



A LETTER from Lorena Sanders of Craig-Tranquil School, (P. O. Cooper, Texas) expresses appreciation of League work and of the stimulation it offers to the talented boys and girls in the Texas public schools.

Miss Sanders says:

"I want to thank you for making these extracurricular activities possible. We did enjoy the Regional meet at Longview very much, but the greatest privilege was to participate in the State Meet in Austin. Even though we did not place in the contests we feel that our pupils gained much from the contacts with boys and girls from the other parts of our State. We also feel that our entire school has been enriched because our other students are working hard to earn the right to participate in meets higher than the county meet. Yours for a bigger and better Interscholastic League. It is worth every effort that pupils and teachers put forth."

Ethel Roberts, of Mercury, writes:

"I would appreciate the continuation of the picture service. It is one of the finest contests we have and a great means by which to teach this appreciation of pictures."

GUADALUPE CO. HOLDS PLAYDAY

Elementary Schools Have Field Day Engaging in Many Sports

(By L. C. Liston, Elem. Principal, Seguin Public Schools and C. E. Saegert, Recreation Sup't, City of Seguin)

THERE has been a demand for a number of years in this county for some county-wide activity that would meet the demand for larger participation in girls' athletics. In order to satisfy this demand the first girls' play day was held. It was a success from the very beginning.

Girls Were Curious

In the first place every one, including the girls themselves, were curious and sceptical. The question uppermost in the minds of the sponsors and participants was how can we have an athletic field day without inter-school competition? How can we have any sport if our school does not compete with other schools?

Knowing that these questions were in the minds of the girls and teachers, it was up to the director to answer them, and this is the way it was done. The entire facilities of the Max Starcke Park, with its superintendent and assistants, were placed at the disposal of the director. This in itself assured that the play day would be successful. The girls gathered at the park on Friday,

Local Paper Says Director Did Good Job

JLEE STAMBAUGH, the veteran Pharr-San Juan-Alamo school superintendent who was assigned the job of directing the annual district meet for Interscholastic League contestants from Hidalgo, Cameron, Willacy and Starr counties last week-end at Edinburg, turned in an impeccable job.

The schedule of events was run off with such precision and the results were compiled with such efficiency that within 15 minutes after the final contest had been staged, the outcome of the meet was known. Stambaugh also spent extra efforts in listing the final standings of the various schools. Under Interscholastic League rules he is not required to do so, but J. Lee knew all the folks in the Valley would be interested in such standings, so he laboriously figured them out.—*Valley Evening Monitor*

These Junior High School Teams Made a Fine Record



Left to right: Carl Mahan, Katherine Lowery, Margaret Nell Raglin, Edwin Brooks.

HERE ARE the two teams of the Bagwell Junior High School who won distinction for themselves and for their Junior High School in Interscholastic League contests during the last debating season. The girls are freshmen, but nevertheless won in the county meet, the district meet, and second at the regional meet. The boys won the district meet as freshmen, and last year as sophomores won the regional meet and were finally defeated in the State Meet by Sam Houston High School of Houston by a 4 to 3 decision. Mr. Frank C. Bean, the faculty sponsor of these two teams has had phenomenal success with debate teams during the past fifteen years, having in that time produced 23 county winners in three different counties.

Method of Choosing Judges Criticized

(Name of author omitted by request)

IHAVE JUST returned from the regional declamation contest. My little girl was a contestant and won third place, but if she had won first place, I would still write this letter of protest against the method of choosing judges. My little girl was in the junior division and the judges were: a chemistry professor, a Spanish teacher, and some other teacher totally unassociated with speaking.

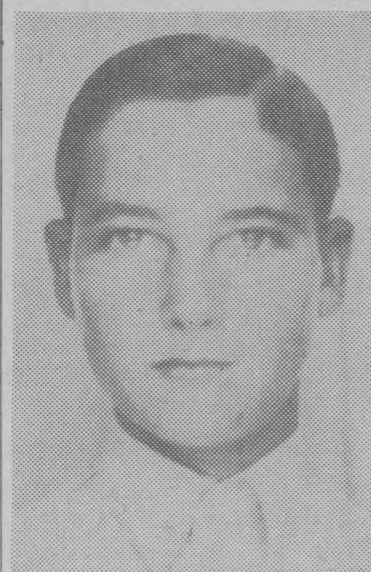
I talked with the Director and he quite agreed with me that it was deplorable, I asked why senior students in speech wouldn't make excellent judges. He said he agreed most heartily that they would but that some one over him had insisted that the judges be faculty members.

Could you judge an art exhibit? Could a chemistry professor judge a Spanish essay or vice versa. It isn't the question of this year's contest but we all know that teaching children to be able to stand on their feet and talk is splendid and valuable in later life.

It seems very unfair to me to have a child lose because the speech didn't appeal to one of the judges and what other qualification would a chemistry professor or a Spanish teacher have unless he had studied speech? I asked the director if

(See—Choosing Judges—Page 3)

All-Round Boy



Jack Shaw

Jack won first place in Grammar School Declamation, first in Number Sense with John Atkins as his partner, third in Ready Writers. He also entered track and field events.

He represented Christoval Grammar School. Clyde R. Nail is superintendent of the Christoval Schools.

How Did Baseball Get Softened Up?

Writer Says Soft Ball Was Started by Knocking a Mit Around With a Broom

(By Supt. O. M. Walker, Bullard, Texas)

THERE has been considerable controversy as to the exact origin of baseball, many writers contending that it evolved from an English game called "rounders," still others believing that it was conceived from the very popular British game of cricket. While baseball is considered more or less related to these games, it is now generally believed that it was not given to us through an ancient heritage but rather evolved in a more or less natural fashion out of the use of various types of bats and balls.

Hardball Dates Back to 1839

In 1907 after a considerable amount of research work by a committee appointed to study all material available to determine as nearly as possible the exact origin of baseball, it was decided that baseball originated in the United States. The committee reported that Abner Doubleday of Cooperstown, New York, devised the game in 1839; that a Mr. Wadsworth presented, in 1845, a diagram of the playing field to a Mr. Curry, President of the Knickerbocker Club of New York; and that Mr. Curry assisted in drafting, in 1845, the first published rules of baseball. In September of the same year, Alexander J. Cartwright promoted the first recorded organization of baseball players in the world; namely, the Knickerbocker Baseball Club of New York. Mr. Cartwright is also given credit by many authorities as the designer of the "baseball square," later called a "baseball diamond."

During the Civil War it was believed that baseball would be forgotten, but on the contrary the soldiers organized the game to the extent that it became nationally famous. Because of the many participants, and spectators as well, baseball became and still is known as America's National Sport.

Variations Introduced

Because of the ever increasing popularity of baseball, there arose a desire for a variation in the game so that it could be played indoors during the winter months. One Thanksgiving Day a group of men were assembled in a gymnasium and just for fun, one of them threw a boxing glove which was struck with a broom by another

(See—Baseball—Page 4)

DIRECTOR LISTS RULE REVISIONS

Teachers Having Charge of Speech Contests Should Study These Changes

(By F. L. Winship)

DIRECTORS of One-Act Play, Declamation, and Extemporaneous Speaking should be interested in this summary of Speech Contest rule changes. All League contest rules will be found in Bulletin No. 3824, Revised for 1941-42. This bulletin goes to the principal or superintendent of each school enrolled for 1941-42 in the Interscholastic League.

Page 12, Article IV, Sec. 4. Item regarding appointment of county Directors of One-Act Play contests.

Page 23, Article VIII, Sec. 12. Item allowing members of One-Act Play casts to compete in one other Speech event.

Page 37, Declamation, Rule 5. Requires all Junior Declamers to use only those poems on the 1941-42 Prescribed List. Listed as Bulletin No. 4144, price, 10c each.

Page 38, Declamation, Rule 8. Requires Regional Senior Declamation winners to send copy of selection used to State Office before State Contest.

Page 43, Extemporaneous Speaking, Rule 6. Footnote defining "source material."

Page 66, One-act Play, Objectives. Addition to objective f.

Page 66, One-act Play, Rule 2. Certain schools go directly to regional contest.

Page 67, One-act Play, Rule 3. States who may legally assist backstage with production of contest play.

Page 67, One-act Play, Rule 4. Footnote to Sec. b. Re-defines "simplest settings and costumes."

Section f. Lists plays in 1941 State Contest ineligible for use this year.

(See—Rule Revisions—Page 3)

Music Memory Class Performs for Adults

(From The Williamson County Sun)

AT THE INVITATION of Miss Clem Richardson, music instructor at the Grammar School, members of the Georgetown Music Study Club visited the class in Music Memory. It has been the custom of the club for many years to offer a prize for excellence in this particular branch of work.

It was most interesting to see these sixth grade pupils work. One phase of their work was to classify, by recognizing minute but definite differences in rhythm, the mazurka and minuet; the polka and the gavotte. Records were played and the children wrote their impressions. It was gratifying to find them correct in most instances.

Musical selections were then played which they were to identify by name and tell the composer. Other exercises were given, all calculated to build in the youngsters a true understanding and appreciation of music.

Miss Richardson is to be congratulated on the excellent work she is doing.

Suggests Change in Time-Limit in Extemp

JRAYFORD HOLCOMB, of Reagan Senior High School, Houston, writes: "I want to say that it has been a real pleasure to work with the extempore speakers this year due to the use of the national and foreign current event topics. I would prefer, however, to change the maximum time limit of the speeches to ten minutes and the minimum time limit to five minutes. Speakers can not develop the topics adequately in the time allotted under the present plan. Ten minutes is certainly little enough time."

A recent survey by the Bell Telephone Company showed that its highest paid employees either engaged in debate or worked on the college paper while in college.—Chas. H. McReynolds in "A New System of Debate," Quarterly Journal of Speech, Feb. 1940.

State Meeting Recommends No More Spring Practice

Timidity in Public Speaking Overcome

BOYS AND GIRLS who are timid in public speaking should take courage from the following paragraph from the autobiography of Jawaharlal Nehru, who eventually developed into one of the greatest orators of the world and has spoken to perhaps more people in larger audiences than any other person of this generation:

"The Indians in Cambridge had a society called the 'Majlis.' We discussed political problems there often but in somewhat unreal debates. More effort was spent in copying parliamentary and the University Union style and mannerisms than in grappling with the subject. Frequently I went to the Majlis, but during my three years I hardly spoke there. I could not get over my shyness and diffidence. This same difficulty pursued me in my college debating society, 'The Magpie and Stump,' where there was a rule that a member not speaking for a whole term had to pay a fine. Often I paid the fine."

