







(By Mrs. James Moll)

Education Section, War Finance Division, U.S. Treasury Department, Washington 25, D.C.

This full-length musical show, written in the "living newspaper" style, has been prepared for use by schools in campaigning against inflation and in promoting the sale of War Bonds and Stamps.

Twelve free copies of the script, vocal scores, orchestrations of the music, and a slide film are obtainable on request from the address listed above.

The Four Freedoms by Martens, Boyce, and Fuller. Dram. Pub. Co., Non-roy., small casts, dramas, 1 act, 75c.

In one volume are contained four short timely plays: Freedom of Speech, Freedom of Religion, Freedom from Want, Freedom from Fear.

The Thompsons by Joseph Hayes. French, Roy \$5, 3m3w, comedy, 1 act, 35c.

Mel Sparks comes to the Thompsons to hire one of the daughters of the house.

A play that could be made interesting by skillful handling. The dialogue is skillfully handled from a playwright's point of view.

Three Day Pass by Owen Davis. French, Roy \$5, 4m1w, drama, 1 act, 35c.

A modern one-act which deals with the young private who plans to desert while on a three-day pass, because he dislikes the army, and is afraid he has lost his girl and his job.

The Doctor in Spite of Himself adapted by Bernard Hewitt. Row-Peterson Co., non-roy., 8m5w, comedy, 3 act, 75c.

A new adaptation of the Moliere play that has much to recommend it. Mr. Hewitt has made a really workable script from the usually scenario-like translations of Moliere.

The Very Light Brigade by Kathryn Prather. Row-Peterson Co., 7/8 Roy., 8m7w, comedy, 3 act, 75c.

An amusing tale of youth's patriotic, if sometimes misguided, efforts to help the preparedness campaign.

Doubting Thomas by Edward Hayes. Baker, Non-roy., 13m3w, religious drama, 1 act, 35c.

The first of two new Easter pageants dealing with the Resurrection of Christ as he appeared to Mary Magdalene, Cleopas, the disciples, and finally to Thomas, the doubter.

The Crown of Thorns by Elliot Field. Baker, Non-roy., 3m2w, Easter drama, 1 act, 35c.

The first Easter tide is herein dramatized with the discovery by Miriam and her brother Jude of Jesus as their Master.

Speech Meet for "Far East" Schools

EAST TEXAS high schools may be interested in a speech tournament being sponsored by the Bryd High School of Shreveport, Louisiana, tentative date, March 15.

DEBATE FORUM

OUR purpose this month will be the consideration of the Negative case in a debate. What are the possible approaches the negative may use, what are the requirements of a good negative case?

Let us refer back briefly to the stock issues in a debate. They are, as you will recall, (1) Is there a need for a change? (2) Will the proposed plan correct the existing evils? (3) Is this solution the best possible solution?

Attack by Negative Bearing this in mind, then, what are the possible approaches of the negative in a debate? There are, it seems to me, six possible plans of attack.

(1) Direct Refutation: This method would consist of directly refuting all the arguments proposed by the affirmative. In other words, of saying "no" to all three stock issues in the debate.

(2) Defense of the status quo: In this attack, the negative would, in effect, ignore the last two stock issues, and simply say there is no need for a change since the status quo is completely satisfactory.

(3) Attack on the proposed plan: Here the negative would concentrate its efforts on showing that even if there was a need for a change that the proposed plan would not be a satisfactory solution.

(4) Repairs: In this case, the negative would admit that present conditions are unsatisfactory, but say that the evils that exist are not inherent, and could be repaired without breaking away completely from the present system.

(5) Counter plan: Here the negative would admit that there is a need for a change, but say that the affirmative plan is not the right proposal to adopt.

(6) Other possibilities: The negative in this instance would use a modification of the counter-plan method. The negative would list and describe several possible counter-propositions and demand that the affirmative show their plan to be superior to each of these.

League question. The negative, it seems to me, can very well use the direct refutation approach, the attack on the proposed plan, the counter plan, or the presentation of other possibilities as a means of tearing down the affirmative case.

Hoge Back from The SW Pacific

High School Actor Turns to Electrical Communication And Pre-radar



Carson Hoge

WHEN Weslaco High School presented "The Perfect Gentleman" in the 1939 State One-act Play Contest, Carson Hoge was only a



Talks, a Quarterly Digest of Addresses Presented in the Public Interest by the Columbia Network, Columbia Broadcasting System, Inc., New York, N.Y.

