



LETTER BOX AND PERSONAL ITEMS

TEACHERS and students of the Bellevue High School are well pleased with the age rule in effect now by the Interscholastic League. We feel that it makes the competition much fairer between the schools and also makes competition for places on the school team much keener.

Also with such a rule in effect we do not have the problem of the boy or girl trying to stay in school to compete in Interscholastic League activities. Those students to a certain extent were mis-fits in most high-school systems.

We would prefer to see the rules remain as they have been this year.—W. M. Roberts, Principal, Bellevue High School.

WE HAD the pleasure of helping with the Leon County meet held this year at Buffalo. The competition in most of the contests was keen and in all cases it was friendly. We don't remember who won the meet but we do remember that in every single contest we observed there was excellent sportsmanship shown by both pupils and teachers. While several of the contests showed superior performance, it was in the girls' volleyball that performance became so superior as to be really spectacular. Having witnessed what a terrific game volleyball may become when the teams are well-trained and evenly matched, one becomes more apprehensive of the danger to the health of the players unless rigid requirements are laid down and enforced concerning the number of games which may be played in a given time.—Editor.

Words of appreciation come from Miss Emma Sell, of Burlington, concerning the "unfamiliar" test service in picture memory:

"I appreciate the efficient staff on the unfamiliar picture memory service. They certainly are accommodating. Cyclone School has won first place in Bell County for the last six successive years. One of my students, Pearl Engbrock, made 99 and the other two made 95 each."

MANY teachers who are sponsoring picture memory express their appreciation of the changes in the "unfamiliar picture" service. Evelyn Hinson, Route No. 3, San Antonio, says: "My pupils derive a great deal of benefit from the study and appreciate the loan service very much." Mrs. Jennie B. Fisk, of Christoval, also endorses changes in the service: "The children get more out of the study of the 'Unfamiliar Pictures' since the change and can better interpret the meaning."

Sponsor Says Children Enjoy Picture Memory

(By Mrs. Beatrice Roberson, Prairie Hill, Texas)

THIS IS the first year the fifth grade pupils at Prairie Hill have entered "Picture Memory" in County Meet. We have a 30-minute art appreciation period for the entire class every day. I wish you could visit us and see how interested the children are in studying and enjoying these masterpiece reproductions.

We take the "Unfamiliar Test" on every art reproduction we can find. My pupils think it is great fun. I think they do exceptionally well, too, considering their limited knowledge of art. I am wondering if you have available any lists of pictures that have been used for the unfamiliar test in the past with the grading key. Just for my own personal satisfaction, I should like to see a few scoring cards to compare with my own that I have made for these children to score themselves.

The teaching of art appreciation is as new to me as the study of it is to my pupils. Although this is my eleventh year to teach, this is one subject that I have neglected terribly, but I shall never be guilty of such again. This year has taught me its real value in the classroom.

Club Promotes Extemporaneous Speech



FORENSIC RESEARCH CLUB, AUSTIN HIGH SCHOOL. PICTURED above (reading left to right) are: Sue Alive McClain, President of the Forensic Research Club; Howard E. Davis, 1940 District 23 winner in Extemp; G. W. Wier, Coach of Extemporaneous Speech and Sponsor of the Research Club; Betty Jane Slaughter, 1940 District 23 and regional winner in Extemp; Harvey S. Williams—District 23 Director of Extemp Speech and Supervising Principal in the Austin Public Schools.

GROUP PRESENTS SPEECH TROPHIES

Pupils Raise Funds for Circulating Cups for Extemp in District 23

THE FORENSIC Research Club of Austin Senior High School has as one of its purposes the promotion of Extemporaneous Speech in the Austin Public Schools.

Last year the speakers from Austin High School won both first places in district Interscholastic League contests. The club found that these speakers brought home on trophies to display in the school. They believed that trophies would stimulate greater effort and result in better speaking in the district meet.

They set about to raise the necessary funds to purchase the two circulating cups which are pictured above. When the funds were raised the cups were purchased, engraved and presented to the 1940 winners.

Schools winning first places will be awarded these cups each year. They may keep the cups until February 1 of the following year. Any school winning one of the cups three consecutive years may keep it permanently.

Which is better: freedom through knowledge and understanding, or emotional bondage?—Spinoza.

Study of Football Injuries Show Decrease 1941 Season

(By R. J. Kidd)

FOOTBALL during the 1940 season was considerably safer than it was during the 1939 season, according to tabulation of injury blanks just completed in the League office. The complete report, too lengthy for inclusion in the LEAGUER, will be made available to the football coaches at their summer coaching school.

There were no deaths or permanent injuries reported, and the rate of injury was reduced in each Conference.

Type of Injury	Conference AA	Conference A	Conference B	Six-Man	Total
Sprain	188	262	167	53	670
Percentage	10.41	14.52	9.25	2.94	37.12
Fracture	79	162	110	31	382
Percentage	4.37	8.98	6.09	1.72	21.16
Dislocation	30	60	42	12	144
Percentage	1.66	3.33	2.33	.66	7.98
Cut	25	51	34	16	126
Percentage	1.38	2.83	1.88	.89	6.98
Others	84	118	86	27	315
Percentage	4.65	6.54	4.76	1.50	17.45
Total	432	740	471	162	1805
Percentage	23.94	41.00	26.09	8.97	100

Director Says Choral Rules Should be Left as They Are

(By Christine Hewitt, Commerce Public Schools)

THE PUBLIC Schools of Commerce, with an average of 154 children in the 5th, 6th, and 7th grades, have a choir of about 110 children each year who participate in Interscholastic League Choral Singing. These children sing without accompaniment and with a child conductor. After five years of this work I am of the opinion that they would lose some of the good gained from the Choral Singing if a piano and a teacher conductor were used.

If children are not taught to sing independent of an instrument they will never become capable singers. The following suggestions are an aid in training choirs to sing without a piano.

- Tone Quality**
1. Teach children to use a light tone quality when singing instead of loud throat singing. A great singer once said, "Never sing louder than lovely." The child voice is delicate and even though the entire choir may not fill an

(See—Choral Rules—P. 2)

Suggests Changes in Choral Singing Rules

(By Miss Georgia Taylor, Tahoka)

MAY I express my pleasure at seeing the articles in the LEAGUER on choral singing? I refer to the two entitled "Teacher Should Direct" and "Sponsor Would Revise Contest."

Teacher Director

I, too, have coached choruses, judged others, acted as county director of choral singing, and would like to suggest a change. I do think the contest encourages singing and that in many places, little music work is given outside of that given in preparing for the contest. I may be wrong, but it seems to me that perhaps many of the teachers have had little work in music education. For that reason, I'd like to see the student director done away with and that time and effort used to develop better tone quality, interpretation, and musical understanding. I'd like to see the teacher doing the conducting or the group singing without a conductor.

No Accompaniment

I like very much the idea of children singing alone. Singing without accompaniment develops independent singing. Many children can follow a piano but can not sing the melody alone. A piano is too often used as a crutch, leading rather than following, hiding errors and weaknesses that would be quite noticeable if the group were to sing alone. Singing without accompaniment makes necessary better ears, closer attention, better phrasing, more uniform diction.

I'd like to know how many county directors use score cards for judging choral singing and I would like to see some of the score cards. Lynn County has used a score card two years prepared according to the rules for judging given in the Interscholastic Bulletin.

I do hope that whatever changes are made, if any, in the contest, the songs chosen continue to be easy ones of worthwhile material such as we have this year. I like them because they are easy, some in major and minor scales, from worthwhile material, and good teaching material. The two-part songs are full of thirds and sixths, sustained tones, and altogether such as develop beautiful part singing.

We like the attractive little booklets also, with the pictures of the musicians.

The only sure way to double your money is to fold it and put it in your hip pocket.—Abe Martin.

SCHOOL RALLY WITH EXHIBITION

Effort Is to Present Picture of Year's Work of the School

(By Mrs. Neva B. Woodfin)

AS THE first year's development of this extracurricular activity program neared a close, each club and home room looked forward to the all-school rally day. This was a day planned by student activity officers and the Faculty Study Club in joint session. Its purpose was to show the community what the school had accomplished in both curricular and extracurricular activities during that year. No classes were scheduled, but an hour-by-hour entertainment was planned for auditorium programs, classroom exhibits, and gymnasium activities.

In making these plans statements were kept in mind like that of Sullivan who reported:

(See—School Rally—P. 4)

FAMOUS CRITIC TO JUDGE PLAYS

Pasadena Playhouse Director Secured for 15th Annual Contest

(By F. L. Winship)

THE CRITIC judge for the Fifteenth Annual State One-act Play Contest is Gilmore Brown, supervising director of the Pasadena Community Playhouse. Few men are better fitted to serve as the critic judge for this contest. He has had a great deal of experience in the professional and amateur theatre as an actor and a director. His Playhouse is a national



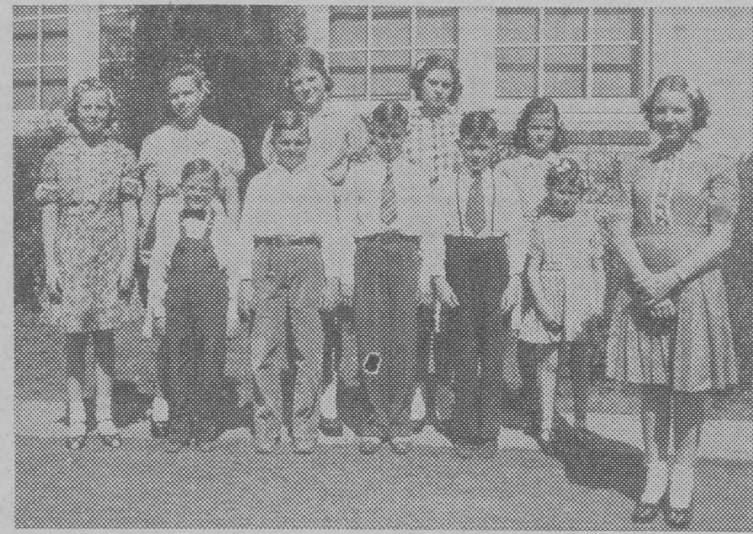
Gilmore Brown

institution with a reputation admired by all in the theatre world. From it have come many of our better stage and motion picture stars. It is easily the outstanding Little Theatre in the nation. Credit for the success of this theatre must go to Mr. Brown.

During the twenty-four years Mr. Brown has served as the supervising director of the Playhouse, he has acted over 200 roles and directed or supervised over 1,100 plays. Few directors anywhere can boast of such an accomplishment. He served as president of the National Theatre Conference from 1934 to 1940, and is now on the Executive Council of that organization. In 1931 he was decorated by the French government and by the Paris Society of Letters for his contributions in cultural fields and drama. He served on the staffs of a number of prominent universities, and holds an honorary degree from the University of Southern California.