In later life, huge gatherings of Indian peasants demanded that Nehru speak to them. Recalling experiences of those days, he says:

"These peasants took away the shyness from me and taught me to speak in public. Till then I had hardly spoken at a public gathering; I was frightened at the prospect, especially if the speaking was to be done in Hindustani, as it almost always was. But I could not possibly avoid addressing these peasant gatherings, and how could I be shy of these poor unsophisticated people? I did not know the arts of oratory, and so I spoke to them, man to man, and told them what I had in my mind and in my heart. Whether the gathering consisted of a few persons or of ten thousand or more, I stuck to my conversational and rather personal method of speaking, and I found, that whatever might be lacking in it, I could at least go on.

(See—State Meeting—Page 4)

Woodsboro Sets T & F Records

Small School Demonstrates What Can Be Done By Consistent Effort

WOODSBORO High School, relatively small Refugio County member of the University Interscholastic League, has furnished finalists in the state track and field meet at Austin for four successive years. The school boasts only slightly over 100 pupils in high school but has managed to send athletes



H. B. Pendleton of Woodsboro set a new record in the 12-pound shot put at the State Meet with a heave of 54 feet and three-eighths inch. The former record was 53 feet and 8 1/2 inches.

through the gruelling trials of the county, district, and regional meets, and the preliminary and semifinal eliminations at Austin each year since 1938.

Gillespie at State Meet

Vernon Gillespie started the string in 1938 by reaching the finals in the broad jump event, finishing close up behind the winners. In 1939 the school scored a "double," sending Gillespie to the finals in broad jumping again and Melvin Nath, eliminated in the semifinals at Austin the year before, to the finals in the high jump. The school also won its first point at the State Meet when Gillespie

(See—Woodsboro—Page 4)

16 INNINGS NO SCORE—RECORD!

Coach of Playground Ball Tells Story of a Really "Do-or-Die" Game

(By Roger F. French, Hutto, Texas)

IN AN interscholastic League game of playground baseball last March, Hutto Grammar School team played Georgetown Grammar School team 16 innings without either side scoring. Is this not a record?

Hutto in the first round drew Taylor and defeated its team by a score of 4 to 3. This win put Hutto into the semifinal game against the Georgetown team. This game was scheduled for March 25 and it is this game which is in question as it took seventeen innings to produce a score and a win for Hutto. The game was scheduled to go seven innings—but at the end of the seventh neither Hutto nor Georgetown had scored a single run. Although Hutto got 4 men on bases during the first seven innings while Georgetown got 3 men on.

Little Base-running

In the last 10 innings Hutto put 11 men on bases, while, George-

"Spot" Writing I.

SOMEONE asked what we meant by "spot" writing, and we replied that we meant writing on the spot. The term is better than "impromptu," or "extemporaneous" because it is shorter and more expressive. Spot writing is required of the journalism pupils who participate in the editorial writing contest. In the last State Meet, contestants in editorial writing were assembled in a room and given the following assignment: "Write a short editorial for the Clearvale High School paper."

One of the two subjects: (1) missing library books found in student lockers and (2) charge by a man addressing the school assembly that 'high school students plunge into so many things that they never do anything well.'

One of the prize editorials devoted to Subject No. 2 was written by Betty Ray Lyon of the Austin High School follows:

"You know Johnny Smatterer—he's the guy with his finger in every pie.

"At the end of a typical week in his life, Johnny Smatterer is a washout.

"On Monday he misses two classes hunting for the person who is to hire the orchestra for the council dance. Tuesday he gets home from school at 6:30 P.M. after a long, hard afternoon spent in deciding the color scheme for the band banquet. Wednesday he is frantic all day trying to learn his five lines as the butler in the next play. On Thursday he spends hours racking his brain for humor-column ideas for the paper. Friday he sacrifices his own time for the sake of trying to invent a new yell for the football game.

"At the end of that week nobody knows that Johnny Smatterer has done a thing."

T&F Coaches at State Meet Discuss Various Problems

Churchill's Strength

CHURCHILL'S strength lies in the fact that he doubts and does not doubt. He is coldly critical of his own country's weaknesses and mistakes. Enthusiasm does not blunt analysis; hopes do not distort facts. He thinks while he fights. He dares to have thoughts and doubts about conditions because he has no doubts about his course of action. He knows what he wants to do. There is no way back. There is only the struggle. The civilized brain in the upper story does not hamper the animal determination in the lower story.—Louis Fischer in "Men and Politics." (Duell Sloan and Pearce).

town had only 5 men to reach first base.

The score remained 0-0 one inning, after the other for sixteen long innings with the same two pitchers opposing one another. Fifty-eight batters faced the Hutto pitcher and sixty-three batters faced the Georgetown pitcher.

Another interesting phase of the game was the fact that only 3 men saw action at home base in eleven innings for Georgetown and likewise the Hutto team experienced 9 innings with 3 up and 3 down.

Pitchers' Duel

It was a pitchers' duel from start to finish, however the Georgetown pitcher weakened in the 17th inning allowing both Leo Hennech, Hutto's pitcher and Allan Gainer, catcher, to hit and score in the first half of the 17th. Hutto was retired in the 17th with 3 men dying on bases.

Game Ends 2-0

Georgetown now came to bat in the last of 17th trailing Hutto by a score of 2-0. Hennech of Hutto fanned the first two men up and the third batter drove out a high fly to left field which was beautifully fielded by Victor Stern, thus ending a long exciting game which resulted in a 2-0 victory for Hutto.

It was the most interesting and exciting game of the County Meet and many said it was the best County Meet game they had ever witnessed at any meet.

Mr. French would appreciate hearing from anyone stating whether or not this is a new high in any way for playground baseball, address Roger F. French, Hutto, Texas.—Ed.

Typing Contests Arouse Interest

Instructor Says "Skill" Subjects Need Special Motivation

(By Oma Kent)

TYPERITING may be classified as one of the "tool" or "skill" subjects. This type of subject can become very dull and monotonous without proper motivation, and the Interscholastic League Typewriting contests offer an opportunity for a great deal of motivation through training for contests, entering contests, winning or losing contests, and associating with other contestants.

Typing a "Skill" Subject

In a "skill" subject such as Typewriting, the primary aim of the course is to develop the habit of typing correctly and efficiently in as short a time as possible, and the secondary aim is to then be able to use this skill in the many ways that are offered. The Interscholastic League Typewriting contests offer training and specialization in speed and accuracy, and its rules may be easily adopted for all speed tests in the regular classroom performances.

All students who are enrolled in Typing I classes may participate in the initial contests. Usually the teacher tells some interesting story about such persons as Harrold Smith, Gregg, or some home town person who obtained a well-paying position because of his or her ability to type with speed and accuracy. These were beginning

(See—Typing Contests—Page 2)

Resolutions Pass Urging Changes In League Set-up

PAT CAGLE, athletic director of the Brownwood High School tells us that following the track and field clinic at the last State Meet, "a good number of track coaches from both small and large schools had a round-table discussion which eventually centered around the all-important topic of why there was no greater interest in track both from the standpoint of the fans as well as students, and what could be done to increase the interest in this fine sport." Following a lengthy session, the meeting passed resolutions and transmitted them to the State Office, as follows:

Urges Capable Officials

1. That all League track and field meets be sponsored under the supervision of capable officials and with sufficient good equipment to insure a good meet, especially a starter who has a good knowledge of track rules and is well experienced.

2. That sponsors or directors of all League meets who do not have enough interest in the maximum performance of the boy to see that ample preparation pertaining to condition of the track and officiating be relieved of such responsibilities in favor of others who the League might appoint to do a better job.

3. That the League disregard the practice of attempting to locate District and Regional meets at or near central points. It being our opinion that we had rather travel greater mileage in order to have the responsibility of a successful meet vested in those who had sufficient interest in our program to afford us at least average preparation, fair interest and good officiating.

Suggests Questionnaire

4. That the League send out a questionnaire to all directors of district and regional meets in regard to the facilities they have to

(See—Track and Field—Page 4)



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ROY BEDICHEK Editor

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Progressivism, or Retrogressivism, for that matter, may show startling results if the teaching personnel is judiciously selected. In fact, educational theory and methods count for little if your teaching force is of sufficiently high grade. A writer viewed the results of progressivism in a school with only the mill-run of teachers and administrators in charge and remarked sadly that "progressivism" under these conditions "degenerates into 'easyism.'" The history of education is strewn with abortive attempts to incorporate the experiments of individual geniuses into a "system."

WE are parting company this year with our Picture Appreciation Director, Mrs. Florence Phillips. She has moved to Colorado and is engaged in work that leaves her no time for writing the column on Picture Appreciation in the LEAGUER, or for preparing the Picture Appreciation bulletin. She developed this contest and has directed it over a period of ten years with great success. Many schools unable to employ art teachers have found that quite acceptable work may be done in art appreciation by any teacher of sufficient intelligence and energy to follow the directions offered in the bulletin and in the tests. Indeed, many teachers have developed an interest in art through sponsoring this contest which has led to further study and eventual qualification as an art teacher or supervisor. The use made of this contest is indicated by the demand for test-sheets which exceeds a hundred thousand each year. It is widely used among the rural schools and among the grade schools of towns and of the smaller cities. Now we are securing the services of Dr. Cora Stafford of the North Texas State Teachers College to continue this work. Dr. Stafford is so well known in the public schools of Texas that really "she needs no introduction." She has just finished reorganizing and revising the test-service which is now ready, she will take up the column in the LEAGUER in December, and prepare the bulletin for the 1942-43 contests.

WITH this issue, the LEAGUER begins the twenty-fifth year of its existence. In the first issue (October 15, 1917), we find an editorial in which it is pointed out that democracy is on trial. We are told that the issue of the war is Democracy vs. Autocracy. We are told that victory by force will be only a temporary victory, and we are besought to make democracy superior as a way of life to autocracy. In that editorial written twenty-five years ago, confidence is expressed that Germany will be brought to her knees, but the writer is by no means certain that she will stay on her knees. Is not this reminiscent of the present situation? Change a few words, "nazism" for "autocracy," "Hitler" for "Kaiser," and the editorial would be as timely now as it was then. Of course, the editorial sticks an oar in for the Interscholastic League, claiming that its activities discover and train leaders, and that without leaders properly prepared, democracy is hopeless. It seems that we had then as we have now those who begrudge the extra time given to those pupils who have native talent and are willing to work hard in competitive activities to develop their talent. We thought then and we still think that it is a betrayal of democracy for the school to fail to provide activities for the talented on the pretext that every pupil cannot take advantage of them. Often this "equality" argument is merely a symptom of that "easyism" that is sapping the character of many of our public schools.