SPEECH teachers will find in this publication quite a "Duke's Mixture" of thought and opinion, all cut to about the right length for speaking in Interscholastic League contests.

R. B.

sophomore, but his acting in this play won him a place on the all-star cast. He received high praise from the judge of the contest for his ability to portray the character of the little brother who could not be made to behave like a gentleman.

Carson graduated from high school in May, 1941, and entered The University of Texas the following September. In September, 1942, he withdrew from school to enlist in the Navy, taking his Boot Camp Training in San Diego, California.

Later he served with the war zone of the Southwest Pacific with the rank of Petty Officer 3d Class until October, 1943, when he was selected as one of the six hundred boys from that area of the Pacific to return to the States for the Navy V-12 Officers' Training Program.

Carson's parents are Mr. and Mrs. Phil Hoge, Harlingen, Texas.

League and of the legal steps requisite to U.S. Membership in an International Organization are also presented.

There are ten pages of pro discussion of the question. The authors of the articles include such people as Dr. Frank G. Boudreau, President of the League of Nations Association, Dr. Nicholas Murray Butler, President of Columbia University, Dr. Benjamin Gerig, member of the League Secretariat, Dr. Pitman B. Potter, Professor of Political Science at Oberlin College, and several others.

The con arguments are presented by U.S. Representative W. P. Elmer of Missouri, Dr. Edwin M. Borchard, of the Yale Law School, Upton Close, author and radio commentator, H. G. Wells, and others.

High school debaters and others interested in the problem of post-war planning will find much of interest and value in this issue of the Congressional Digest.

—Edd Miller.

A Fable for Sit-Arounds

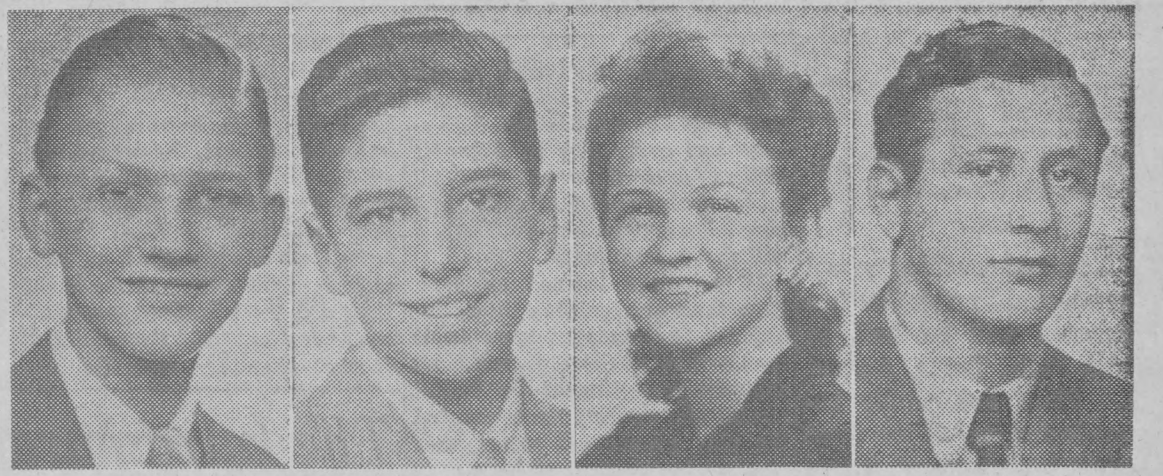
(By the Editor)

DID you ever hear of the enterprising woodpecker who acquired exclusive rights to all the insect life of a certain tree? Well, children, once upon a time, one did.

THE canny woodpecker thus acquired a luxurious living without doing a lick of work from daylight to dark. The point of his bill got soft because he didn't have to drill for worms in the tough bark of the old oak; and his neck muscles, flabby from disuse.

Thus he sat from day to day receiving his food without exertion, dozing in the bright sun, leaning against a friendly limb,

1943 Quartet of Winners from Houston



Billy May Melvin Dow Jeanne McRae Leon Nad

Jeanne McRae was third place winner in the State Extemporaneous Speech Contest, 1943. In June she graduated from Reagan High School, Houston, and is now a student at Baylor University.

Melvin Dow has made a name for himself as one of the best high-school debaters in the State. He was a member of the team that won second place honors at the State Meet in 1943.