We are happy that Mr. Brown has found time to come to Austin for the State Contest. We shall look forward to his criticisms and to his address to the second annual Drama Conference.

Fairview Choral Group



Grayson County Rural Winner

Left to right, back row: Grace Virginia Cook, Jean Brown, Adelle Farrington, Glenna Fay Ogletree, Frances Razor.

Front Row: Norman Parrish, Hubert Parrish, Billy Ogletree, Ray Burchett, Jr., Jean Farrington; Doris Mann, pupil-director is at the right.

FAIRVIEW SCHOOL, a two-teacher rural school in Grayson county, has been a consistent participator in League activities for many years. "Last year," writes the Principal, Mrs. Margaret Bray Jennings, "our school entered five contests and won first places in all five of them. This year we won the choral singing contest for the sixth consecutive year. At the present time we have eight loving cups in our trophy-case, five of which are permanent."

AGAINST HAVING PUPIL DIRECTOR

Says Choral Clubs Should Sing with Accompaniment in League Contests

(By Mrs. Mattiloen McCrary, Kildare, Texas)

AS DIRECTOR of Choral Singing in Cass County I would like to say that I heartily endorse the LEAGUER articles by Mrs. Nash, Mrs. Daniel and Miss Chambers, on revising the rules for Choral Singing contests. They are right in their criticism and I, too, think that the children of our State are being done an injustice in having to sing under the leadership of a pupil-director without accompaniment.

Too Little Time

In most of our schools the music teachers have much too little time for training the singers; and, under the present requirements, most of the time she does have is spent in training the pupil director when it should be utilized in perfecting the Chorus. One child gets the benefit of the time that belongs to the group. In most instances pupil direction is very mechanical as the child memorizes just what is to be done instead of expressing the true mood of the song. Mechanical direction gets mechanical response and makes for inferior Choral Clubs.

The Directors of Choral Clubs in the Grammar Grades Division will know what I mean when I say it is next to impossible to secure and maintain correct pitch with elementary choruses in two-part singing without accompaniment. The songs are lovely and well

chosen, but they are made less beautiful when sung flat by childish voices trying to sing two parts without a guide.

Two Bugaboos

The problems of doing two-part singing without accompaniment and that of training a pupil to do efficient directing are bugaboos that stare music teachers in the face each year when they start training choruses for the Interscholastic League contest. I, too, wish to join the ranks of the many who desire to have these rules changed in order to produce better elementary Choral Clubs.

League Winner of 1925 Receives Promotion

BLAINE HOLLIMON of Ennis, State winner in the League in Extemporaneous Speech, 1925, student in the University in 1927-1933, has been promoted to the law bureau staff of the Federal Power Commission in Washington, D.C.

Mr. Hollimon, formerly secretary to Senator Tom Connally, received an appointment as junior attorney with the Commission upon his initial assignment to duty. His recent promotion raises him to assistant attorney.

Mr. Hollimon was a 1927 graduate of Ennis High School, attended The University of Texas and received his law degree from George Washington University in 1933.

"We hold these truths to be self-evident" . . . The self-evident truth that we of this generation of Americans face is this: That every American has the right to function as a free, creative human being.—Ralph Ingersoll.

Pen Pals—Democratic Club Which Helps Develop Writers

(By Helen R. Horn)

ALTHOUGH the name, the Pen Pals, Adamson High School (Dallas), misleads a few people into thinking the Club is devoted exclusively to correspondence, most feel it is particularly appropriate for an organization which has for its object the encouragement of creative writing of any kind.

This Club, now twelve years old, requires that a member has only two qualifications: that he be interested enough to come (three consecutive absences without satisfactory excuse constitute automatic withdrawal) and willing to contribute at least one literary production per year. Whereas no dues are collected, this is a most exclusive club, the demand for creative work being a barrier. We have no parties, but occasionally have a social hour, at only one of

which the co-sponsors, as a surprise, served apples and candy.

We meet on alternate Tuesdays, have announcements put on boards on the preceding Thursdays, and one school radio announcement made on each previous Monday. The last mentioned is intended primarily for visitors. Different members volunteer for this service so that more get practice in the art. Each announcer tries to attract new members. However, each speech is approved by a sponsor before delivery.

Plans Meetings

In preparation for a regular meeting the president comes on the previous Thursday for a conference with the sponsor and goes over all business in order to condense it sufficiently to be handled in the space of fifteen minutes. This officer is thus given individual training in presiding. Each meeting occurs between 3:20 and 4 P.M., the program being thereby given

(See—Pen Pals—P. 4)

REPUBLIC SEAL IS HISTORICAL PRIZE

Menard School Boy Gives Clue for Discovery of Relic of Early Texas

(By H. Bailey Carroll)

IN PREPARATION for the historical exhibits for the Texas Centennial Celebration a contest was instituted among school children of Texas and a prize offered for the best Texas relic or document submitted. Benjamin Neel, a student at Menard, Texas, submitted a seal of the Republic of Texas and was awarded First Prize for District Four.

The seal, which was exhibited at the Centennial, had the appearance of a diminutive drum; it consisted of only one die proper and was without any attached frame or handle; it was one and seven-eighths inches in diameter, almost

(See—Republic Seal—P. 2)

Cason School Sends Winner to State Meet

Representing a small rural school (Cason) of Morris County at the last State Meet, Gloria Bassett, in competition with all other rural schools of the State, won second place in junior declamation for rural girls.

Gloria is this year enrolled as a junior in the Daingerfield High School. Last year was her first time to compete in Interscholastic League Declamation. Throughout



Gloria Bassett, of Cason Rural School

her school work she has always ranked with the best in her classes. Her parents are Mr. and Mrs. L. J. Bassett of Cason, Texas.

T. C. Minter, Principal of Cason School, writes as follows concerning the work of the Cason School in the League:

"Cason is a rural school of three teachers. We have been active in Interscholastic League work for several years. Last year we won the Rural School All-round Championship in Morris County, won first places in four contests in the district meet—junior and senior girls' declamations, senior boys' declamation, and essay writing. In the regional meet we won two first places—junior and senior girls' declamation, and two third places—essay writing and senior boys' declamation."

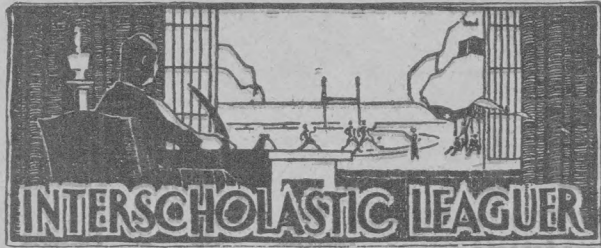
Shorthand Contest

Dictators should indicate paragraphs while reading the five-minute take for the contest in shorthand. Then the lack of paragraph indication in the transcription will constitute an error for the contestant.

Although the rule states that no errors are counted in punctuation, the transcription must be written with good composition. That means that the contestant must exercise discretion in proper punctuation.

Dictators should appoint someone to check their reading so that any errors made by them will not be counted on the transcription.

Florence Stullen, Director.



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ROY BEDICHEK Editor

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IN A STUDY published in this issue of the LEAGUER on football injuries, it will be noted that the percentage of every type of injury listed is higher in Conference A than in any other conference. Indeed, 41 per cent of all the injuries reported occurred in Conference A. Why is this?

THE GRADE SCHOOL questionnaire was answered by 736 schools, and results are being rapidly compiled. It is quite likely that improvements in contests for grade schools may be made based on the information so collected. By an overwhelming majority, the principals endorse the work the League is doing in the elementary field. Rural school replies are also being studied, and special questionnaires on debate, picture memory, music memory, and other phases of League activities are being tabulated. It is a rather large assignment to get the picture completed for the first meeting of the League Advisory Council, but it will be done.

PROGRESS is being made on compilation of returns from other questionnaires recently circulated concerning many different phases of Interscholastic League activities. Returns have been high, between 60 and 70 per cent. The tabulated results of the questionnaire on athletics indicates little if any change in opinion concerning age, and semester rules since ballot was taken last year. Conference AA wants 18 years and no semesters; the other conferences want 19 and eight semesters or more. The nearest approach to unanimity among Conferences was in answer to Question No. 16, which queried opinion on a straight 19 year age rule and no semesters for 1942-43. Conference AA is still against this but only by a slight margin, and the other three conferences are for it. But queried on semesters, leaving out of consideration AA entirely, the other three conferences by a considerable margin want either an 8- or 9-semester rule in preference to no semester rule; and there are more for an 8-semester rule than for a 9-semester. But if we have a semester rule at all, results show an overwhelming sentiment in favor of counting semesters from the 8th grade in 11-grade systems, and from the 9th grade in 12-grade systems. Further, there is a decided sentiment against permitting each Conference to settle its own age-rule and semester-rule, and in favor of uniformity of these rules in all contests and in all conferences. There is, also, practically unanimous sentiment favoring a year's notice on all eligibility changes. Tabulated results appear on this page.

DISTRICT Fourteen of the Texas Highway Department will again provide the decorations for the great main floor of the Gregory Gymnasium during the State Meet of the League May 1-3. The decorations will take the form of an exhibit of wild flowers of central Texas, massed in decorative patterns and labeled by the Botany Department of the University for those who wish to identify the specimens. This is an educational exhibit, and the Interscholastic League delegates have generally expressed appreciation of this feature of the state meet. This is only one of many educational exhibits which the Texas Highway Department organizes each year. It is a part of the plan to familiarize Texans, especially Texas children, with the more conspicuous decorative native shrubs and wild flowers of the State. There is much favorable publicity throughout the country concerning the natural beauty of Texas highways. Indeed, wild flowers and native shrubs along our automobile roads delight the tourist during this season of the year and late into the summer by their variety and profusion. It is not accidental that the main highways of Texas are in effect an exhibit of the native vegetation of the areas through which they pass. The Texas Highway Department has for a number of years taken pains to plant the roadside parks, culvert and bridge approaches, and intersections with the shrubs and native flowers. This work is now bearing fruit, not only in the pleasure our traveling population derives from the landscaping, but in hard cash coming from increasing tourist travel in the State. Returning tourists correct the old misconception of Texas as bleak and semiarid through out; and so "two blades of tourist grass grows where only one grew before."