WHEN the profit-motive arises in any activity or enterprise in connection with public education, the trained and conscientious school executive becomes alert and suspicious, for he knows the immemorial hypocrisies which are sure to manifest themselves. If it is found that some group within the school, or some business having commercial relations with the school is making a money-profit, that group or that activity can adduce all the lore of the ancients, and all the statistical marshalling of the moderns to prove that its business or its activity is truly educational. Given sufficient commercial incentive and almost any activity can be justified on educational grounds, just as the "business as usual" brethren justify practically anything that suits their business in wartime on grounds of its contributing to the national defense. Note how the "defense motif" is creeping into the luxury ads of current magazines. It is therefore quite a surprise and quite a gratification to read a circular issued to the teachers of a certain Texas school system by the superintendent, reading as follows:

"Discussion with you has strengthened my thought that school cafeterias should not sell soft drinks or coffee to children. Teachers are free, of course, to buy soft drinks or coffee in the cafeteria during their off periods or the lunch period and drink them in the cafeteria; but they should not have either in their classrooms. Discretion should be exercised in selling candy to growing children. They certainly do not need it before school opens, nor in fact until they have eaten lunch. We are endeavoring to put over a health-physical education program, and proper food is altogether essential!"

THE SELECTION of a debate question for this year was a rather tedious affair. We first called for suggestions in the way of debatable questions. 147 different questions

were suggested. We then issued the highest five and requested ranking of the same. From this ballot two questions were selected as the highest; as a matter of fact, they almost tied, leading the other questions by many votes. These two questions were then submitted with the following results:

Equalization of Educational Opportunity	192
Military Training	128
Defective ballots	10

The wording committee formulated the query as follows:

"Resolved, That the Federal Government should adopt the policy of equalizing educational opportunity throughout the nation by means of annual grants to the several states for public elementary and secondary education."

Dr. Joseph M. Ray, Professor of Government, North Texas State Teachers College, Denton, has prepared the bulletin, and it is now issued from The University of Texas Press. Copies are available at 35 cents per copy, or 4 for \$1.

We have now for distribution also two bulletins of more than two hundred pages each, giving a good sound background for the understanding of the question. These two bulletins were issued in 1934, but the vital arguments on this question have not changed much since then. Prices of the bulletins (postpaid) follow:

Volume I, Equalizing Educational Opportunity	\$5.00 per copy
Volume II, Equalizing Educational Opportunity	\$5.00 per copy

A copy of each of the two volumes, in one order, we send postpaid for \$9.00. Since supply of these publications is limited, we can send only one copy of each volume to any one school.

IN ANOTHER column of this issue we publish a short and very modest account of the accomplishments in track and field of the Woodsboro High School. The thing to be noted about it is that success is the result of consistent endeavor over a number of years. None of the Interscholastic League contests are so easy that they yield to hit or miss effort. If they did, they would not be worth while. A local writer has compiled for us the following account of Woodsboro's accomplishments in the region in which it competes, viz., Region VII, center in A. & I. College, Kingsville:

"This region includes Districts 25, 26, 27, and 28, and is composed of 26 counties and 11 city-county units extending from Matagorda County on the east to Webb County and Laredo on the west, and from DeWitt and Wharton counties on the north to Brownsville on the South. Though the region includes such large schools as Corpus Christi, Laredo, Harlingen, Kingsville, and Brownsville, the athletes of the South Refugio County high school which boasts only slightly more than 100 pupils, hold undisputed records in three of the 14 events in the meet. Freer holds two undisputed records; Laredo, 1941 winner, holds two, both in events made easier by new rules effective for the first time this season; and Kenedy and Kingsville hold one each and share one between them. The other records are held by El Campo, Karnes City, Rio Hondo, and Aransas Pass, each of which hold one. The three Woodsboro records are held by Melvin Natho, who raised the high jump mark to 6 feet 1 1/4 inches in 1939, and H. B. Pendleton, who set new marks in both the shot put and discus throw this year. Pendleton's 141 feet 3 inch throw of the discus, made lighter by the new rules this season, was much farther past the old record of 128 feet 7 inches than the lessening of the weight warranted, and the amazing 3 1/2 feet which he added to the shot put mark to bring it to 53 feet was not aided in any way by rule changes. Pendleton is the only athlete holding two undisputed records in the meet. Roberts of Kenedy also holds two marks but one has been tied; his record in the 100-yard dash has withstood the assaults of sprinters since 1938, but his time in the 220-yard dash was equalled by Adams of Kingsville in 1940."

Coach Recalls Hard Times in Athletics

AT THE regional meet in Canyon last spring, R. F. Williams, now a teacher in the Amarillo High School, recalled the difficulties of early participation in Track and Field, of which he was coach twenty-five years ago.

Williams took his first team to the Interscholastic League meet in Canyon in 1915 from Vega High School, and has attended the Canyon Meet each year since then. The five-man track and field team made the trip in an early day flivver. Between Amarillo and Canyon they got lost, losing several hours.

Saturday morning, before the track meet started, members of the team had to layout the tracks on the prairie.

Amarillo High School had no teams entered that year, Williams recalled.

Twenty-five years ago Mr. Williams sponsored Amarillo High School's first Interscholastic track team at the district meet, winning the meet and bringing home the first loving cup Amarillo High School ever won. The cup is still in the trophy case at the high school.

"It was pretty lonesome there for several years," Mr. Williams said. Members of the team included Homer N. Wheeler, Amarillo realtor, and Dwight Newby, building supply dealer.

Williams had promised the team members that if they won the meet he would send them to the State finals at Austin. But the school board would not advance the money so funds were raised by popular subscription. Then, after the money had been raised the superintendent would not allow the coach the time off to take the team to Austin. So they went to the State Meet alone and Williams stayed in Amarillo and taught his classes.—*Amarillo News.*



Declaration List 10 Cents; Play List Free

Page 135 of the Constitution and Rules contains an error in that the statement "This bulletin is sent free to Texas teachers" should follow description of one-act play list and not the declaration list which is a bulletin of 64 pages and is priced at 10 cents per copy. The play list, a pamphlet of 12 pages, is free.



How to Improve Your Sports Page

(By James Markham, Dallas Journal, "Subbing" for Dr. DeWitt Reddick)

WITH the approach of the football season, high school sports editors and sponsors are thinking of ways to improve their sports pages. No one familiar with the interests of high school boys and girls will challenge the statement that the football season is the highest point in student appeal during the scholastic year. Such being true, it is to be regretted that school newspapers do not take more advantage of the vast enthusiasm for football by tapping more closely the rich



Fundamentals of Physical Education, by U. T. Trusler, Burgess Publishing Company, 426 South Sixth Street, Minneapolis, Minn.

HIGH school athletic coaches and boys' physical education teachers will find "Fundamentals of Physical Education" a helpful guide. The material in the book is concise and well organized. The first part of the book presents the physical and emotional problems involved in instituting an activity program. Subsequent chapters are devoted to a discussion of administrative problems and class organization. Definite suggestions and plans are offered on how to teach specific activities such as swimming, diving, dancing, tumbling and pyramids, apparatus, and individual gymnastics. Each of the chapters includes charts, diagrams, definite statements of skills to be taught and many helpful teaching hints. The illustrations will be especially beneficial to beginning teachers.

R. J. K.

supply of potential reader interest connected with the sport. To do so wisely and with directed purpose will yield welcome rewards in the increased prestige of your paper, additional circulation, and additional revenue.

Here are a few suggestions for increased journalistic capitalization of football:

Proper Training

1. Make your stories more timely. As in all classes of news in any weekly or bi-weekly publication, the problem of timeliness is a serious one, and it is possibly most serious in the field of sports. One effective method of overcoming lack of timeliness is to emphasize coming events, to anticipate future happenings rather than dwell upon the past. Arrange the date of publication for Thursday or Friday, to fall just before the big game each week. There is nothing very lively about last week's game; so issuing the paper just before the next important tilt makes it possible to banner the coming game which everyone is eagerly anticipating. If your paper is bi-weekly, play up both coming games.

Dig Up Overlooked Features

Coverage stories on past games, of course, cannot be made timely. Statistics and something of the game, however, must be carried if your paper fulfills its purpose in recording school history. Instead of rewriting the local paper, or wasting space on repeating what has already been said about the game—a wide-awake sports editor could uncover some unknown phase of the game, overlooked by the other reporters. Perhaps this game was the thirteenth game in which the captain wore a certain number, and he was instrumental in winning. Perhaps some tale of heroic sacrifice could be dug up about that fullback, the story behind the news of winning the game. By reporting original little-known facts, the story behind the news' slant, and by emphasizing personalities, stories of past games, though they may be a week or more old, can still be made interesting. Perhaps, too, a fresh lead could be worked out around the consequences of the game, their significance to the school, to the morale of the team, and their effect on the year's record.

"Creating News"

Timeliness may be gained by the clever and hardworking sports editor by creating news which can be broken first in his paper. A prediction contest on each game, with free tickets as the reward, could be conducted. The paper would announce the winners. In cooperation with the coach, various slogans could be worked out before each important tilt. For example, the sports staff could select a slogan, "November 5, 1937" (date of the last defeat of a local team on home field). A week before the big game, placards bearing this mysterious date could be posted over the school. Much interest and discussion would be created. Then the sports page could break the explanation of the great mystery in an article declaring that "November 5, 1937," must not come again. An occasional sports extra would increase the paper's reputation for timeliness, give the staff a challenge to do something exciting and worthwhile, and would for once, make a play-by-play report interesting. If the game is played on your home field, the extra should be distributed to the homes and on the streets downtown. If it is an out-

of-town game, there is an excellent opportunity to get out the extra and board the homecoming special train to make your sales. Other methods of creating sport scoops for the paper are holding sports popularity polls, results to be announced first in the paper, selection of all-district teams, and sports quizzes, and others.

