished in 1937 the attendance at football games has not suffered and stated that although there was some opposition in the community when the squad was first done away with, in a few months everyone was boasting of the fact that Lubbock had pioneered in eliminating an unnecessary "frill."

Pep Squads in Small School

When someone raised the question, "What about the small school whose only activity is the pep squad?" Mr. Ayers replied that the large schools are usually the ones which sponsor the spectacular squads, adding that he doubted that any school, regardless of size, invested wisely when it sponsored a pep squad.

Discussing the points brought out by Mr. Ayers, Dr. Roemer emphasized the importance in this problem as in others of skilled leadership and community education. "Each activity," he added, "must be measured by this criteria—does it contribute to the welfare and constructive development of those participating?"

FOLKLORIST

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serve and integrate these cultures into a genuine culture of its own."

The University has already made several strides in the utilization of the cultural resources of Texas and the Southwest. One of its professors, J. Frank Dobie, who was active in the establishment of the new folk festival service, has turned into a new brand of literature many of the folk tales and legends of the Southwest, achieving national renown in the doing, with such tales as "Coronado's Children" and "Apache Gold and Yaqui Silver."

Historians Help

University historians have long been exploring and authenticating the colorful events and personages that have marked the State's progress.

The physical education and training departments have been leaders in stimulating a revival of folk dancing throughout the State, both in school and as social recreation.

With the establishment of the folk festival program as an extension service, it is believed the people of the State, both children and adults, will be awakened to the cultural potentialities of Texas.

Mr. Owen is now in the University of Iowa completing his work for the Doctor's Degree in the field of Folklore.

In 1784 Benjamin Franklin wrote: "Five thousand balloons, capable of raising two men each, could not cost more than five ships of the line; and where is there a prince who can afford so to cover his country with troops for its defense that 10,000 men descending from the clouds might not in many places do an infinite deal of mischief, before a force could be brought together to repel them?"

Rule 15 Basketball Based On Questionnaire Results

FOLLOWING the adoption at the last State Meeting of Delegates of a report by the Basketball Committee, R. L. Speer, Superintendent of Schools, Sherman, Chairman, the present regulation concerning basketball tournaments and game-limitation (Rule 15), was adopted by the State Executive Committee and ordered incorporated in the 1940-41 revision of the Constitution and Rules.

Basketball has rapidly developed into a major athletic sport in the high schools of Texas. One of the reasons for the increased interest in basketball has been due to the large number of school gymnasiums that have been constructed within the past few years. There were 928 schools that replied to the basketball questionnaire and 635 of these reported that they had an indoor basketball court.

Indoor Courts

Today, the majority of League tournaments are played on indoor courts. One county, that six years ago had no gymnasium available, now has twelve indoor playing courts for basketball. There is not a single high school in this particular county that enrolls as many as 200 pupils.

Because of increased interest and participation in basketball, there has arisen some new situations relating to this sport. The construction of gymnasiums has developed the need for an attractive basketball schedule. In order to get the maximum returns from the gymnasium, schools have organized and sponsored invitation tournaments. In addition to the invitation tournaments schools have arranged an extensive playing schedule. Some schools because of local interest in basketball, the location, and small student body, have centered all of their attention on one sport. Other schools in the area attempting to follow the seasonal sports program of the League find themselves at a great disadvantage when they meet a seasoned basketball team that has centered its interest on this one activity.

Year-round Football

Some schools in the State maintained a year-round program in football until legislation voted by the membership as a whole restricted

football to a limited season. Member schools have requested similar legislation on two specific basketball problems, namely:

1. A rule regulating the basketball schedule.
2. A rule regulating invitation tournaments.

Questionnaire

In order to get the sentiment of participating basketball schools relative to the basketball situation throughout the State a questionnaire containing the following items was circulated to League members:

1. How many invitation basketball tournaments did your high school team participate in during 1939-40?
 2. How many inter-school basketball games did your team play during the 1939-40 season, including tournaments?
 3. How many invitation tournaments should a team be permitted to participate in during a season?
 4. How many teams should be permitted to enter any one invitation tournament?
 5. How many boys were on your basketball squad?
 6. Approximately how many school days were consumed by basketball squads in inter-school basketball games during the 1939-40 season?
 7. Approximately what date did you play your first inter-school game during the 1939-40 season?
 8. Approximately what date did you play your last inter-school game during the 1939-40 season?
- Check (V) "yes" or "no" on following answers:

League Adopts Rule

On the basis of information secured from the answers to questions 1, 2, 3, 6, 7, 8, 10, and after the adoption of the report by the State Meeting of Delegates last May, the State Executive Committee adopted the following rule and incorporated it into the League Basketball Rules for 1940-41:

"No high school team shall be eligible for county, district or regional honors which has participated in more than 20 games, or more than three invitation basketball tournaments prior to the county or city League tournament. All games played in invitation tournaments are to be considered as a part of the twenty-game schedule permitted each school."

The following tables represent current practice and sentiment among member schools on invitation basketball tournaments and basketball schedules:

CHART I

This table shows that the majority of the schools were attending not more than three invitation tournaments. Six hundred and fifty-seven, or 70.8 per cent of the basketball schools, attended three or less tournaments, while only 29.2 per cent attended four or more tournaments. A portion of those that reported they attended four or more tournaments included regular League tournaments in their reply. If the present rule were applied there would be a considerable reduction in the percentage of schools that attended more than three tournaments.

Conference	0	1	2	3	4	5	6	7	8	9	10	Total Tournaments Attended	Total Schools	Average Tournaments per School
AA	6	12	4	6	0	3	1	1	0	0	0	66	38	2.00
A	12	21	22	18	15	2	3	1	1	0	0	228	95	2.34
B	2	19	42	28	21	12	0	0	0	0	0	408	185	2.33
6-Man	38	39	39	55	24	17	18	7	8	3	1	641	239	2.68
Not Classified	47	85	96	79	72	32	35	5	8	8	1	1110	417	2.66
Totals	112	156	203	186	132	87	44	14	6	6	2	2448	928	2.68

CHART II

This chart indicates the number of invitation tournaments that a team should be permitted to participate in during a season. It will be noted that the smaller schools favored tournaments to a greater extent than did the larger schools. The average for all groups is 2.7 tournaments the same as the average favored by Conference B schools.

Number of Tournaments

Conference	0	1	2	3	4	5	6	7	8	9	10	Total Tournaments Attended	Total Schools	Average Tournaments per School
AA	1	4	15	6	8	0	0	0	0	0	0	64	38	1.68
A	5	11	35	21	18	2	2	0	0	1	5	228	95	2.4
B	7	4	46	33	21	6	6	1	1	0	2	408	185	2.2
6-Man	6	8	48	59	45	19	18	0	6	0	4	641	239	2.7
Not Classified	24	30	104	97	70	28	35	5	8	7	48	1110	417	2.7
Totals	48	57	248	216	152	49	36	1	12	0	14	2448	928	2.7

*Should be left to individual school.

CHART III

The purpose of this chart is to compare the actual number of tournaments attended with number the schools should be permitted to attend. The results point out that the smaller schools favor greater participation in tournaments. That AA is to be expected for the reason A that basketball is the major sport in these schools and tournaments provide more games at less expense.

CHART IV

The purpose of this chart is to show the number of games played by each conference during the season. 55.39% teams played within the 20-game limit prescribed for the 1940-41 year. This chart includes all games and all tournaments. If the present rule which counts only the games played prior to the beginning of League play, had been applied in reporting games the percentages might have been changed considerably.

Conference	1-10	11-20	21-30	31-40	41-50	51-60	61-70	Total Games	Average Games Played
AA	0	15	18	0	0	0	0	722	38
A	6	44	39	5	1	0	0	3,028	95
B	12	57	48	20	5	2	0	3,240	185
6-Man	44	86	74	28	6	1	0	4,819	239
Not Classified	61	189	128	96	7	1	0	8,386	417
Totals	128	391	302	89	19	4	0	19,145	928

CHART V

This chart represents the replies to the following question: "Would you favor a 20-game limit or lower for each player during the season?"

The basketball rule could not be modeled after the football rule for the reason that schools do not furnish basketball game reports as they do in football. If basketball were organized on a conference basis with a definite schedule then in all probability each school should be required to furnish game reports. Under the present basketball plan of deciding championships some schools must keep competition in order to win the county, while in other counties of the State schools have no county competition but play their first League game at the district tournament.