ASIDE from the ghastly use made of it, the German military machine must be considered among the finest things ever created by the mind of man. For thorough-going efficiency, adaptation of means to end, hard, realistic thinking, prevision, courage, cooperation, discipline, audacity—indeed, for every quality which makes for success in a restricted field of sharp and definite objectives, where may one turn for a more startling example of what the will and wit of man may accomplish? How is it done? In the first place, a military caste is created which is surrounded with such glamor that every German youth is ambitious to enter it. But there is a long and strenuous road, full of tests and hard work and competitions, which winnow out mediocrity and select talent. The military caste is truly an elite. Having drawn in the finest brains of the nation, an hierarchy is established based upon ability demonstrated in competitive accomplishments. At the apex of this hierarchy is the General Staff, and its competitions take the form in peace of competitive war plans. Men devote their lives to drawing up one plan after another, having it criticized, judged, approved or disapproved, accepted, as a "solution" or discarded as "no solution," and advancement is made to depend upon these competitions. In the long series of contests in which Hindenburg engaged as a rising young officer in military caste, he produced a plan for attacking Russia

through the Mansurian lakes region. It was finally approved as a "solution" and laid away while Hindenburg was yet a comparatively young man. But the study of this region had become a hobby with him, a passion, and for years he pursued it. He became an old man and was retired, but when the day came for attacking Russia in the lakes region, he was recalled and won the most amazing victory of World War I. The attack upon France in the present war followed lines developed through years of competitive planning. Thus this marvelous military machine is a product of a human mill which turns the best talent of the nation into the army, and of pyramided competitions which throw the best of the best talent into positions of responsibility and power.

WE HAVE BEEN reading recently Gandhi's autobiography and Nehru's "Towards Freedom," which is an autobiography. The American reader finds great difficulty in believing his eyes when he sees Indian names actually in print. They look weird, offish, outlandish, unpronounceable, and distinct caricatures on the English language. They read like a catalogue of spoofs.

GENERAL PROGRAM of the Thirty-first Annual State Meet of the University Interscholastic League

CAUTION: A revision of this program will be issued in circular form, and a copy mailed to each school which is reported as qualifying contestants for the State Meet. The Official Program will be issued for distribution to contestants and delegates before the meet opens and will be available at Headquarters. Always go by the LATEST EDITION of the program. Minor changes are often necessary from one edition to another.

GENERAL PROGRAM

Thursday, May 1, 1941

Registration, rebate, breakfast tickets, and assignments to lodgings, Gregory Gymnasium. Bureau 2:30 P.M. and closes at 10. Opens again 7:00 following morning. On Saturday this Bureau opens at 8 A.M.

Friday, May 2

8:00 A.M.—One-Act Play rehearsals continuing throughout the day on schedule arranged by F. L. Winship with respective directors.

8:30 A.M.—Journalism Conference, Geology Auditorium.

9:00 A.M.—Track and Field contestants assemble on Texas Memorial Stadium Field.

Rural Pentathlon contestants need not report until 2:30 P.M. Ready Writers contestants assemble in Main Bldg. 202. Applied Music Contestants assemble, Rooms 102, 104, Littlefield Music Hall.

11:00 A.M.—Journalism, news-writing contest, Geology Building, Room 301.

2:00 P.M.—Tennis—First round in boys' singles and doubles. Report Freshman Courts, southeast Gregory Gymnasium.

Tennis—First round in girls' singles and doubles. Report at Women's Courts, Twenty-fourth and Wichita Streets. Journalism group meetings: Class A, Union 316; Class B, Union, 315; Class C, Union 301.

2:15 P.M.—Extemporaneous Speech, boys' and girls' divisions, Main Bldg., Room 202.

2:30 P.M.—Debaters, both girls' and boys' divisions, assemble in Room 101, Waggener Hall, for drawing. Immediately following, first round in both divisions.

Seminifinals in track: 2:30 P.M., 120-Yard High Hurdles; 2:55, 100-Yard Dash; 3:15, 220-Yard Low Hurdles; 3:30, 220-Yard Dash. Preliminaries in Rural Pentathlon.

3:00 P.M.—Ready Writers, Main Bldg. 204.

3:30 P.M.—Declamation finals, girls' and boys' divisions, High School Class, Garrison Hall, Room 1.

Declamation finals, girls' and boys' divisions, Rural School Class, Room 105, Home Economics Building, north side of campus. (Enter west door and take first corridor to the right.)

4:00 P.M.—Journalism, copywriting, Geology Building, Room 301.

4:30 P.M.—Journalism, headline-writing contest, Geology Building, Room 301.

Typewriting: contestants must have machines set in Room 216, Waggener Hall, ready to begin contest following morning at 9:00.

5:00 P.M.—Journalism, feature story contest, Geology Building, Room 301.

6:15 P.M.—Banquet for One-Act Play Directors and Casts, University Commons.

7:30 P.M.—Debate semifinals, girls and boys assemble in Room 101, Waggener Hall.

Saturday, May 3

7:30 A.M.—Breakfast, Junior Ballroom, second floor, Union Building, followed by State Meeting of Delegates.

8:15 A.M.—Journalism, editorial-writing contest, Geology Building, Room 301.

9:00 A.M.—Typewriting, assemble in Room 216, Waggener Hall. Photograph by Official Photographer. (Please cooperate with him.)

Three-R contest, Room F26, University High School, Red River Street between Nineteenth and Twenty-first.

One-Act Play, Hogg Auditorium.

Tennis—Semifinals, boys' and girls', singles and doubles, Penick Courts, north of Stadium.

Girls' division, final debate, Garrison Hall, Room 1.

9:30 A.M.—Journalism Conference, last session, Geology Auditorium.

10:00 A.M.—Shorthand—contestants report in Room 116, Waggener Hall. Photograph by Official Photographer. (Please cooperate with him.)

Tennis—Semifinals, boys, singles and doubles.

1:30 P.M.—One-Act Play (continuation), Hogg Auditorium.

2:10 P.M.—Rural Pentathlon, Texas Memorial Stadium.

2:15 P.M.—Track and Field finals. Texas Memorial Stadium.

2:30 P.M.—Tennis finals, boys' and girls' doubles, Penick Courts.

4:00 P.M.—Tennis finals, boys' and girls' singles, Penick Courts.

SPECIAL NOTICES

Preliminaries in Rural Pentathlon will be held Friday, May 2, 2:30 P.M.

THE 32nd Annual Exposition and Power Show will be held on The University of Texas Campus, Friday night, May 2. The Architecture Bldg., Chemistry Bldg., Physics Bldg., and Engineering Bldg. will be open. Interesting exhibits are being prepared in all buildings. Admission Free.

TRACK semifinals in the following events will be held Friday, May 2, 2:30 P.M.: 120-yard high hurdles; 100-yard dash; 220-yard low hurdles; 220-yard dash.

Track contestants may dress and check clothes in southeast room (main locker room), Gregory Gymnasium.

Debaters' Notice

The Lutzer Stark debating contest will be held Thursday evening, 7:30, May 1, in Garrison Hall, Room 1. The question will be the League question, "Natural Resource Tax," and the University squad will contest for \$225, to be distributed among the eight best University debaters. Admission is free and it is suggested that high-school debaters might get some points here for use on the morrow.

Each contestant in the track and field meet will be required to wear a number on his back. These numbers should be secured at the Gregory Gymnasium during registration. Those arriving Friday morning may get them at the Texas Memorial Stadium.

Delegates' buttons are issued only to delegates and contestants to the Meet, and to no one else. Delegates and contestants are cautioned against losing or misplacing buttons. Duplicates are not issued.

LODGINGS, beginning Thursday at 2:30 P.M., will be furnished the delegates free of charge. Do not offer to pay for lodging assigned by us. Those lodging on or near the Campus may secure meals at the University Commons, or at restaurants in the University neighborhood. Friends and relatives of contestants are heartily welcome, but free lodgings are not assigned to them. Substitutes on order or alternates are not assigned free lodgings or entitled to rebate. We cannot agree to lodge delegations of more than two in the same house. It is rare that one house can accommodate a large number. It is therefore necessary to split delegations, and assign part to one house for lodging, and part to another.

Texas Wild Flowers

ON THE main floor of the Gregory Gymnasium is the display of Texas Wild Flowers collected and arranged by Division 14 of the State Highway Department under the direction of D. E. H. Manigault, Division Engineer. The flowers are identified by the Department of Botany, The University of Texas, under the direction of Dr. B. C. Tharp. All delegates and contestants, visitors and the public generally are invited to examine this exhibit.

High School Principals' Luncheon

THE High School Principals' and Supervisors' Section of the TSTA will hold its spring meeting in Austin, May 3. M. P. Baker, Principal, High School, Corpus Christi, Texas, announces a luncheon at 12:30 P.M. in the Home Economics Teahouse, San Jacinto Boulevard at 26th Street. Reservations are \$5.00, and should be sent to M. P. Baker, Principal, High School, Corpus Christi, Texas.

Athletics Questionnaire Answered by 516 Schools

Tabulation of Replies by Conferences Gives Cross-Section Opinion

TABULATION of replies of schools participating in football to the "Athletics Questionnaire" recently circulated is herewith presented. Of the 104 Conference AA schools, 67 replied; of the 291 Conference A schools 170 replied; of 275 Conference B schools, 165 replied; while 114 of the 155 Six-man Football schools replied.

This study has been made under the direction of the State Executive Committee to secure data for presentation to the League Advisory Council at its first meeting next fall. It will be remembered that the League Advisory Council was authorized at the last State Meeting of Delegates.

Here is a picture of the opinion on the age-rule, by conferences:

Table with 5 columns: Conf., Yes, No, Ans., Total. Rows for AA, A, B, 6-man, Total.

Following shows how opinion is divided on the semester rule:

Question: If the age you have given in answer to above question were adopted, how many semesters attendance would you permit?

Table with 5 columns: Conf., 8 yrs., 9 or more, None, No, Total. Rows for AA, A, B, 6-man, Total.

1. Do you favor a regional championship in Conference B Football? Only Conference B schools answer. Yes, 140; no, 24; no answer 1; total, 165.

2. Do you favor closing Conference AA Football with regional championship? Only AA schools answer. Yes, 23; no, 38; no answer, 6; total, 67.

3. Do you favor permitting a school to continue playing football until the championship has been decided in its respective conference?

Table with 5 columns: Conf., Yes, No, Ans., Total. Rows for AA, A, B, 6-man, Total.

4. Do you favor a standard method of breaking district ties in football?

Table with 5 columns: Conf., Yes, No, Ans., Total. Rows for AA, A, B, 6-man, Total.

5. Do you favor requiring a year's notice on all eligibility rule changes?

Table with 5 columns: Conf., Yes, No, Ans., Total. Rows for AA, A, B, 6-man, Total.