Work Up the Background

2. Make your sports stories more interesting. Two outstanding faults of high school sports stories are lack of background and lack of information on the opposing team. For background the alert sports editor should consult freely the files of both the high school paper over the past years and the local daily or weekly files. In your local newspaper office, you may find on the exchange shelf newspapers from cities which your school plays, which should furnish you with much current information about the team you are scheduled to play. For additional dope on the opposing eleven, the only thing left to do is to write other high school or local daily sports editors for exchange of material with you several weeks in advance. It might be well to ask for mats or photographs of the star players, for many editors will respond if they see a chance to get a picture printed of their local favorite. It should be kept in mind, however, that early in the season when your readers know very little of the latest edition of the local team, you should devote the majority of your attention to educating them about the local situation. But as the season progresses and district battles loom, readers have become fairly familiar, except for up-to-the-minute developments, with the calibre of the local eleven. Then more space should be given to your opponent, his particular characteristics which will make this coming game with him different from other games this season.

The "Advance Story"

To fulfill the interest requirements, advance stories of games should contain in addition to the above, changes in lineup, injuries, weaknesses, and strengths brought out in preceding games, outstanding individuals and what may be expected of them, interesting facts from the history of competition between the schools, current discussion, and authoritative prognostications of how the two teams will stack up against each other, and if the tilt is an important conference battle, the story should give consequences of win, lose, or draw results. Unless your paper is blessed with a great deal of space, stories of past games, except those concerning some epoch-making thriller, should be confined to four or six paragraphs. Only one or two outstanding and distinctive phases of the game should be emphasized, a few statistics should be given, stellar performances, and winning plays, with game's significance, should complete the story.

What to Leave Out

3. Be more judicious in your use of space. One Texas high school five-column sports page last year had three of its columns devoted to past games, one part of a column to a coming game, with very little about the team to be played; and the other column and half were taken up by the personal column of the sports editor, in which he repeated much of what was elsewhere printed on the page. If you suffer with chronic space shortage, as most papers do, and want to keep your reader interested, every line of copy which you print should be put to the test: Is it worth the value of the space it occupies? If your answer is in the negative, cut the story out, even if your best friend did write it. Much space economy can be achieved also by rewriting, and editing copy down. Devote most space to advance stories of future games. Avoid play-by-play reports on week-old games, and whittle down all past game stories to mere summaries. And finally, the dope column is primarily for dope, i.e., discussion, opinion, with some human interest and personality delineation. It should not trespass upon the legitimate field of the news. If it is news, carry a news story, but don't repeat it in your sports column.



I. MAKING A START

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

SINCE the object of the Interscholastic League is "to foster among the public schools of Texas inter-school

competitions as an aid in the preparation for citizenship," I shall try to discuss the Picture Memory-Art Appreciation Contest from the standpoint of the child's everyday living. Any teacher who has worked with her pupils preparing them for County Meet can easily measure her success by the change in the quality of their enjoyment of art they have studied according to the contest rules as compared with their previous incidental art study.

Benefits Teacher

Not only does this contest develop the pupils' initiative and inculcate in them a desire for the worthwhile, but it also furnishes the teacher an excellent opportunity to develop and enrich her own personality, to formulate a higher standard of excellence for appreciating and judging art, and to increase her knowledge of and interest in the great masterpieces. I sincerely believe this from the actual experience that I have had in training my pupils for participation in this contest.

Last fall at the faculty meeting just after school started, my superintendent was suggesting the different activities that he would like for the different teachers to coach for the Interscholastic League Meet. He turned to me and said, "Mrs. Roberson, I should like for you to take a team to County Meet this year in Picture Memory." My heart sank within me. I meekly, but truthfully replied, "I don't know anything about that contest, but I'll try."

That very night I wrote the Bureau of Public School Extracurricular Activities, Division of Extension, here at the University for information concerning the Picture Memory Contest. The reply to my request was prompt and the suggestions offered showed that the members of the Bureau were anxious to help me in every way. Above all there was a feeling of genuine, sympathetic understanding in the letter. This gracious response gave me a renewed spirit which I honestly believe started me with an enthusiastic beginning toward what I first thought was a difficult task, but which I later found out was a great opportunity to enrich my teaching and my own life—namely, preparing my pupils for participation in the Picture Memory-Art Appreciation contest.

Pictures Ordered

Immediately I ordered the fifty small pictures for the memory work. In addition to this, I ordered copies of *Art Appreciation Studies* by Florence L. Phillips and a number of picture memory score sheets. I also enrolled for the test service of "Unfamiliar Pictures." Consequently, by the end of the third week of school, my pupils and I were ready for an art period in our daily schedule. At first the children were not very interested. I realized that the first thing I must do was to get them really enthusiastic over the art appreciation studies. I immediately thought of making use of the competitive instinct that is inherent in all of us. I thoroughly agree with Monroe's statement in *The Encyclopedia of Education* which says, "It is a well-known fact that an individual is capable of exercising more energy under conditions of competitions than he could exercise if he attempted to work by himself because the increase of energy is due to the increase in stimulation which comes from working with others." For this reason, I organized the whole class into teams of four members each. (The reason I decided on a team of four members was because that would be the size of the team from our school that could go to County Meet in this particular contest.) Each day at the art period we studied from the *Art Appreciation Studies* and from the University's "Unfamiliar Picture Service."

Tests Each Month

Once a month I gave the teams a test on both the memory work and the art appreciation, using the regular picture memory score sheets from the University. I gave the test as nearly like it would be given at County Meet as I possibly could. The winning team each month was given special privileges or some sort of honors. (Each month's award was diffident.) New teams were organized after each monthly test so that the pupils would not become clannish and to give them training in social cooperation with many different children rather than with a few. Each team was made up of children of different levels of ability so that one team would not have all smart members while another team would have all members of the slower-learning group. We tried in every way to have fair, yet keen competition. We also mixed boys and girls in all our teams.

Interest and enthusiasm grew by leaps and bounds. I shall al-

ways give the credit to the competitive drive which was worked up to a high tense by friendly team rivalry. I know many educators are opposed to any sort of rivalry in the classroom, but I believe there is much truth in the Jesuits' belief which says, "He who knows how to excite 'emulation' has found the most powerful auxiliary in his teaching."

EXTEMP TOPICS

THE subject for League Extemp Speaking contests this year is "Foreign and National Current Events." Let it be urged that students and teachers begin early to prepare for this very valuable, practicable contest. Sources of material are listed in Bulletin No. 3824 which contains all League Contest rules. It is hoped rules for Extemp Contest will be read by all students who expect to participate and by their sponsors.

From time to time there will appear in the LEAGUER lists of general sub-topics for study. No list of specific topics will be printed or distributed until drawing for topics takes place at the contest.

Extemp teachers who also sponsor declamation contests will be interested in the rule changes concerning junior declamations. Only poems from a new prescribed list may be used in contests this year. The list contains titles of 2988 poems and may be obtained from the State Office by sending 10 cents in coin (not postage), to the League office.

Typing Contests

(Continued from Page 1)

typists once, but they now are efficient typists, several having received world recognition as "speed demons." Many students never think of capitalizing on their typewriting skill until they know about several typists who have done so. This usually brings about a feeling of "I might be able to become a 'speed demon,' too, if I follow the rules and practice often," or, "I almost know that I can learn to type accurately and rapidly if Jane Brown did." This feeling of rivalry causes many students to practice an extra class period, to time themselves for progress in speed, to practice corrective drills and speed-em-up sentences.

Tests Cure Nervousness

These initial contests usually produce a feeling of "nervousness," of "I can't type rapidly without making a lot of errors," but as the students become accustomed to five minute speed tests, ten minute speed tests and later on fifteen minute speed tests, they accept the speed tests as a part of regular class work and soon overcome most of the "nervousness." This period that I have just mentioned is characterized by many gross words typed per minute and usually a large number of errors typed per minute. This period is followed by accuracy drills but with some emphasis still on speed. The students are drilled on the idea that it takes both speed and accuracy to win.

Eliminations for Contests

All of the students improve somewhat in their typing ability, and many improve a great deal after taking these initial speed tests. Then about six weeks before the contest date, I eliminate the contestants down to about ten students. This is done by averaging the net rate scores of the whole group for the last ten speed tests. Then I eliminate all but the highest ranking ten.

The reason that I keep so many in the contest until this point is to keep a greater number interested and working harder to excel than would be if the eliminations should take place much earlier. These ten students continue with the others in their regular typing, doing budget work, but beginning now have one practice period per day for "speed tests." Five speed tests are given each week and at the end of the week the two students who are ranking lowest are eliminated, this process being continued until we have only six students left in the contest.

It is now that the real competition begins in order that we may see who will represent the school as a typing team, and who will be the alternates. This period should occur only two or three weeks before the actual contest. (According to my opinion, I gave five speed tests to this group last year—the highest ranking three students were entered as contestants, to represent the school as its Typing I team, and the lower-ranking three students as alternates.

NOTE—To be concluded in the next issue of the LEAGUER.



IT IS IMPOSSIBLE for us to review each new play which the publishers send us. In order to acknowledge the generosity of these publishers and mention the new plays we receive, the following titles have been added to our Drama Loan Library.

Many of them will be reviewed in later issues of the LEAGUER. plays, all others require no royalty payment for production. Write to us if you wish to examine these or any of the 8,000 other titles on our shelves.

- French: Long Plays
Bashful Bachelor, The, R.
Brief Candle, R.
Cyrrienne, R.
Cue for Passion, R.
Distinguished Gathering, R.
Dr. Jekyll and Mr. Hyde.
Eight o'Clock Tuesday, R.
Every Man for Himself, R.
Glamour Preferred, R.
In the Army Now!
Ladies and Gentlemen, R.
Lady in Waiting, R.
Let Us Be Glamorous, R.
Miss Smarty.
Moonstone, The, R.
My Cousin From Texas, R.
My Mother-in-Law.
No Time for Comedy, R.
Peter, R.
Romantic Mr. Dickens, R.
Saint Elmo, R.
Street of Dreams, R.
They Did Away with Uncle.
Three Sisters, The, R.
Toby Tyler, R.
Wagon to the Star, R.
When We Were Young, R.
Young King Cole, R.