6. Do you consider the League an effective aid in organizing and controlling athletic contests in the interests of the school's educational program, so far as your own school is concerned?

Table with 5 columns: Conf., Yes, No, Ans., Total. Rows for AA, A, B, 6-man, Total.

7. Does the drive for greater gate receipts in your community have a tendency to obscure in the minds of your patrons the educational aims of the school's sports program?

Table with 5 columns: Conf., Yes, No, Ans., Total. Rows for AA, A, B, 6-man, Total.

8. So far as you have observed in your school are interschool athletics an effective force in preparing pupils for good citizenship?

Table with 5 columns: Conf., Yes, No, Ans., Total. Rows for AA, A, B, 6-man, Total.

9. In your opinion, and with your own school situation in view, do interschool athletics (especially basketball and football) furnish a basis upon which other desirable activities may be built, as band, pep-squad, assembly programs, etc.?

Table with 5 columns: Conf., Yes, No, Ans., Total. Rows for AA, A, B, 6-man, Total.

10. In your own opinion, and with your own school situation in view, does the emphasis on, and public interest in, interschool athletics interfere with the promotion and development of other desirable school activities?

Table with 5 columns: Conf., Yes, No, Ans., Total. Rows for AA, A, B, 6-man, Total.

11. In your opinion, is there a "rugged competitive type" of pupil for whom strenuous interschool athletics provides the best discipline yet devised in the modern schools?

Table with 5 columns: Conf., Yes, No, Ans., Total. Rows for AA, A, B, 6-man, Total.

12. In your opinion and applying to your own school situation, are athletes (especially basketball and football players) favored over other pupils by teachers in the grading of their scholastic work?

Table with 5 columns: Conf., Yes, No, Ans., Total. Rows for AA, A, B, 6-man, Total.

13. In your opinion and with your own school situation in mind, are "downtown interests" exerting undue influence on the athletic policies and programs of the high schools?

Table with 5 columns: Conf., Yes, No, Ans., Total. Rows for AA, A, B, 6-man, Total.

14. Granting a semester-rule, would you favor counting them from the 8th grade in 11-year systems, and from 9th grade in 12-year systems?

Table with 5 columns: Conf., Yes, No, Ans., Total. Rows for AA, A, B, 6-man, Total.

15. If "no" is answer to preceding question, would you favor counting them from the same grade in both systems?

Table with 5 columns: Conf., Yes, No, Ans., Total. Rows for AA, A, B, 6-man, Total.

16. As you know, it is the policy of the State Department of Education to move the schools from an 11-grade to a 12-grade system as rapidly as practicable. With your knowledge of the rate of shift that is now taking place, would you favor a new age-rule effective 1942-43 substituting 19 for 18, with no semester rule?

Table with 5 columns: Conf., Yes, No, Ans., Total. Rows for AA, A, B, 6-man, Total.

17. Do you favor a lower age-rule for athletic than for literary competition?

Table with 5 columns: Conf., Yes, No, Ans., Total. Rows for AA, A, B, 6-man, Total.

18. Do you favor the present plan of permitting each Football Conference to determine its own age-rule?

Table with 5 columns: Conf., Yes, No, Ans., Total. Rows for AA, A, B, 6-man, Total.

19. If your answer is negative to the two preceding questions, do you favor a uniform age-rule for all conferences, classes, and contests?

Table with 5 columns: Conf., Yes, No, Ans., Total. Rows for AA, A, B, 6-man, Total.

CRITIC JUDGING

By F. L. Winship

THIS IS the third and last of the series of articles about critic judging which have appeared in the two preceding issues of the LEAGUER. In the March article we showed additional defects of jury judging, proved critic judging to be less expensive than jury judging, and indicated why three critic judges are not so effective as is one good critic.

Permits Rating

The 1940-41 one-act play constitution has some revisions in this matter of judging. When a critic is used, the new rating plan of judging must be used. The judge selects that play which in his opinion is entitled to go on to the next higher contest. He then rates all other plays as Superior, Excellent, Good, Average, and selects one of the Superior plays as an alternate to the winning play. This plan gives each cast a rating, takes away some of the disappointment of losing, and makes judging much easier.

If your contest is judged by three or more judges, the ranking plan must be used. It is almost impossible for three judges to declare a winner and rate the remaining plays without a great deal of confusion and argument. The rating plan with three judges would certainly call for a conference decision. This type of decision has proved to be the most unsatisfactory of all types and it is one which the State Office specifically condemns.

The critic judging plan using the rating system is the one which is recommended by the League officials. While we feel certain that good critic judging is the only type of judging to use, it must be made clear that not all critics are good judges. The list approved by the State Office is carefully revised each year. We hope all the judges on this list are good ones. Those who appear to be faulty will be examined and their names removed if they prove to be poor critics. A bad critic is as unsatisfactory as three inexperienced judges. However, we know most of the critic

(See—Critic Judging—P. 3)

REPUBLIC SEAL

(Continued from Page 1)

one inch high, of brass, and about two pounds in weight.

Used for Brief Period

Up to this time this was an almost-forgotten seal of Texas. Investigation revealed that it was the first great seal of the Republic but that it had been used for only a brief period.

Miss Winnie Allen of the Archives of the Library, last spring went to Menard and contacted the Neel family—the son and present owner, Benjamin, and Mr. and Mrs. F. T. Neel, his parents. The seal had come to the Neel family from Mrs. Neel's mother, who had treasured it for

many years. Miss Allen secured ink copies of the seal and Miss Leonora O'Neal was later sent by the Association to Menard to secure a mat impression.

With these copies the Association set out to have an authentic and exact reproduction of the original made. After a number of false starts, we found that only a master engraver could do the job and that it would be necessary to have an additional copy of what engravers call a "splash" impression.

Served as Nut-cracker

Another trip to Menard was necessary and Mr. Charles Simmang, a master engraver, of San Antonio, generously agreed to make the trip. While the impressions were being made a stocky, ruddy-faced person happened to walk into the shop and when his eyes fell on the old seal, there was an unmistakable flash of recognition as he exclaimed, "Why, I haven't seen that old seal-pecan cracker in over forty years, I guess—but I sure was brought up with it."

This called for a story. The speaker was Mr. R. S. Trimble, sixty-five years old, and his story, somewhat shortened, is: His father, F. M. Trimble, lived near La Grange, in Fayette County, and sometime before the Civil War found this seal at their home place. No particular importance was attached to it, but it proved to be a handy tool about the house. It was used to drive back tacks in boots and the children found it ideal for cracking pecans and walnuts. The Trimbles moved from Fayette to Menard County in 1893 taking the seal along and in 1899 or 1900, while Mr. Trimble was working for the Ellis family, he presented the seal as a gift from his father to Mrs. W. D. Ellis, "who always had a high regard for historic things." Mrs. Ellis was the mother of Mrs. F. T. Neel.

Appears on Few Documents

Increased significance is lent to this seal when it is realized that a rough estimate places a 500,000 number upon the Republic of Texas pieces in the Archives of The University of Texas. Of this number a cursory examination—not, however, a purposeful detailed search—has revealed only two Republic documents therein bearing the impress of this first seal.

CHORAL RULES

(Continued from Page 1)

auditorium the light tone quality is very beautiful when used by the group. If the singing is light enough the group is not apt to lower the key while singing.

2. Often times, during rehearsal, have the choir sing the song a halfstep or even a whole step higher than it is written. Then, sing it in the original key. This aids in getting a light tone and shows the singers how easy it is to use the key in which it is written.

3. Be sure each child has the melody learned correctly. One child who sings even part of a phrase wrong may cause the entire group to change the pitch of a song. Individual singing will correct this fault, if it exists, and should prove a pleasurable activity if the instructor suggests that each child sing a solo. The teacher should be careful that the child does not strain his voice during the individual singing.

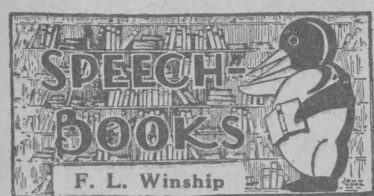
4. The rehearsal period should not be too long, for when the voice becomes tired it is difficult to stay on pitch.

5. After each song is sung see if they are on key. Let the group listen and learn to be the judge. Children will take pride in being able to end it in the correct key.

6. In preparation for two-part singing use a few drills in tone-blending. This training aids them in hearing the correct harmony.

Teaching Conduction

Conduction can be taught as a group activity. Teach the entire choir the way to beat the time for each song. The children will enjoy it. Before they can follow a conductor they must know how to follow his directions, so a teacher is developing a group that will really follow a leader when she teaches all the singers the technique of conducting. This will take very little time if an instructor creates an interest in the activity. In this manner the teacher does not spend too much time with one child. Of course, some in the group will not make really capable directors. Let the choir decide which one will conduct for the final performance. With a few suggestions from the teacher the group will become eager to cooperate in helping this conductor do a better piece of work. Have the child conductor be very strict about tone quality, phrasing, breathing, pronunciation and shading. This may sound like a big order, but if the choir is carefully trained the members will make criticisms should the director fail to do so.



DURING the year we are happy to receive a large number of Speech books from various publishing houses. We pass along to you our opinions of these texts because we hope you will be interested in becoming better acquainted with the books. Here are some thumb nail sketches of books recently added to our library.

Stage Fright and What To Do About It. By Watkins and Karr. Publisher: Expression Co., Boston. Price \$1.50.

There are three parts in this book: Symptoms of Stage Fright, Causes of Stage Fright, and Remedies for Stage Fright. The last part is the most useful to the average student and teacher. It is interesting reading even though your students may still have all the symptoms and you may not be certain how to remedy the cases of stage fright.

Art and Craft of Play Production. By Barnard Hewitt. Publishers: J. B. Lippincott Co., Chicago. Price \$2.90.

An excellent book for college students and advanced high school students which presents theories of the theatre and drama as a preparation for the practical work done in most of our theatres. Highly worthwhile as a reference or a text.

Interpretation of The Printed Page. By Clark and Babcock. Publishers: Prentice - Hall, New York. Price \$2.00.

Miss Babcock has done a splendid job of revising and modernizing this standard text in the field of interpretative reading. No serious student or teacher of interpretation should be without this book.

Effective Speaking for Every Occasion. By W. H. Yeager. Publishers: Prentice-Hall, New York. Price \$2.60.

A "how to do it" book with information for beginners, and samples of good speeches for almost every occasion. In the main, these are addresses of contemporary speakers. An excellent practical text and a source of material for those seeking examples of types of speeches.

Sing Your Way to Better Speech. By Gertrude Walsh. Publishers: E. P. Dutton & Co., New York. Price \$2.50.