- French: Short Plays
All But the Truth, R.
April's Shower, R.
Bayou Harlequinade.
Bird's-Eye View of Mabel.
Blackout, R.
Charlady and the Angel, The, R.
Chico.
Child Wonder.
Cinderella Kitchen, A.
Cloak of Evil, The.
Comes Romance, R.
Death Sends for the Doctor, R.
Desert Shall Rejoice, The, R.
Dinner Out.
Don't Feed the Animals.
Don't Tell a Soul, R.
Faithless, The, R.
Flag Stop.
Flute and the Vine, The, R.
Frederick, NR.
Fun After Supper, NR.
Funk-Hole, The, R.
Ghastly Evening, A.
Girl From Nowhere.
Girl Shy.
Golden Ray, The, R.
Greek to You, R.
Grown Up.
Happy Ending, The, R.
Haunted Theatre, The, R.
Her Fatal Beauty.
Hilbilly Sue.
Honeymoon Is Over, R.
I, William Holloway, R.
In a Bookshop, R.
It Was a Lovely Meeting, R.
It's Autumn Now, R.
Jinx From Alabama, The, R.
King Shall Reign, A.
Knit One—Purl Two.
Lacquer and Jade.
Lemon Pie for Andy.
Light From St. Agnes, A, R.
Little Darlings.
Live at Home and Like R.
London Front, R.
Mall Telemore.
Mary Finds a Mother.
Mary's Black Eye, R.
Miracle of Tony Assisi, The.
Monkey in the Mirror, R.
Mr. F., R.
Mr. Flemington Sits Down, R.
Mr. Snop is Murdered, R.
Nellie McNabb, R.
Official Announcement, R.
Open Storage, R.
Parting At Innsdorf, R.
Phantom Gentleman, The.
Ping Pong Game, R.
Play Ball.
Rainbows in Heaven, R.
Reindeer at Christmas, R.
Rendezvous—American Style.
Right About Face.
Ring, The.
Saturday Night at the Halfway House.
Sing Novell! R.
Sister Sue.
Six Queens of Henry, The, R.
Starry Trail, The.
Subway Circus, R.
Tangled Skeins, R.
There's One In Every Company.
Third Act, The.
Too Much Business, R.
Top Kick, The.
Twentieth Century Lullaby, R.
Utter Relaxation.
Weatherman's Secret, The, R.
Where the Buffalo Roam.
Youth and Uncle Sam.

- T. S. Denison Co.: Short Plays
Flag Wags a Miracle.
Her Adopted Land.
How the Race Was Won.
Little New Citizen.
Patty Saves the Day.
Rescued by Radio.
Sally Ann Finds Herself.
Uncle Lemuel Looks at Life.
Unexpectedness of Catherine Henry, The.

- Dramatic Publishing Co.: Short Plays
And Then What Happened.
Be a Little Cuckoo.
Children of the Inn.
Christmas Child, The.
Connie Cops the Boss.
Every Girl Her Own Blacksmith.
Ghost of a Show, The.
Hary, His Mother, R.
Mickey the Mighty.
Mooncalf Muford, R.
Mr. and Mrs. Vinegar.
Promote the General Welfare.
Red Shoes at Plymouth.
Ringling in the Groom, R.
Terrible Candy Eater, The.
Town Talk.
Wildcat Willie Gets Brain Fever.
Who Left the Cupboard Bare.
Word Apiece, A.

KEY AND LIST OF PUBLISHERS
R—Royalty.
NR—Non-royalty.
Walter H. Baker Co., 178 Tremont St., Boston, Mass.
Dramatists Play Service, 6 E. 39th St., New York City.
T. S. Denison, 203 N. Wabash, Chicago, Ill.
Dramatic Publishing Co., 59 E. Van Buren, Chicago, Ill.
Samuel French, 25 W. 45th St., New York City.

Natural History Club
SOME members of the Dartmouth Outdoor Club had felt the need of a Natural History Club and consulted the naturalist about organizing one. The club was started and he was selected as faculty adviser of it. The club meets in his office. Through the club, regular week-end excursions, afternoon field trips, and evening lectures were started, emphasizing field studies. Some club projects were initiated such as making floral and faunal surveys of the areas around the D.O.C. cabins, making a club herbarium, observing and reporting spring and fall migrations of birds, leading junior

trips for high school and grade school students, and banding and studying bats in the caves of Vermont. Week-end excursions to carry out these projects have resulted in trips to most of the cabins, to the Atlantic Coast, Lake Champlain, Mount Tom in Massachusetts, and many other interesting places in New Hampshire and Vermont.—Richard Lee Weaver, College Naturalist, Dartmouth College.



THE FOLLOWING books and play collections or anthologies are new to our shelves. We list them here because we wish to inform readers of this column that they are available through the Drama Loan Library for examination. Many of them will be reviewed in later issues of the LEAGUER. Write to us if you wish to examine any of these books, or any of the other 700 books on our shelves. The name of the publisher follows title of book separated by a colon.

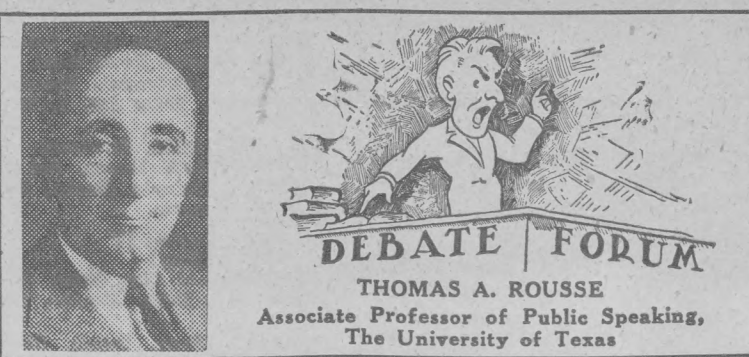
Speech and Production Books
Acting—The First Six Lessons: Theater Arts.
Actor Prepares, An: Theater Arts.
Amateurs' Make-up Chartbook: Eldridge.
Drama Festivals and Contests—Revised: Baker.
Enjoyment of Drama, The: Crofts.
High School Forensics: Wilson.
Home-Built Lighting Equipment: French.
And Myrrh.

Baker: Short Plays
Accent on Revenge.
Adeste Fideles, R.
Adoration, The.
After Munich, R.
At the Inn.
Baby's Big Bargain.
Be a Good Neighbor.
Below Zero.
Bethlehem Road, The, R.
Between Trains.
Bracelet of Doom, The.
Bread From Heaven.
Broken Circle, The.
Buddy's Exciting Night.
Captains and the Kings, The, R.
Christmas at Bridget Dooler's.
Christmas Child Comes in, The, R.
Christmas Flowers, The, R.
Christmas in Coventry.
Christmas Trees for Sale.
Dream Toward Bethlehem.
Enjoying Poor Health.
Families Are Like That, R.
Fantasy on an Empty Stage, R.
Flag of the Free.
Forward March.
Four in a Tower.
Gift of Years, A.
Heritage of Wimpole Street, R.
Hollywood Fever.
Last Wife.
Lowly King, The.
Midnight Clear, The.
Miss Minx, R.
Mother Knows Everything.
Murder Will Out.
News from Home.
No Room at the Inn.
North Fells South.
Other Shepherd, The.
Outsider, The.
Pat and Patty.
Phoebe's Christmas Eve.
Saints' Return, The, R.
Shot That Missed Lincoln, The, R.
Skin Game, The.
Son Is Given, A, R.
Songs of Christmas, The.
Steadiest Hills, The.
Tenant Farmers.
There Is Room at the Inn.
Way, The.
Way For All, A.
Why Weepst Thou?
Willie's Candid Camera.

Miscellaneous: Long Plays
Feudin' in the Hills, R.
Freshman Co-Ed.
He Who Hestitates, R.
Holiday House, R.
Let Love Alone, R.
Magnificent Obsession, R.
On Borrowed Time, R.
Outward Bound, R.
Vivacious Lady, R.
Young in Heart, The, R.

Miscellaneous: Short Plays
Best There Is, The, R.
Dark Wind, R.
Duchess Bounces In, The.
Farewell Happy Fields, R.
For the Good of the Goodwins.
Guess Again, Ghost.
Hit's Man's Business, R.
Jury vs. Love.
Lily, R.
Night in the Country, A, R.
Romance, LTD, R.
What An Image.
What Fools These Mortals Be.
Yet They Endure, R.

Play Collections
Assembly Book for Intermediate Grades: Wetmore.
Barrack Room Fun: Baker.
Christmas Programs for the Lower Grades: Dramatic Pub.
Christmas Week in the Primary Grades: Dramatic Pub.
Cinderella and Five Other Fairy Plays: Denison.
Choice Dialogues for Rural Schools: Paine Pub.
Fanciful Plays for Children: Denison.
Good Plays for Tiny Players: Denison.
Good Primary Plays: Denison.
Holiday Plays for Little People: Dramatic Pub.
Laboratory Stage, The—Dramatic Pub.
Little People's Plays: Denison.
Model Theatre Plays: French.
Mother's Day and Father's Day Book: Dramatic Pub.
Nine Radio Plays: Dramatic Pub.
One-act Play Magazine: Dramatic Pub.
One Hundred Non-royalty One-act Plays: Greenberg.
One Hundred Non-royalty Radio Plays: Greenberg.
Playing Fair: Dutton.
Plays for Young People: Allyn and Bacon.
Prize Plays: Baker.
Saucy Sailor and Other Dramatized Ballads, The: Dutton.
Six Classic Plays for Radio: Burgess.
Sixth Yearbook: Row-Peterson.
Ten Best Plays of 1939-40: Dodd Mead.
Thanksgiving Programs for the Lower Grades: Dramatic Pub.
Three Plays by William Saroyan: Harcourt-Brace.
Time and the Teacher: Baker.
Twenty Best American Plays: Crown Pub. Co.
Upper Grades Closing Day Book: Denison.



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

IT IS only a comparatively short time since literary and debating societies," says a noted professor of educational psychology, "were frowned upon by educators as being types of activities to distract the student from the more serious work of a school." The assumption here is, of course, that educators today understand and appreciate the "educational value" of debate training. But, can we as directors, coaches, and participants justify the time, effort, and energy we spend on interscholastic and inter-collegiate debating?

Why Debate?
To many of us, the educational value of debate training is so palpably clear that we would consider a discussion of it superfluous. However, there are not only educators but new students, boys and girls interested in the activity, who ask us to justify the educational value of debate training not only as a class course but more especially as an extracurricular activity.