One considers this book with a skeptical attitude until he reads it. Surprisingly enough, here is a rather unorthodox idea which seems to work. A large number of interesting exercises provide even the untrained speech teacher with answers to many knotty problems about correcting bad speech habits and motivating interest in speaking.

New Theatres For Old. By Mordecai Gorelik. Publisher: Samuel French, New York. Price \$4.50.

It is almost impossible to review this magnificent book briefly. The famous scene designer has packed into 550 pages the most entertaining and valuable observations, recollections, interviews, illustrations, and history of the contemporary theatre we have read. It is a splendid source book, containing a full bibliography, glossary and index. It was written after five years of research. Mr. Gorelik deserves immense credit for an invaluable book. A "Must" book for every theatre of any size, shape or form in the country.

One-act Plays. By Marie A. Webb. Publisher: Macmillan Co., Dallas. Price \$2.00.

A new anthology of plays, most of which are good. Pertinent discussion of play selection and production is contained in the book. One cannot help wondering about the work of an author who will include in the anthology such a completely unacceptable play as "Elmer." Attractively gotten out by Macmillan and probably worth the price.

Intercollegiate After-Dinner Speaking. By Judson & Lambertson. Publishers: Noble & Noble, 100 Fifth Ave., New York. Price \$2.50.

Often we receive requests for books about Toasts and After Dinner Speeches. Here is such a book. Five well-written chapters about the subject precede the examples. Forty prize winning speeches follow. Five of them are those of Texas collegiate speakers. A valuable book on the subject.

Home Built Lighting Equipment. By Theodore Fuchs. Publisher: Samuel French. Price \$2.50.

Perhaps no phase of high-school drama is so neglected as proper lighting. Here is an excellent book informing the director how home made equipment may be built for a small cost. Simple and direct in

its language, it contains a wealth of illustrations and drawings. This, also, is a valuable "How to do it" book.

Make-Up Chartbook. By Arthur Schwerin. Publisher: Eldridge Entertainment House, Franklin, Ohio. Price \$1.00.

Probably one of the most usable books on this subject we have seen. The drawings and charts simplify make-up. Even the most inexperienced director or actor can use the book successfully. While one may disagree with certain technical details, he must agree that this book with its practical suggestions and detailed drawings is an exceedingly valuable one for the amateur.

The Junior Speech Arts. By Alice Craig. Publisher: Macmillan, Dallas. Price \$1.48.

There are few good junior high-school speech texts. The chief criticism of this one is that it is a not too simplified version of a high-school text, "Speech Arts" by the same author. Another is that the book is not written for the junior high school student, despite the claims of the author. It is too difficult, places too much emphasis on mechanics in the beginning chapters and does not properly motivate interest in Speech. For students with a good grade school background in Speech, the text has real value. In the average school, it will frequently miss the mark for reasons mentioned above. Had the author reversed her procedure, the book would incite greater interest. Junior high school people must first have interest aroused. Seldom can it be done in Speech by first emphasizing the importance of posture, breath control, tone placement, and phonetics.

There is, however, a great deal of valuable matter in the book. It is primarily a teacher's book, not one for junior high school students in the average Texas school.

Production and Direction of Radio Programs. By John Carlisle. Publishers: Prentice - Hall, New York. Price \$3.75.

This excellent and interesting text is especially valuable to those who are introducing new courses in Radio. Equally adaptable to high school or college, the book contains four parts and a large appendix. Part I describes the persons who produce the program, Part II discusses the musical program, Part III gives detailed points involved in program production, and Part IV describes the speech processes and radio. The book is well written, adequately illustrated and gotten up in attractive fashion by the publishers. The appendix alone is worth the price of the book.

Defense of Tournaments

(By Chase S. Winfrey, Director of Speech, Senior High School, Austin)

THE NEXT contention* in regard to debate tournaments is the expense. I do not believe the public wishes speech activities cut; rather, I believe, the public is willing to pay for more and more of them. Certainly, there is no objection to debate institutes; and it costs no more to go to a tournament than to go to an institute, the only difference between them being the League itself stands.

Economy

It is cheaper for a school to send several organized groups with debaters, extemporaneous speakers, and declaimers to tournaments together than it would be for each group to travel about the State seeking individual competition and practice. Naturally, however, to any who do not wish competition at all and desire neither method, it does not matter. Certainly, tournaments bring speakers of many communities and classes together as economically as possible and give them the spirit of competition for which the League stands. Further, I believe that every school stands on about the same grounds as to abilities to raise funds—the differences in many cases may lie in desires and efforts. It seems that the abilities of schools to pay must be a problem for individual directors and administrators to determine.

Value of Training

As to the value of training in tournaments, opinions vary. It is actually a separate school problem as to how much such competition their teams need. Personal experience proves that one tournament with its broad contacts and intensive debating develops a speaker more effectively than a dozen home practice debates. Surely, in tournaments teams are meeting opposition under competitive conditions similar to those being prepared for in the Interscholastic League; and, if this competitive spirit is questionable, our very League activities must be so.

*The first part of this article appeared on page 2 of March LEAGUER.

It is to be remembered also that trips serve as the major incentive for debaters. A debate program is one of the most sluggish to get under way. In athletic contests, drama, and other activities the student may be thrown at once into doing something to arouse his interest. In debate and extemporaneous speech a period of preparation is necessary before real interest arises. Debate directors should not be denied this one major incentive.

Tournaments Good Advertising

No other field of education is more essential to the life of the student, and no means of advertisement of that field should be prohibited. Each tournament gathering is a show to promote speech in communities, serving as a means to show to the public, to show to students who are ignorant of activity in speech work, and others that speech is an active force. Such activities bring to entire student bodies a sense of what is being done in debate, and not to just two or more competing teams. Speech students serve as chairmen, faculty members as judges, parents attend; and there is created a general interest in speech. Students of many schools are enabled to see what others are doing, providing enthusiasm for themselves. No technical objections which might be thought up can weigh in the balance with such obvious values.

Finally, any attempt to compare tournaments in speech with those in athletics is entirely irrelevant. In speech a program to develop certain permanent values in speaking ability for life is the objective. It is much deeper than a game or contest. To cut some students short of practice in attempting to accomplish those objectives in order to keep them in line with others who either cannot afford or do not have the desire or incentive to practice is like starving some children because others either cannot afford food or do not want it.

And so, in conclusion, may we maintain our present independence in speech programs, each determining his program and needs; and may we think long before we enact rules to hamper the growth of the entire speech field.

Mercedes Girl Wins Copyreading Event



Lorraine Schaeffer

FIRST PLACE in the copyreading event of the Journalism Contest at the 1939 State Meet was won by Lorraine Schaeffer, representing the Mercedes High School. At the time of this competition, Lorraine was 15 years of age and in the junior class. During her junior year, she was editor of THE TIGER, the high school paper. She is a member of the local girls' honor society, is treasurer of the Girls' Reserves, and Secretary-treasurer of the Future Homemakers' Club. She has consistently ranked in the highest ten per cent of her class in scholarship, and last year received the school's honor pin. She lives with her parents, Mr. and Mrs. O. J. Schaeffer, at 1433 South Texas Avenue, Mercedes, Texas.

Truth does not do so much good in the world as the appearance of it does evil.—La Rochefoucauld.

Declamation Notice

Because of the many requests received by the State Office, it has been decided that the prescribed list of poems for use in junior declamation contests shall be expanded, and that beginning next year, only poems on the prescribed list will be eligible for use in this contest. If there are selections which you wish to see included among those on the list, please send us the names and the authors of which they may be found. This information must reach the Director of Speech Activities on or before June 1. Poems sent after that date cannot be accepted.

La Marque Pupil Wins 3d In "Ready Writing"



William Dixon

IN the 1939 Ready Writers contest, La Marque High School, in Class B division, was represented by William Dixon, who was awarded third place. He had previously won first place in the county, district and regional meets. William is a two-year letter-man on the La Marque football team, is eighteen years of age, and a senior in high school this year. He has been president of his class two years, editor of the school paper, and is an excellent student. He is the son of Mr. and Mrs. W. F. Dixon, of La Marque, Texas.

CRITIC JUDGING

(Continued from Page 2)

judges on the approved list are good judges.

What Others Say About Critic Judging
There were so many letters received commending critic judging that excerpts from a few are quoted.

"It was a pleasure to listen to criticisms from one who really knows and from one who so expertly handles all situations in discussions."

"Needless to say, both the director of the other play and myself were elated with the critic judge arrangement, and never intend to conduct a one-act play contest along any other line!"

"His decisions were not only satisfactory, but his criticisms were very helpful. The informal discussion for the casts and directors eliminated much of the disappointment of losing."

"So far as I know his decisions were entirely satisfactory to the persons involved."
"Last year you remember we had the pleasure and privilege of the services of a very able critic judge. We who were not first place winners felt we received great benefit and inspirations from the constructive criticism given both players and directors at the end of the contest."

"Your suggestions about critic judges certainly got my approval. We use the critic judge in the county literary events and we really have a very satisfactory county contest. I hope the day is not far distant when the League will rule that critic judges be used in at least all district and regional literary events."

"We used a critic judge for the first time and we shall never go back to the old three-man scheme. Everyone was skeptical about a critic at first. After the contest, the director whose play got seventh and last place said she had never gotten more from a contest than this one."

Educational

"Last year we learned 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 pattern even for the poorest casts. It cost us a little more to do it, but our school board guaranteed us some backing. We got Hugh Fellows of McMurry College to act as critic judge. He picked the winning cast, an all-star cast, the best boy actor, and the best girl actor. He took each cast and gave them some suggestions. Then, he got all the casts together and reviewed every play and its presentation. Our cast was not a winner but the students and their parents were delighted with the decision. Other casts and directors who did not win were equally delighted. I wish you had been here. You would have seen a League contest 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."

The letters containing these excerpts came from all parts of the State and clearly indicate the approval given to good critic judging by those who use it. Please send us the names and addresses of any play, declamation, and extemporaneous speaking judges who will qualify as good critics. If you have not tried critic judging in your contest, give it a trial. It is worth trying.

Studies Build-up of Child's Vocabulary

MANY a doting parent writes down for safe-keeping his child's first baby words. But Dr. Werner F. Leopold, a professor at Northwestern University, outdid most parents. He made a daily record of his child's words for seven years. Last week he published part of this record as scientific research.

Dr. Leopold is a professor of German and a linguistic expert. When his first daughter, Hildegard, was born nine years ago, Professor Leopold immediately started a serious study of her language development. He kept a diary, put down every sound his baby uttered. (Eventually, Hildegard, seeing her father constantly busy with a pencil, asked: "What are you writing?" He replied: "I am taking notes for my work," kept his secret.) Dr. Leopold gave his experiment an unusual twist by teaching Hildegard two languages: from birth he talked to her only in German, his wife only in English.

Dr. Leopold believes that his findings are highly significant, that they upset some old notions. Volume I of his study, published last week, covers Hildegard's development to the age of two. Highlights:

At two months Hildegard cooed. Her first syllables were not *mamma*, as traditionalists would have predicted, but *baba*.

At six months she understood her name.

At nine months she spoke her first deliberate word: *bild* (German for picture). Second word (ten months): *pretty*.

Contrary to expectations, Hildegard knew *papa* (twelve months) before *mamma* (fourteen months)—possibly because *papa* was always around taking notes.

There was a high mortality among her early words: although she spoke 377 words all told during her first two years, at age two she had reduced this to a working vocabulary of 241.

Even after learning *dog* she insisted on using the more euphonious *wau-wau*.

Her vocabulary had strange, unexplained gaps: at two she still lacked such common and useful words as *chair*, *tongue*, *yard*, *street*.

At two she used German and English words in the same sentence, had not yet separated them into two systems. Unexplained were her choices between German and English words for the same thing: she preferred *ice cream* to *Eiscream*, *bathe* to *baden*, *flower* to *Blumen*, *cake* to *Kuchen*. But she said *bitte* instead of *please*, *Bett* instead of *bed*, *da* instead of *there*, *mehr* instead of *more*.

Time.

All-A Pupil Wins 3-R Contest for School



Mary Nan Smithhart

AT 13, Mary Nan Smithhart, eighth grader in the Algeria rural school of San Saba County, entered the Three-R contest of the Interscholastic League and advanced through successive meets to the State Meet of 1939, where she was awarded third place. This contest is a test in handwriting, ability to read with speed and comprehension, and the ability to perform the four fundamental operations in arithmetic. The contest is confined to rural schools. Nan was salutatorian of her class when she was promoted from Grammar School, and has an all-A record. She is the daughter of Mr. and Mrs. H. Smithhart, of Algeria, Texas.

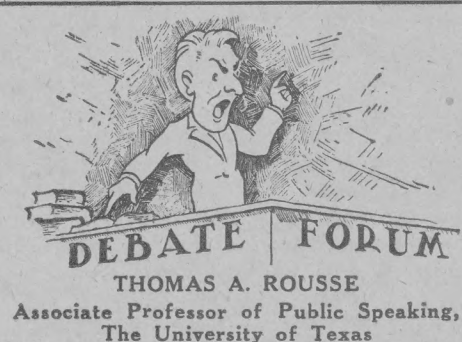
DISTRICT WINNERS

Three of Grayson County's Delegation



Left to right: Billy Ogletree, Grace Virginia Cook, Jack Estep

THIS TRIO from a 2-teacher school (Fairview) in Grayson County went into the district meet at Dallas last year as representatives of their county, each one winning first place district honors in his respective contests: Grace Virginia Cook, Junior Girls Declamation; Billy Ogletree, Junior Boys Declamation; and Jack Estep, Three-R contest.



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

DOES THE admission of a need require necessarily the proposal of a counter proposition? The foregoing question has bothered many debaters and debate directors, and we submit herein a brief answer to that important question.

Admission of a Need
The admission of a need by the negative does not require the proposal of a counter plan. As I understand the recognized duties of the negative, they are as follows:

- (1) The negative may attack the need, or
- (2) it may admit the need and attack the remedy, or
- (3) it may attack both the need and the remedy, or
- (4) the negative may admit the need and offer a counter proposition.

Please note that the negative has the choice of doing anything by way of a combination of the four that it deems wise. The negative obviously is not bothered by any "duty" to offer a counter proposition. It can elect to rest its entire case on the fact that the remedy proposed by the affirmative is not adequate to meet an admitted need.

Answering One Point
Whether or not a negative may "break at least one vital affirmative contention" and claim a "win" is another question. As I see it, it is up to the judges to decide upon the relative merits of the

debaters, and to vote "affirmative" or "negative" as they see fit. We have no rule that I know of which calls for a decision for the negative if this side "blocks" at least one vital affirmative contention. I repeat again, it is up to the judges to decide which of the two teams has done the most effective debating on the basis of the constructive, as well as the rebuttal work. When a negative team admits the need then it seems to me that it should be concentrating on proving the remedy definitely unsound.

The fact that a number of teams, when they admit the need, propose a counter proposition, does not mean that all negative teams need to do that or that they are required to offer a counter proposition.

Affirmative Burden

It is still up to the affirmative to prove up a need and offer a reasonable remedy. The duty of the negative, as I see it, is to answer in one or the other of the four methods suggested, or a combination of the four. The choice of an attack to an affirmative case, in other words, is up to the negative. The method of attack is usually indicated by the nature of the question and the effectiveness of the four methods suggested. The judges, therefore, do not vote for or against a negative team, because it used one or the other of the four methods of attack. The judges vote for the affirmative or the negative according to the instructions given to them on the ballot-on the basis of effective debating.

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 John W. Brandstetter, San Jacinto High School, Houston, Texas, "Historian" of the Association, and editor of this column.—Editor.

THIS YEAR has been a good one for Speech in Texas. As 1940-41 draws to an end, we can look back upon a year rich in Speech achievement and accomplishment. There are a number of events of interest to those in the Speech field that have yet to take place. The State Speech Contests sponsored by the University Interscholastic League are scheduled for the first week-end in May. At this time the League and the Department of Drama of The University of Texas will sponsor the Second Annual Drama Conference. There are innumerable junior and senior plays and commencement exercises to be given. To these affairs we can look forward with pleasure.

Speech Ass'n Grows

A survey of the high spots of the school year shows a number of interesting events. The annual convention of the Texas Speech Association was one of the finest ever held. Membership increased to 130 members, some fourteen of whom became sustaining members for the first time. Of course, this is a pitifully small group when one considers the total number of Speech teachers in the state. Nevertheless, it is an increase over the past year, and continued growth is certain. Prof. Emory G. Horger of T.S.C.W. was re-elected to serve another term as president, and some long needed legislation was passed at this notably profitable convention.

The Convention of the National Association of Teachers of Speech was held in Washington during the Christmas holidays. Over forty Texans attended. This is the largest number of Texas Speech teachers to attend any national convention with the exception of the New Orleans convention. Mr. Horger, Mrs. Horton of Pasadena, Mr. Parke, Mr. Conkle, Mr. Lumpkin, Mr. Rousse, and Mr. Winship of The University of Texas served on committees or had charge of sectional meetings of the convention. It was a remarkably profitable convention. The Association will meet in Detroit, December 29, 30, and 31 in 1941. Low round-trip rates will be in effect. Plan now to attend this convention. There is no better way of keeping abreast with modern trends and meeting leaders in the field than going to these meetings. Incidentally, you have a lot of fun.

Speech Conferences

Speech Conferences were unusually successful this year. Each five of these enterprises were sponsored by a college or high school in conjunction with the Interscholastic League. McAllen High School under the leadership of Mr. Don Irwin held its first Conference this year. There was a two-day Conference at The University of Texas, drawing over eight hundred persons to its meetings. Texas A. & I. College held its fourth annual Conference. It is well managed by Miss Mildred Pecaut and is of great value to the schools in that area. Albany High School conducted its first Drama Festival and Conference and presented "Two Thousand Nights in the Theatre" in such an impressive manner that the cast was invited to Austin for the Drama Conference in May. Odessa High School entertained over four hundred students at its two-day Speech Clinic in February. It was a highly successful Clinic and probably will be repeated next year. A debate conference was held at N.T.S.T.C. at Denton and very satisfactory reports were received from the many who participated. No other state has so many conferences devoted to building interest in Speech. Still more are needed if the schools of Texas are to be properly served. If your school desires to sponsor a clinic or a conference, write to the League and get information about such events. Such affairs advertise the sponsoring school and promote interest in Speech.

Invitation Speech Meets

There were hundreds of contests and invitationals meets. Of course, there were the regular League Speech contests and a large number of them were critic judged. The Texas Inter-collegiate One-act Play Festival was played in Lubbock under the supervision of Miss Ruth Pirtle and her staff at Texas Tech. There were Debate and Speech contests at Baylor, San Marcos and other colleges, the results of which we do not have. The junior colleges held a one-act play contest. There seemed to be a greater interest than ever in Speech contest and festival activities. There is no doubt that the contest has played an important role in the development of interest

in Speech in Texas. Despite the preachment of certain theorists, contests continue to grow and thrive in this State where directors are eager to compare their work in competition with others. Mr. Weaver of T.S.C.W., Denton, Secretary for the Texas Speech Association, reports that most of the State Teachers Association Districts held sectional Speech meetings. Such sections were new in some districts. Each district should have a section devoted to Speech only.

Speech Text Adopted

Of great importance to the growth of Speech was the work of the State Department of Education Text Book Committee. It adopted a new text for Speech in the junior high school and a supplementary source text for work in interpretative reading. The Department also printed another supply of the Course of Study for Speech in the Junior and Senior High School. A copy may be secured, if you are a Speech teacher, by sending a request to the Department. The State Speech Association continued its work on the Speech curriculum for the lower grades. A committee on Auditorium and Theatre Buildings secured a grant of \$1,000 through the National Theatre Conference. This grant will be used to publish a bulletin which will be available early next year.

Undoubtedly, we have forgotten to include many items of interest that deserve mention. So many fine teachers work so very hard to do a better piece of work in their respective schools. So many of them make real sacrifices to spread the "gospel of Speech." We wish there might be space to take note of just a few of the many examples of this devotion to Speech which come to our attention. It is encouraging to all of us when we realize that our work is progressing. At times it seems to be a slow growth. Actually, it is more rapid than we think. Ten years ago Speech was almost new-born. Ten years from now it may occupy the important place it deserves in the curricula of our schools. But it is growing. Growing steadily, surely, and with a solidity that means permanency.

Join Association

What to do for 1941-42? For one thing, there must be more members in the State Speech Association. A great deal of the growth of Speech comes as a result of the work of the members of this relatively small organization. It costs only \$1.50 a year to belong. You are riding a free horse if you are not a member. No true teacher of Speech should be out of the Association. For another, there must be more Speech courses in the curricula of our public schools. Try to sell your administrators on the values of Speech. No administrator interested in practical education, education for the life of students after graduation, can help seeing the values of Speech if they are properly set before him. Tell him about Speech. Sell him on Speech. Many times he will be only too happy to buy. A recent survey shows that 80 per cent of Texas administrators would welcome Speech courses in their schools. If we can show our professional pride in our profession, and if we can sell the superintendents and principals of Texas on Speech we shall have indeed accomplished something of value. It will be reflected in a stronger, more vital Speech Association and in the adoption of Speech in schools that are truly meeting the challenge of present-day demand for courses which teach students to do something of value to them and their communities.