Purpose of Debate Training
The ultimate purpose of correct debate training is three-fold. In the first place, the debater must learn to think through and evaluate complicated and contradictory metaphysical conclusions. He learns to be critical of unsupported assumptions, and he demands to know the facts and reasoning used for a given conclusion. This demand for "proof" from others makes the debater more careful and more critical of his own conclusions. He is constantly asking himself, his coach, and his colleagues: What are the issues in this question? What is the main problem? And the answer is not found with ease. The difficulty, of course, arises from the very nature of any controversial issue. Trying to find, or see, the metaphysical conclusion involved in any given debate proposition calls for careful and concise examination of the many issues suggested by the question.

What's the Answer?
But the debater hasn't finished his job when he has reached a tentative agreement on the relative value of the several debatable issues. He must now turn to the second phase of his debate procedure—research. He must consult authorities, read books and articles on the subject, in order to secure "support" for the tentative conclusions or questions he hopes to propose in a debate. He must learn to evaluate authorities, recognize spurious and distinguish between spurious and relevant material. The information must be classified and catalogued properly, if the debater hopes to use it in his debates. The debater, in short, is thinking in terms of what he can answer to his questions! "Have Something to say—Say It!"

The search for the issues and the research for proof on those issues is preliminary, however, to the main task of the individual. The debater, having found "something to say" must now face an audience and "say it." This is the third and more difficult task. How good his preparation, regardless of his knowledge, the speaker must be able to present his issues and information clearly and convincingly to an audience. The problems of audience analysis, platform poise, voice, and speech composition must be solved by the speaker. The speech teacher, of course, acts as a "coach" and attempts to aid the participant in the art of correct presentation. For the debater, it means many practice debates, self-criticism, and constant analysis of various speaking situations. The speaking problem, in other words, calls for some mastery of the theory of public speaking; experimentation in the art by the participant; observation of other speakers; and, finally, correct criti-

best of the recent speeches given by top-ranking speakers can hardly do without this excellent paper.

Last year we listed some of the outstanding speeches appearing in "Vital Speeches." For the benefit of those who might not have read this column, the list is again published. Also mentioned are a few other speeches not included in that publication.

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

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

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

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

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

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

Democracy is Challenged, by Frank Knox. November 1, 1940, issue.

The Price of Democracy, by J. Hillis Miller. November 15, 1940, issue.

Citadels of National Defense, by H. W. Prentiss. December 15, 1940, issue.

Aid to the Allies, by James B. Conant. December 15, 1940, issue.

The Crown Jewels of America, by W. J. Cameron. December 15, 1940, issue.

Is the World Heading for Collapse, by Nicholas Murray Butler. December 1, 1940, issue.

Education for the Preservation of Democracy, by Harold G. Campbell. December 1, 1940, issue.

Preservation of American Independence, by President Franklin D. Roosevelt. January 15, 1941, issue.

The State of Education in This Troubled Age, by Walter Lippman. January 15, 1941, issue.

The Industrial Policy for Tomorrow's Children, by E. W. Palmer. January 15, 1941, issue.

Our Days, by Senator Carl Hatch. February 1, 1941, issue.

The Defense of the Republic, by Thomas Lamont. February 15, 1941, issue.

The United States and the World Crisis, by Sumner Welles. February 15, 1941, issue.

The Tide is Turning, by Winston Churchill. February 15, 1941, issue.

There Was A Man, by Dorothy Thompson. Life, January 27, 1941.

The Little Prayer Book of Freedom, by Dorothy Thompson. "Magazine Digest," March, 1941, issue, inside cover and continued on inside back cover.

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. Brandtletter, San Jacinto High School, Houston, Texas, "Historian" of the Association, and editor of this column.—Assoc.

Make Plans to Attend Houston Convention

THIS YEAR the Texas Speech Association will meet in Houston in conjunction with the State Teachers Association, November 20-22. Mr. Emory Horger, President of the Speech Association is working on the program. It will be ready in time to publish in a later issue of the LEAGUER.

At the Fort Worth convention last year, membership in the Speech Association increased greatly. The Association exists solely for the advancement of the Speech Arts in the colleges and public schools of Texas. It has accomplished much of importance. Texts have been adopted for both senior and junior high schools, a course of study in Speech was adopted by the State Department of Education, and Speech courses have been started in dozens of schools during the past few years. The Association and its members are largely responsible for these achievements. No subject in the curricula of the schools has enjoyed a more rapid and substantial growth.

Join Association
All college and public school Speech teachers should be members of their Association. Membership is essential if the cause of Speech is to continue to advance. Plan now to attend the Houston convention at the Rice Hotel and take part in the work of your Speech Association. Dues are only \$1.50. Further details will appear in succeeding issues.

Detroit Convention
Last year thirty-two Texans attended the annual convention of the National Association of Teachers of Speech at Washington, D. C. This year the convention will meet at the Hotel Statler, Detroit, December 29, 30, 31. The American Educational Theatre Association will meet in conjunction with the National Association. These conventions are of interest to all teachers of public speaking, drama, radio, correction, interpretative reading, debate and oratory. Over 6,000 Speech teachers from every state in the Union hold membership in this large organization. Almost 200 Texas Speech teachers are listed as members in the 1941 directory. The leaders in every field of Speech Arts will be on the program. The contacts one makes at the National Association convention are invaluable. The program is always interesting and informative. The inspirational value of the convention is of chief importance to many who attend. There are displays of new devices for teaching, exhibits of the leading book and play publishers, and booths housing the major professional and honorary Speech organizations. The entertainment features in Detroit are noteworthy. While some of the industrial plants have been closed to visitors because of the war, it is possible to see some of them in operation. The Ford Museum and Greenfield Village are most interesting. Canada is only a few minutes away.

Choosing Judges
Careful attention to the material sent from the State Office to contest sponsors and contest Directors and a regular reading of the LEAGUER will yield a great deal of helpful information which should aid in making these contests still more beneficial to Texas boys and girls. We hope you will feel free at all times to write to us if we can send you any of the above material, or assist you in matters pertaining to Speech work.

Contribute Items to This Column
THIS COLUMN needs information about the activities of Speech teachers in the colleges and public schools of the State. If you are working on an interesting project, have attended summer school, have written an article or published a book, have won any contests, been married, or have done anything which you think is of interest to others in the Speech field, please don't be hesitant in sending these notes to the editor of this column.

Of especial interest are items concerning the establishment of new Speech courses in colleges and public schools. In days of our strife, the daily happenings in our schools may seem somewhat insignificant. Nothing is farther from the truth. The continued development of our cultural lives is even more important today. Our teaching must not neglect Speech, Art, Music, and Drama despite the fact that we are forced to give attention to Tank, Luftwaffe, Bomb and Blitzkrieg. Perhaps we can have momentary surcease from the unpleasant war news if we read here that a new Speech course was in-

duced in Doeville schools for the first time.

Courses Offered in Public School Drama

THE DEPARTMENT of Drama at The University of Texas is offering new courses during the fall and winter terms in Public School Drama. "Directing the High School Play" and "Dramatics in the Elementary and Junior High Schools" are the titles of the courses. They are designed to give teachers modern, practical instruction in directing drama in the public schools.

Along with other courses, these may be taken and applied on a degree of Bachelor of Fine Arts in the Public School Drama. They may be taken in lieu of certain courses when one is working for a certificate. Each course has a laboratory period where the theories advanced in class are put into practicable operation. The courses will also be offered during the summer sessions next year. They will be taught by F. L. Winship, Director of Speech Activities in the Interscholastic League and James Moll of the Department of Drama.

Any speech teacher in a Texas school or college may have the LEAGUER sent to them free during the school year by addressing a card containing their name and address to the Interscholastic League, Austin, Texas.

RULE REVISIONS

(Continued from Page 1)
Page 68, One-act Play, Rule 5. Contest Director or judge cannot serve as timekeeper.

Page 69, One-act Play, Rule 9. Item regarding decision of judge.

Page 71, One-act Play, Judging Standards II, A. Set. Definition of "simplest sets and costumes."

Further information about these changes will appear from time to time in these columns. It is strongly recommended that each teacher responsible for any of the Speech Contest activity read the rules governing the contest he will sponsor. Complete information about the new set-up for Junior Declaration selections is contained in Bulletin No. 4144 which contains the Prescribed List of Junior Declarations.

There is much information about the conduct of the one-act Play work in the pages of the new Bulletin No. 4125 which contains the Prescribed List of Plays. A new feature is royalty information. The Play List Bulletin is free.

Senior Declaration coaches and students will be interested in the revised Senior Declaration Bibliography is also free.

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Choosing Judges

(Continued from Page 1)
these men had any training in speech and he said, "No. One of them coached debating once at some time," but as you know a debate is won and lost not on the art of speaking but the argument and agility of the mind.

Please do me the credit to realize that I am not a "disappointed" mother. I am thinking of the many, many children that try every year to do their best and to improve and to become speakers and I feel that it is a little unfair not to let them go home knowing that they were really beaten by a better man, and so judged by a person that had the right to judge in their field. It seems to me that any senior student of speech would be a competent judge, or let us say, or good senior student, for they would know the fundamentals, recognize ability and spot weaknesses. If you judged an art exhibit and passed up a Van Gogh for some inferior painter just because you didn't like his work, it certainly does not mean that Van Gogh is not a good painter but that your lack of essential knowledge of art principles was at fault. I feel sure the judges chosen did their best, but is their best under such circumstances sufficient?

One must journey through life alone; to rely on others is to invite heartbreak.—Nehru.

Practice Meets in Extempore Speaking

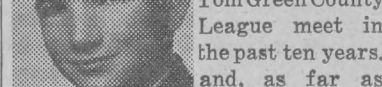
THE DIRECTOR of extemporaneous speech in the Abilene High School, Miss Pansy Gardner, proposes to hold several invitation practice meets in extemporaneous speech during the present school year. In a recent letter, she says:

I still feel that extemporaneous speech offers our students an excellent opportunity to prepare for leadership. I think it is so valuable that I wish we could devise some scheme for increasing participation and interest in it. In my own area next year, I hope to arrange for all our neighboring schools to meet with each other about once a month for a social affair and non-decision speaking contests. I feel that that would encourage sportsmanship and promote interest in extemporaneous speaking.

Sets Number Sense Record in Tom Green Co.