Commercial Conference

AN INTERESTING program is being arranged for both teachers and students in the commercial courses during the State Meet on May 2 and May 3. The Conference will open on Friday afternoon with registration and a general assembly at 5; an informal supper at 6; and a talk directly after, followed by motion pictures pertaining to the commercial teaching field.

On Saturday morning the contests proper will be held. At the same time guides will be provided for those who care to visit the various classes on the campus, or offices, or other places of interest. At 5 that afternoon there will be another informal supper, a short talk, and the conferring of awards. Even though only a few teachers will have entrants in the contest after the elimination contests have been carried out, all commercial teachers are most cordially invited to attend this conference.

Florence Stullken,
Director.

High School Football Coaches Association—News and Notes

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

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

PLANS FOR the annual coaching school to be conducted in Houston, Texas, are practically complete. The date has been set for August 4-9 inclusive. An outstanding staff headed by Jess Neely, Rice, and Fritz Crisler, Michigan, have been selected. This year's school should be on a par with, if not better than, any of the previous schools conducted under the auspices of the association.

The players for the North-South All-Star teams that play the night of August 9 in Rice Stadium have been selected. The players were selected by committees headed by Eck Curtis of Breckenridge and John Scott of Stephen F. Austin, Houston. These committees made an earnest effort to select the outstanding players of the State for the school this year.

All-Star Squads
Coach Ted Jeffries, Wichita Falls, president of the association has announced the boys named below as members of the All-Star squads:

South—Centers, Milan Jones, Milby (Houston); James Brasher, Austin, Texas; Nolan Cox, Tomball, Texas; Guards, Norman Brown, Corpus Christi; J. W. Magee, Robstown; Hans Newman, Port Arthur; Tackles, W. L. White, Iraan; Edgar Schmidt, Smithville; Bob Hart, Reagan (Houston); Billy Wyman, Jeff Davis (Houston); Ends, Theibert Hardt, Temple; Wendell Williams, Midland; Edgar Backs, Corpus Christi; Tom Johnson, Beaumont; Backs, Carl Feazle, Pasadena; Vernon Belville, Yoakum; Orville Youngblood, Wink; Billy Hogan, Odessa; Edward Dusek, Temple; Raymond Jones, Austin, Texas; Virgil Eikenberg, Boling; Merideth Roberts, McAllen; Jennings Anderson, Brackenridge (San Antonio).

North—Centers, Eunice Frizzell, Nacogdoches; Barney Carroll, Sunset (Dallas); George Zoller, Van; Guards, James Cody, Woodrow Wilson (Dallas); J. E. McVickers, Plainview; Johnny Davis, Vernon; Marty Mertz, San Angelo; Tackles, Tom Collins, Kilgore; McCharles Huff, Wichita Falls; Clifton Patton, Big Spring; Jimmy Edison, Brownwood; Ends, Ray Coulter, Masonic Home (Fort Worth); W. C. Wooten, Amarillo; Barney White, Paris; Dabney Sims, Waxahachie; Backs, Leete Jackson, Lubbock; Myrtle Great-house, Amarillo; Don Fambrough, Longview; Wayne Shaw, Athens; Pete Odom, Sherman; Barney Welch, Stephenville; George Wilde, Graham; Edgar Cain, Breckenridge; Ray Hopkins, Chilleoche.

Injury Survey
Spring football is in full swing in most Texas high schools and thoughtful coaches are endeavoring to improve the technique of the individual players and practice conditions so as to make the game of football less hazardous for the participants. A few points taken from the survey of football injuries made by a Committee of The American Football Coaches' Association. This survey has been made through the past five seasons. Note:

Seventeen and three-tenths per cent of all injuries covered in this survey were to the left halfback. Right halfback was the next most hazardous position. The fullbacks were third in casualties. The two guards were very high in defensive injuries. The majority of injuries occurred in games. This was 48.5 per cent of all injuries reported. Scrimmage injuries ranked second with 40.5 per cent of the injuries reported. Blocking and being blocked accounted for almost exactly the same number of injuries. The first five minutes a player is in the game has been found to be the most dangerous. The third quarter of games has been found to account for the most injuries, and the second quarter came second in the number of injuries reported in this survey. College players alone were covered in this study.

Trap Plays Injure Guards
The committee on injuries of The American Football Coaches Association suggests additional attention be given the defensive tactics of guards due to the recent increase of injuries to players at these positions. The committee suggests the increase of injuries to guards may be due to the increased use of trap plays. Special exercises to strengthen the knee joint is urged by the committee due to the increase in knee injuries. Many shoulder injuries can be

forestalled by showing the players how to fall properly. Good equipment is essential in the prevention of all types of injuries.

ATHLETICS AND POLITICS MIX

Speaker Warns Against Permitting This Mixture in School Sports

(By Chester H. Kenley, San Angelo)

I enjoyed very much the Athletic Federation meeting Monday, February 24, in Atlantic City. Dr. Harold Lasswell on "Athletics, the Catalytic Agent" gave us the organization of youth movements in Germany and Italy, with the ultimate purpose of their organizations. He stated that athletics are being used for political purposes in those countries to indoctrinate specific teachings in the mind of the students. He warned us in this country to watch that our athletics are not used for political purposes. He stated that altho voluntary groups are being used toward that end. He stated that groups of boys are being taken for target practice in some communities and that later these groups will meet in a national meeting and very subtle doctrines will be given them there. He warned us to watch any scramble to exploit youth now for defense needs. This timely warning possibly should be passed on through the LEAGUER to our schools. Let's ask them to question any use of athletic teams or groups outside of our already organized legitimate purposes.

Dr. Lasswell also asked whether any scientific evidence has been produced to show that athletics contribute toward character development or sportsmanship. He stated that he has checked for the past two years to find evidences that could be accepted to show positive results. His opinion was that we need a scientific study to see whether athletics accomplish what we really think they do.

New Basketball
The Athletic Federation discussed the new molded basketball and football. It was stated that 9/10 of the basketball schools in the north us the molded basketball which is legal in all State tournaments. He said the only complaint that he had heard was that the balls lasted too long! He stated that the molded footballs will be legal this year. Dakard, Rawlings and Goldsmith are among the companies making these new balls. The size of the football has been reduced a quarter inch in girth so that it can be handled more easily. The texture of the material has been pebbled more so the ball will not be slick.

They also discussed the new basketball score board. He stated that this new board is legal in most of the state tournaments there. The cost of the board this year is \$35.00, but next year will be reduced to \$27.00. The Federation is going to demand, however, that a standard way of attaching this goal to the board be adopted. This will cut down materially the cost of replacing a broken goal.

4 CONFERENCES IN BASKETBALL

New Deal Schedule in Popular Sport for 1942 Season in League

BASKETBALL in the League will be played in conferences analogous to the present Football Plan beginning with the 1942 basketball season. There will be four basketball conferences set up as follows:

Conference AA: All high schools with an enrollment of 500 and above.

Conference A: All high schools with an enrollment in excess of 200 and less than 500.

Conference B: All high schools with an enrollment of less than 200.

Conference C: All rural schools.

General Plan
The general plan will be about as follows: Conference AA will include 16 districts. After playing for the bi-district championship the 8 champions will meet for the state championship in their class. Conference A will include 32 districts. After determining a regional championship the 8 regional champions will meet for a

State Tournament Runner-up 1940; Winner in 1941



El Paso High School Tigers

Back row, left to right: Reuben Corral, Student Manager, Milton Cherno, James Allen, Buddy Ward, Mario Palafox, Gordon Brandon, Fernando Palafox, Jewell Wallace, Coach. Front row, Bobby Goldfarb, Francisco Salas-Porras, Bob Hoover, Mike Izquierdo, Steve Minas, Ralph Marmolejo, Yvon Rechy.

ABILENE, JEFF DAVIS, 2nd, 3rd

Big City Schools Took Spotlight in State Basketball Tournament

THE EL PASO high school Tigers, runner-up in the 1940 State High School Basketball Tournament, came back in 1941 determined to win the championship crown and they did. The 1941 Tournament was outstanding because of the excellent records that the teams had made in qualifying for the State Tournament.

In winning the championship, El Paso defeated Mt. Vernon by a close score of 28 to 25 in the first round which was the first defeat suffered by the Mt. Vernon team during the season. El Paso defeated Jeff Davis of Houston in the semi-final round by a score of 37 to 22, and Abilene in the finals by a score of 27 to 20. Jeff Davis won third place by defeating Waco 50 to 35.

The results of the Tournament were as follows:
First round—Jeff Davis defeated Pampa 41-25; El Paso defeated Mt. Vernon 28-25; Waco defeated Blooming 36-19; Abilene defeated San Marcos 32-31.

Semi-finals—El Paso defeated Jeff Davis (Houston) 37-22; Abilene defeated Waco 23-20.

Finals—El Paso defeated Abilene 27-20 for championship; Jeff Davis defeated Waco 50-35 for third place.

state championship series in their class. Conference B will include 128 districts. After playing for a bi-district championship, 8 teams in each region will enter the regional tournament. The 8 regional champions will enter the state series for the state championship in their class. Conference C will play for a district championship. A special plan of competition for determining a champion for this class will be submitted at the proper time.

Each district in each conference will organize a district executive committee which will be composed of faculty representatives from each participating school. The duties of this committee will be essentially the same as those found under Rule 6 of the League Football Plan. A plan of competition similar to the present Football Plan will be incorporated into the Constitution and Rules of the League for the 1941-42 school term. The tentative list of basketball assignments for the 1942 season will be published and mailed to the member schools at an early date.

Schools in a lower conference may be admitted to a higher conference by the same method as is provided for under Rule 3 of the Football Plan.

Latin-America—we shall create a new Germany there. We have a right to this continent. . . . We require two movements abroad, a loyal and a revolutionary one. Do you think that's so difficult? I think we are capable of it. We should not be here otherwise. . . . Our weapons are not visible ones. It will be a simple matter for me to produce unrest and revolts in the United States so that these gentry will have their hands full with their own affairs. We shall soon have storm troopers in America. . . . We shall have men whom I generate Yankeeism will not be able to challenge.—Hitler in Mein Kampf.

Simplify Referee's Job By Renumbering Jerseys

(By Irving W. Lumpkin, Arcadia)

CHANGE of numbers on basketball jerseys would speed up the game. Much time and confusion has been caused by the attempted signaling of players numbers.