THE Christoval School has won the Number Sense contest in Tom Green County consecutively for the past six years.

John Atkins has made the highest grade ever recorded in the Tom Green County League meet in the past ten years, and, as far as knowledge obtainable, it is the highest ever in the county. His grade was 175. He is in the seventh grade and 12 years old; he is the son of Mr. and Mrs. C. L. Atkins of Christoval. Beside Number Sense he is a member of the basketball team and a declaimer. Jack Shaw was the other member of the Number Sense team. Team average was 115.



John Atkins

Termite nightmare: "I dreamt I dwelt in marble halls."—Peebs, Kansas City, Mo.

DECLAMATION HINTS

THERE is no better source of new and contemporary material for senior declamation contests than the magazine "Vital Speeches." This publication may be secured from your local newsstand or by writing to City News Publishing Company, 33 West 42d Street, New York, City, N.Y. It appears every two weeks and is priced at 15 cents per copy. Most of the speeches must be cut. Students and teachers wishing to use the

Texas High School Coaches Association--News and Notes

The Texas High School Coaches Association conducts this column through its representative, Mr. Harris, Officers of the Association are: Eck Curtis, Breckenridge, President; Harry Stitler, Corpus Christi, Vice-President; Bryan Schley, Secretary-Treasurer.—Editor.

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

AT ITS BUSINESS meeting August 7, the Texas High School Football Coaches Association enlarged the scope of its activities by changing the name to "The Texas High School Coaches Association," and thus throwing membership open (on a restricted basis) to any high-school athletic coach, no matter whether he is coaching football or not.

It was the opinion of the committee after a thorough study that the organization would serve and have a broader field of usefulness under the new appellation. After some discussion and a few changes the new constitution and name for the organization was adopted without a dissenting vote.

Curtis New President

The Association elected Eck Curtis, Breckenridge, President; Harry Stitler, Corpus Christi, vice-president; Mac Miller, Brownwood, Director from Region II; Clyde Gott, Smithville (to succeed Lee Mitchell, Yoakum) Director from Region VI. Clyde Park, Ft. Stockton, was reelected Director from Region VIII, and P. E. Shotwell, Longview was reelected Director from Region IV.

Competent Staff

A fine staff devoted the entire week to a complete analysis of the fundamentals and team strategy of the game of football. Fritz Crisler, Michigan; Jess Neely, Rice; Frank Leahy, Notre Dame; alternated and divided time in the presentation of their theories and systems of teaching the game of football. Harry Viner, one of the outstanding officials of the Southwest, discussed the new rules and gave approved interpretations for the benefit of the assembled coaches. Kurt Lenser, one of the pioneer leaders in Six-Man Football, lectured each day to those interested on this rapidly growing sport.

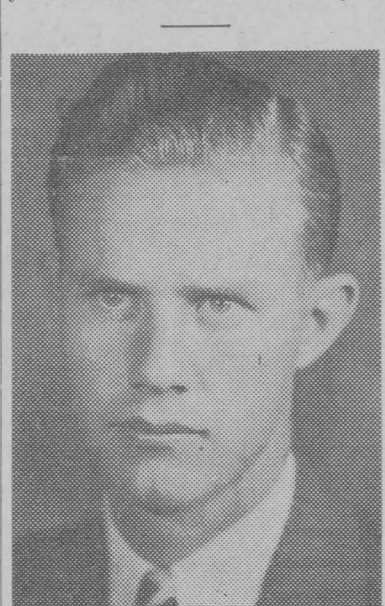
Roy Bedichek, Director of the University Interscholastic League gave a stirring and inspirational talk to the coaches on their work, duties and obligations as teachers. P. E. Shotwell, Longview, gave a statistical survey of the findings of the Committee on Prevention of Football Injuries. The data Mr. Shotwell presented was based on the reports on injuries collected by the Interscholastic League. Mr. R. J. Kidd, Athletic Director of the University Interscholastic League outlined the new basketball setup for 1942 to the coaches.

Schley Resigns

The annual meeting of directors was held in the Rice Athletic office Saturday, August 9, at 2:00 P.M. Routine business was adjusted and the new officers inducted. Mr. Bryan Schley, Secretary-Treasurer of the organization for several years, submitted his resignation. The President and Directors asked Mr. Schley to continue to serve until a successor could be employed. Mr. Schley most graciously agreed to serve until a committee composed of Ted Jeffries, P. E. Shotwell, Mac Miller, and Clyde Parks should have time to study and make recommendations as to whom shall succeed Mr. Schley in this most important post in our organization. The officers and directors received Mr. Schley's resignation with deep regret for he has done outstanding work as secretary-treasurer of the organization. They were forced to accept with great reluctance for Mr. Schley's increased responsibilities, having recently been made head coach at Nacogdoches, made it impossible for him to carry on the work as secretary-treasurer of the organization.

Help your association and the University Interscholastic League in their campaign to make football less hazardous to the contestants — mail your injury reports promptly each week and be sure to include practice injuries as well as those incurred in actual games. Make the reports exact and concise — please.

for their fine work and cooperation with the association in making this year's school the best in history.



Clyde Park Fort Stockton

REELECTED Director of Region VIII, Clyde Park will continue service through 1942-43 as a member of the Board of Directors of the Texas High School Athletic Coaches Association. Mr. Park was graduated from McMurry College, Abilene, 1930. He coached McCamey High School football and other sports in 1930-33. Since then he has been athletic coach at Fort Stockton High School.

Many Coaching Shifts Among High Schools

Harry Taylor, a director in the association and for the past ten years coach at San Angelo, recently resigned and accepted the Athletic Directorship for the Fort Worth Recreation Department. This starts a circle of changes... Rocky Rundell goes from Robstown to succeed Harry; Otis Coffey, formerly at Palestine, goes to Robstown; Rufus King from Marshall to Palestine, and Odus Mitchell from Pampa to Marshall.

Brooks Conover, Director of Region 7, has moved from Brownwood to Orange. Lee Mitchell has transferred from Yoakum to El Campo. Pat Cagle, Brownwood, recently resigned to go into business. Cotton Franklin succeeds Pete Acker at Olney. Truitt Cooper, T. W. C. star of last season, will be assistant coach at Olney. Dutch Bumgarner has been named head coach of Stephen F. Austin State College at Nacogdoches, and Bryan Schley assumes the head coach's job at Nacogdoches High School. Bill Stevens, Levelland High coach, has been made head coach of Daniel Baker College, Brownwood. Allie White comes to Fort Worth from San Benito. Willie Walls has decided to take another fling at pro-football and will be succeeded by Clyde Carter at Denton. Bobby Sherod, T. C. U. graduate will assist Herman Clark at North Side High School, Fort Worth. Scott McCall will coach at Wellington this year after a couple of seasons out of State. Dan Yarbro goes from Bardwell to North Texas State College. A. N. (Mule) Durham succeeds Billy Cooper at Munday.

Rusty Russell of Masonic Home and Ed Hennig of Tyler missed the coaching school this summer, and were immediately elected to favorite positions in the North and South sectors respectively, as having the teams most likely to reach the finals for the State championship this fall.

Paul Tyson, Waco, is dean of all Texas high school coaches in point of tenure, if your correspondent has not been misinformed, 27 years at the same stand.

Help your association and the University Interscholastic League in their campaign to make football less hazardous to the contestants — mail your injury reports promptly each week and be sure to include practice injuries as well as those incurred in actual games. Make the reports exact and concise — please.

Athletic Budget

By R. J. Kidd

THE PURCHASING of athletic supplies and equipment for the physical education and athletic program has become a major item in most school budgets. The preparation of an athletic budget should be carefully supervised and studied by the school superintendent and the local board of trustees.

None "Too Small"

In many instances school men report that their athletic and physical education programs are so

small that it is unnecessary to prepare a budget outlining possible income and expense. This is not a sound point of view for the reason that gate-receipts from athletic contests are uncertain while the expense is certain.

Before undertaking to sponsor any new athletic activity everyone concerned with its functioning should be consulted regarding the probable expense of conducting it. A budget should be prepared based on a careful estimate of expenditures and probable income. To successfully prepare it the financial athletic records for the past 5 to 10 years should be studied, either in your school or a school of similar size.

If funds are not available to purchase the necessary equipment the activity should not be sponsored. Always remember that someone must stand the expense of an activity if the income from the gate-receipts fails to meet actual expenses.

Purchases Should Be Authorized

It is embarrassing to the school system, citizenship and athletic firms to have inefficiency and carelessness in the administration of athletic funds. All athletic purchases should be made with the full knowledge and permission of the school trustees and superintendent. Quite frequently individuals connected with the local school buy large supplies of athletic equipment without the knowledge or approval of the local school superintendent and board of trustees. The

New Basketball Plan to Match Same Sized Schools

Conferences Arranged on Practically Same Basis as Football

FOR THE first time in the history of the League, basketball contests will be conducted on a conference basis.

The former county, district and regional elimination plan has been abolished and a complete new plan substituted for it. The basketball plan of competition has been modeled after the present football plan. Complete details on how the new plan is to function will be found in the 1941-42 Constitution and Rules.

Cooperation Asked

To get the plan into operation for the coming season the State Office must have the cooperation of every school that plans to participate in League basketball. It is necessary that each school desiring to participate under the plan do the following things:

- 1. Accept the basketball plan as outlined in the 1941-42 Constitution and Rules. The acceptance card must be on file by November 15th.
- 2. It is the responsibility of each school to see that they have been properly assigned to basketball districts. The tentative assignments were mailed to member schools last spring with a basketball acceptance card enclosed.
- 3. The members of each district should have the chairman notify the State Office before November 15, 1941 as to the names of the schools in the district and the name of the district basketball chairman.
- 4. Read the rules and regulations of the basketball plan so that your team will not be penalized if you should happen to win the district basketball title.

Official List to be Published

The official list of participating schools will be published immediately after the closing date for filing the basketball acceptance cards. Participating schools should be careful not to engage in basketball contests with non-participating high schools for the reason that a defeat by them would eliminate a League member from district honors. The fact that a school was named on the tentative list sent out last spring does not mean that it is a participating school. To be considered a participating school, the basketball acceptance card must be on file and the school must be assigned to a basketball district.

Each school can assist in setting up the basketball conference by seeing that its own district is properly organized and the State Office notified of the organization.

District Assignments

Below is listed the district assignments in Conference B basketball. This conference is being published because of its size and the possibility that there might be some school that intends to play basketball, but whose name was omitted. Please read carefully the assignments and notify the State Office of any needed changes. Conference AA, A and rural school lists can be secured from the League office.

Region I

Districts, numbered consecutively, follows:

- 37. Axtell, Bosqueville (Waco), China Springs, Corsico, Elm Mott, Lakeview (Waco), Lovisa, Moody, Riesel, Ross, South Bouse (McGregor), Speecheville (Rt. 1, Waco), Tokio (Rt. 1, West), Hewitt.
- 38. Donie, Fairfield, Streetman, Worthan, Chilton, Lot, Reagan, Ben Hur (Rt. 2, Mart), Fairbrooks (Donie), Kosse, Prairie Hill, Thornton.

Region IV

Districts follow: 39. Butler, Doss City, Ector, Geor, Savoy, Windom, Enloe, Klondike, Pecon Gap.

Region V

Districts follow: 41. Beckhold, Buna,* Burkeville,* Deweyville, Newton.*

Region VI

Districts follow: 61. Seely, Wallis, Bastrop, Fayetteville, Flatston, Schulerburg, Dime Box, Lexington.

Region VII

Districts follow: 71. Graceson (Rt. 1, Wharton), Denevang, East Bernard, Hungerford, Iaso, Louisa.

Region VIII

Districts follow: 79. Marathon, Sanderson, Alpine.

PLAYDAY

(Continued from Page 1)

the team that each girl would be a member of during the day. These teams were designated by colors such as: red, blue, green, etc., eight teams in all, each with the same number of girls. When these slips had been drawn, each team assembled with a teacher-sponsor and a student assistant for each team. Under the leadership of the sponsor, a captain was elected and the team was ready for competition.

The following events were open for all: softball, shuffle board, paddle tennis, quoits, tennoquets, horseshoes, washers, table tennis, croquet, dart throwing, checkers, 42, baseball and basketball throw for distance and accuracy, and volleyball. Any number of other games could have been added, such as, archery, bridge, marbles, basketball free throw, corner ball and any number of mass relays, if they had been needed. With all to the events open, it was up to each captain to see that some member or members from her team, entered the event in competition with any one of the other 7 teams. No girl was allowed to enter in more than three events.

Scoring System

If the team won they were awarded five points, and if they lost they were given one point toward the day's total. As each team began filling in their squares on the score board, wins and losses, competitive spirit began to grow. At the end of the day each girl was working just as hard to help her team win as she would have worked for her school.

The day passed all too soon. The score board was filled each team had entered all open events, the score was totaled. The whites won first place and each member of the team, the sponsor, assistant and captain were awarded blue ribbons; for second place red ribbons, and white ribbons for third place. The girls thought they had had a big day, and were very desirous that we plan another play day for next year.

Track and Field

(Continued from Page 1)

offer in assuring contestants a good meet, particular in regard to the type track, length track, width track, seats available for fans, number of hurdles, conditions of hurdles, number of jumping pits, shot put ring and discus ring.

It being the opinion of all present that district and regional centers were set or assigned several years ago and since that time a number of other schools now have much better facilities to offer than the present centers. It is our opinion, too, that the greatest interest in track exists where meets are well conducted.

Night Track Meets

6. That the League make a study with reference to holding district and regional finals at night.

District and Regional Meets

Mr. Redfield of the Austin High School, El Paso, moved that the Advisory Committee study the matter of schools handling better the district and regional meets. He thought that unless a school was really interested in sponsoring the meet the meet should be moved to a school that was interested. This motion was seconded by Superintendent Brown of Malakoff and carried.

Meeting adjourned.

The following individuals left attendance cards and we have arranged the roll in alphabetical order by schools:

Abilene: H. S. Fetherree, Principal, High School. Abilene: Ike W. Jay, Teacher. Amarillo: R. B. Norman, Principal, Senior High School. Amarillo: Henry Laughlin, Teacher and Coach, High School. Anson: Frank Collins, Principal, High School. Aransas Pass: W. T. Henry, Principal, High School. Athens: S. R. LeMay, Superintendent City Schools. Austin: T. H. Shelby, Dean, Division of Extension, The University of Texas. Austin: Standard Lambert, Coach, High School. Beaumont: Buddy Savage, Athletic Director, Beaumont High School. Beaumont: Z. A. Williamson, Principal, South Park High School. Beaumont: E. E. Hutchinson, Athletic Director and Coach, South Park High School. Belton: Jack E. Gingrich, Principal, High School. Brady: Russ Holland, Coach, High School. Brady: Bob Short, Coach, High School. Brownwood: J. R. Stalcup, Principal, High School. Carrollton: M. S. Roach, High School. Childress: Coach, Joe A. Gibson. Corpus Christi: M. P. Baker, Principal, Senior High School. Corpus Christi: C. A. Grege, Principal, North Side Junior High School. Corpus Christi: B. F. Miller, Principal, Wynn Seale Junior High School. Crockett: Sam K. Bright, Track Coach, High School. Crowley: I. T. Graves, Superintendent. Dallas: E. B. Constock, Principal, North Dallas High School. Dallas: S. Stanley Knapp, Public Speaking Instructor, North

that could be played out of doors; and one that could be played by boys and girls, men and women, old and young.

Actively Promoted in 1909

As early as 1909 the larger Metropolitan Areas were promoting playground ball, and a National Amateur Playground Ball Association of the United States was formed that year. The rules of the game were very similar to the ones used today. One notable difference was that the base runners might hit and then run the bases clockwise or counter-clockwise, succeeding base runners necessarily following the selection of the first to get to the base. In 1927, however, a set of rules were laid down for playground baseball by the National Recreational Association.

There are still several names and at least two sets of rules for the playground ball game. "Army Ball," "Navy Ball," "Kitten Ball," "Mush Ball" and "Soft Ball," are some of the names still used by many localities. Possibly playground ball or soft ball are more widely used. A fourteen inch outseam or in-seam ball may be used on a diamond with forty-five feet between bases and thirty-seven feet and eight and one-half inches from home plate to the pitcher's box. A twelve-inch in-seam is usually used where the bases are sixty feet and the pitcher's box is forty-three feet from the plate. It appears to me that the latter type should be used for high school boys.

Continued discussion of this sport will appear in the next issue of the LEAGUER.

STATE MEETING

(Continued from Page 1)

ated that the results of this poll of the delegates would be submitted to the Advisory Council of the League.

Spring Football Practice

Superintendent C. E. Brown of Malakoff moved that spring football practice be discontinued and that a few days be added in August to compensate for this loss of time. Mr. McConachie, athletic director of El Paso, seconded the motion. There was much discussion on this motion. Coach P. E. Shotwell of Longview, Tom Dennis of Port Arthur, and others opposed the motion. Superintendent W. B. Irvin of Lubbock proposed that the matter of spring football practice be considered by each conference playing football. Discussion then came up concerning a vote by conferences in this meeting on the matter of spring practice. Mr. Bedichek said a recent study made by the League showed that schools did not favor voting by conferences on changes of rules. Superintendent W. B. Irvin of Lubbock then moved that the League submit a referendum by conferences on the matter of discontinuing spring football practice. This motion was seconded by Mr. McConachie of El Paso. Coach H. N. (Rusty) Russell of Masonic Home moved that all motions regarding spring football practice be tabled. This motion was seconded by Coach P. E. Shotwell. A vote was then taken and 29 favored tabling the motion while 37 opposed it. A vote was then taken on the original motion to discontinue spring football practice. This motion carried. Superintendent McConnell of Gladewater suggested that no vote by conferences be taken here, since this group might not be a representative group among the football schools.

Sets a Record

In 1940 H. B. Pendleton represented the school in the State Meet finals in the shot put, finishing in fifth place. He also qualified for the State Meet in the discus throw but was eliminated before reaching the finals. In 1941 Pendleton returned to place his name among the truly great in the high-school track and field events and not only brought his school its first State victory but wrote its name in the record books. The big weight star won first place in the shot put event and in doing so set a new State record. He also placed fourth in the discus throw after leading through the preliminaries.

On their way toward the State finals the Woodsboro thinsy clads set (and still hold) three records in the Region 7 meet at Kingsville; this is more marks than is held by any other school in the region. Natho set a high jump mark of 6 feet 1 1/4 inches in 1933, while Pendleton raised the shot put mark to 53 feet and the discus record to 141 feet 3 inches in 1941.

Principal is Coach

It is believed that few, if any, schools as small in enrollment as Woodsboro can match the unusual record made by recent Woodsboro High School track teams. Morris S. Webb, present principal of the high school, coached the Woodsboro athletes during the 1938 and 1939 seasons when Gillespie and Natho made their two trips to the State Meet, while Woodroe Petty, recently assigned to become head coach at Floresville, was at the helm during Pendleton's two visits in 1940 and 1941. J. K. Kerr is superintendent of the Woodsboro schools.

WOODSBORO

(Continued from Page 1)

placed fourth in the broad jump, only three-fourths of an inch behind the second place winner and one-fourth of an inch behind the third place winner; he had been in second place through the preliminaries and semifinals but dropped to fourth in the finals. Natho finished fifth in his event, just one place too low to score points.

District and Regional Meets

Mr. Redfield of the Austin High School, El Paso, moved that the Advisory Committee study the matter of schools handling better the district and regional meets. He thought that unless a school was really interested in sponsoring the meet the meet should be moved to a school that was interested. This motion was seconded by Superintendent Brown of Malakoff and carried.

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BASEBALL

(Continued from Page 1)

of the group. This was a challenge for an informal game which proved so interesting that one of the men offered to devise some rules and to prepare more efficient equipment for a future contest. As a consequence, indoor baseball was originated in 1887 by George W. Hancock of the Farragut Boat Club of Chicago. The game was immediately successful and like regulation baseball soon spread all over the country where large enough indoor facilities were available.

Public schools, recreational centers, Y. M. C. A.'s and Y. W. C. A.'s with their numerous teams found it almost impossible to provide adequate playing space and the equipment necessary for regulation baseball or indoor baseball. These demands soon called for another variation of the game, one

PLAYDAY

(Continued from Page 1)

at 9:00 A.M. all girls and sponsors registered by schools.

Assignments Made

After the registration was completed and it was known how many girls would participate, enough slips of paper were arranged to give each girl a slip. On each slip of paper was written the name of