Numbers containing 6, 7, 8, and 9 are confusing to the referee and the score keeper. The elimination of these numbers would leave thirty-three numbers to be used on the jerseys. The numbers remaining to be used are 3, 4, 5, 10, 11, 12, 13, 14, 15, 20, 21, 22, 23, 24, 25, 30, 31, 32, 33, 34, 35, 40, 41, 42, 43, 44, 45, 50, 51, 52, 53, 54, 55.

These numbers would allow for a clear signal by the referee showing the units place on his right hand and the tens place on his left hand. Such bulky numbers as sixteen and twenty-seven must be counted out on the hands by a show of ten fingers and then six fingers, and for the latter number by a show of ten, ten and seven fingers. This has proven confusing and difficult for both the officials of the game and the spectators.

Girls' Basketball With 8 or 10 on Team

(By Herschel Wheeler, Garden City High School)

THERE is a great deal of opposition to girls' basketball in many schools and sections of the State. The opposing point is that the game is too strenuous for girls. In some cases I agree with them on that point; in ninety per cent of the cases I do not. In my opinion, basketball is not any more harmful to girls than football is to boys. Where there is a very small per cent detrimentally affected there is a large per cent benefited in many ways.

Larger Teams
Why not play girls' basketball with ten players on each team? Five guards and five forwards. This would require less running on the part of each player, and yet it would not be too crowded, since boys' basketball is played mostly on one end of the court. So if boys can successfully play with ten players on one end of a gym floor, why cannot girls? This would also eliminate the issue that basketball for girls does not afford an opportunity for very many girls to take part. Playing with ten players would nearly double the present number. I think the ten-player game could be played under the same rules as it is now played, with possibly a few changes.

League Sponsorship
I would like to see girls' basketball, with a ten-player team, sponsored by the League. I had the pleasure of seeing a district tournament in girls' basketball this year. After seeing this tournament, I am even more in favor of girls' basketball sponsored by the League. I think basketball for the high-school girl is as important as basketball is for the high-school boy. But honestly I believe it to be a little too strenuous and the ten-player idea would eliminate that point of opposition.

Advantages of a ten-player team:
1. Less strenuous.
2. Make a better game offensively and defensively.

3. Offers chance for more girls to play.
4. More diversified type of ball.
5. Girls of less ability could play more successfully.
Disadvantages of ten-player team (possibly):
1. Schools of small enrollment weakened more.
2. More expense on trip, uniforms, awards, etc.
3. More players to furnish transportation.

System of Awards for Small High Schools

(By B. Harold Williams, Principal Prairie Lea)

THE SMALL high school finds it difficult, if not entirely impossible, to provide for awards to its students who are outstanding in the major sports, band, and other extracurricular activities. To meet this situation, the Prairie Lea High School organized an Athletic Council, composed of the Superintendent, Principal, girls' coach, boys' coach, student representative of the girls, student representative of the boys, and two school board members. This organization determines the basis of awards to students and finances the athletic program which includes the purchase of all athletic supplies and awards.

The budget for the Prairie Lea Athletic Council is over \$600 a year. This money comes from admission charges chiefly at football and basketball games, and an annual basketball tournament, and from the proceeds from an annual carnival.

Points for Awards
Sweepers are awarded to the students on a point basis as follows:
Letterman in basketball, football, or volleyball—4
Squadman in any of above—4
Letterman in junior basketball—4
Squadman in junior basketball—2
Representative in County Meet in any Senior event, athletic or literary—4
Representative in junior baseball, track, or tennis—2
Winner of points in county, district, regional, or state meet in any event, senior or junior—1 to 2
Participant in school band—1 to 3
Member of Pep Squad—1 to 2

At the end of each year the school board awards a sweater to each senior student who has accumulated a total of thirty points during his entire high-school career. The Athletic Council, at the same time, awards a sweater to any other student who has earned as many as twenty points, fourteen of which must have been earned within the preceding nine months. Approximately twelve girls and twelve boys receive sweaters each year in a high school with an enrollment of eighty.

Extracurricular Council
The Athletic Council has functioned at Prairie Lea for more than six years and has been acclaimed by the teachers, patrons, and student body. It has dealt successfully with the extracurricular activities under its supervision and has enabled all its teams to be well equipped without the financial aid of the school board. Such a system of awards helps to emphasize the importance of the literary activities as well as the athletic. Probably the name, Athletic Council is a misnomer and such a name as Extracurricular Council would be more appropriate.

"Hard" and "Easy" Words
To help determine whether reading matter is suitable for children of a given age, experts count the number of familiar and new words. For example, a third-grade pupil should not encounter more than one unfamiliar word in



The answers in this column are in the sense of "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.

1. "When I dictated the short-hand copy, I called the paragraphs at the proper places. Should I have done so?"
Yes.

2. "But, having done so, should a paper be marked with errors for having omitted paragraph indentations two of the four times occurring."
Yes.

3. "Does the rule which says: 'The transcript must be punctuated sufficiently to make sense' apply here? And would it be considered not to make sufficient sense to omit the paragraph indentations two times out of four?"
No, cannot apply here—not the same thing!

4. "The sponsor whose student's paper is concerned, says that during the invitational meets such errors have not been marked." Dictated punctuation is dictated! The students should transcribe what is given.

5. "Is the following contention sound?—'since paragraphs were called, that is sufficient deviation from the dictated matter to justify an error being given.'"
Yes, an excellent answer.

Experience is merely the name men give to their mistakes.—Oscar Wilde.

Never exceed your rights, and they will soon become unlimited.—Rousseau.

SCHOOL RALLY

(Continued from Page 1)

"There is a tendency for our rural schools to consider as their only problem the classroom activities of children, without giving thought to planning activities to interest adults."

Grades Take Part
Even the elementary grades were dismissed for this occasion and their home rooms, like the high school home rooms were turned into exhibition rooms. Children were delighted to have their parents as guests and to show them the many notebooks, sand-table projects, or other activities which they had worked out. The day's procedure was almost like a fair or community convention.

The auditorium program, consisting of performances by school clubs, home-room organizations, and actual classroom demonstrations, began at ten o'clock. At twelve, lunch was served in the gymnasium by the cooking club. The members of the boys' camping and rifle club were quite efficient as officials for the day. It was their duty to give information and to conduct the visitors from the auditorium to the gymnasium for the lunch period. After the lunch was served, visitors were directed through the various exhibition rooms which included everything of the year's work that the school might exhibit.

The 4-H club had a very attractive booth in which were exhibited all of the sewing and needlework which had been completed during extracurricular activity periods. The press club had a poster display of each issue of its school mimeographed paper. The library club was pleased to show the new reading room, and the many new books which had been bought with money earned by the cooking club. The local history club had for sale at a small charge its bulletin containing all information its members were able to collect with the aid of old residents and records in the community. Their relic case showing many Indian relics was also an exhibit of great interest.

Intramural Games
By two o'clock the tables and chairs had been cleared from the gymnasium floor and the athletic events of the day were presented as scheduled. Various intramural contests were under the direction of the athletic coach. There was no admission charge for any of the full day's entertainment except for the lunch. The general spirit prevailing as parents turned toward their homes late in the evening was one of hearty approval of the year's work and enthusiastic willingness to offer greater support the following year. The parents' attitude toward the exhibition day were similar to that described by McMurray when reporting on his "Open School Night." In referring to the parents he said:

"They leave the school building feeling that they have observed a very constructive piece of work. They have learned the difference between opening a school house for

a non-worthy activity and one that is educationally constructive. The hard-headed taxpayer, the die-hard obstructionist, and the patrons who believe that educational goals are permanent and unalterable rather than social, economic, and political conditions, go away with a more intelligent understanding of the public schools and their worth. Their expressions of approval are pronounced and emphatic. Open School Night well repays the pupils, teachers, and patrons. It is a worthwhile school activity—one of the best."

This exhibition day was held on Friday before school was dismissed the following week. It laid the foundation of approval by arousing community interest in the remaining one element of the year's activity program—the commencement.

This is the sixth article published in the LEAGUER describing an extracurricular program in the small high school.—Editor.

PEN PALS

(Continued from Page 1)

twenty minutes. The latter is conducted by a program chairman whose first duty at each meeting is to call for three volunteers for the following meeting. These indicate their intention of submitting some form of composition. They are free to use something on hand or to produce a letter, poem, an editorial, a feature article, an essay, dramatic, short story, sketch or even chapters from a long story. No officer or member on the program is excused except by absence or call from a teacher, in which case the contribution is given to another member to read. Thus no program is ever a "fizzle" or a problem to the program chairman.

After each writer reads his own contribution, comments are called for. These must include first the points worthy of praise and second those which can be improved with suggestions as to how these can be made. The program chairman has occasional conferences with the sponsor on how to word questions so that they will produce interesting comments. This officer keeps in a looseleaf notebook the contributions for all programs for one year, since each contribution is written in ink and handed to her after it has been discussed. This plan permits the club to have on hand at all times all types of work. This last provision began to be strictly enforced only a year or two ago.

Recruiting New Members
The vice-president is chairman of publicity and new members. In getting the latter, we have at various times asked junior high-school teachers in May of a certain year to send us lists of promising material coming in the fall to her after it has been discussed. This plan permits the club to have on hand at all times all types of work. This last provision began to be strictly enforced only a year or two ago.

All teachers in our building have been issued invitations for two or more different dates thus enabling them to come when most suitable. Principals of all other high schools have been asked by letters from our secretary to pass on a definite invitation to a teacher and any two of her pupils to come and bring contributions. One invitation to a negro school to send contributions to be read in exchange for copies of some of our work secured some excellent verse, as that particular school had only a poetry club.

Sponsors Contest
Obviously our club sponsors the essay contest in our school; however such is not limited to members only. Last year the winner, who also won in both City and District, was a non-member. As is customary, he read his essay over our school speaker to the entire student body and had it printed in our school paper. This contest plus our one assembly program per year keeps the school conscious of our existence, joy, and progress. Recently, a boy in an American Literature class when asked to discuss Franklin's Junto Club explained, "It is sorter like the Pen Pals; that is, the members try to improve themselves." The club membership averages some thirty odd each semester with an average attendance of approximately 20. Some of our members come from homes of the lowest income yet are never embarrassed.

Rural Pentathlon Notice

FOR THE first time preliminaries will be held in rural pentathlon events. Preliminaries in high jump, running broad jump, hop, step and jump, will be held on Friday, May 2nd 2:30 P.M. at Texas Memorial Stadium. Heretofore contestants in the rural pentathlon were not required to report until Saturday afternoon. To be eligible to participate in the finals, contestants must participate in the preliminaries.