Billy May, member of the Debate team which won second place at the State Meet in 1943, is entering the contest again this year with the hopes of winning even higher honors.

The 1943 first place winner in the State Boys' Extemporaneous Speaking Contest was Leon Nad of San Jacinto High School, Houston.

Won 3rd Place in Typing 1943 State Meet



Martha Ann Holmes, Wichita Falls High School

MARTHA ANN HOLMES, who won third place in typing last year, will graduate next May. She will be 17 in June, is taking shorthand, and will likely compete in that subject.

Speech Training Important Part of Military Program

(By Howard W. Townsend, Instructor in Speech, The University of Texas)

IN the January issue of THE INTERSCHOLASTIC LEAGUER appeared an article, "Speech Training Is Basic," by Mr. Charles S. Winfrey.

In the article Mr. Winfrey makes reference to speech work in the Navy training program. Because there may be those interested in this phase who do not have direct access to the material, I would like to point out a bit more specifically just what part speech training does play in the military program.

1. Naval Training Schools, V-12 Program

Sixteen week terms, beginning July, November, and March. Includes (a) V-1 and V-7 students reassigned or transferred to colleges to complete the additional semesters permitted them; and (b) V-12 and V-5 men, either recently graduated from secondary schools or transferred from active duty, who pursue a required curriculum of four or more terms.

2. Army Air Corps, College Training Detachments, Aircrew English

Begun about March 1, 1943. Includes men of greatest range of educational experience. Terms theoretically are 12 weeks, but men often are transferred after three or four weeks.

for preparation outside of class hours.

4. Army Specialized Training Program

Twelve-week terms. Begun August, 1943, or later. English AST-III, three terms: first term three hours per week; second and third terms, two hours per week.

"Objectives": to develop an officer candidate who will (1) be a clear thinker; (2) possess the skill of orderly, concise, and appropriate communication, both oral and written, including the ability to observe and report accurately; (3) possess the ability to listen and to read understandingly; (4) know the basic forms of military communication.

The suggested framework of instruction includes: "Speaking; instruction and practice in oral presentation. Development of self-confidence and the ability to think on one's feet. Development of sound habits of brevity, correct pronunciation, conciseness of expression, and organization of material. Development of variations in emphasis. . . . Acquisition of adequate ease and fluency to speak extemporaneously, reasonably free from hesitation, forcefully and pleasingly and coherently. . . . Elimination of handicaps of speech. . . . Presentations should be so well organized as to impress themselves in outline, on the listener's memory. They should be subjected to frequent criticism by the hearers in terms of the speaker's appearance, manner, adequacy, brevity, forcefulness, and organization of material.

"Listening: development of concentration upon spoken remarks and the ability to understand what is said. . . . (and) to repeat in listener's own words the context of speaker's remarks."

The summary presented here was taken from the December, 1943, issue of The Quarterly Journal of Speech, official publication of the National Association of Teachers of Speech, in which it serves as a sort of preface to four reports, each from a different section of the United States, on the set-up of speech instruction in the military units throughout this country.

Several Shifts in TSCW Speech Staff

WE HAVE had several changes in our staff," writes Professor Earl C. Bryan, Director, Department of Speech, at the Texas State College for Women, Denton.

"Emory G. Horger," he reports, "is trying his hand as script director for Universal Pictures. Prof. McLeod has gone to the University of Louisiana. Miss Winnie Mae Crawford and Miss Dale have resigned to do war work."

Dr. Charles Niemeyer, Associate Professor of Speech and Director of the new College Theater, comes to Texas with acting experience in seven Broadway plays, and a Ph.D. degree from Yale. Mr. James P. Roach, formerly head of the Department of Drama and Director of Public Relations at Hillsdale College, Hillsdale, Michigan, takes the work formerly done by Miss Crawford. The new staff, in addition to the Director, Professor Bryan, follows: J. Clark Weaver, C. Horton Talley, Mary K. Seand, Josh P. Roach, Mary O. Mitchell, Charles Niemeyer.

Extemp Topics

(Continued from P. 1)

- topics will be eliminated if we get good reasons from teachers, but none will be given in the regular contests not announced here or in succeeding issues. Let's have our criticisms of the list. Let's have an addition or two. We are including the general objects, and listing appropriate topics under each: Manpower and Organized Labor in Wartime 1. Drafting of Farm Labor. 2. National Service Law. 3. Women in War Industries. 4. Deferral of Essential Workers. 5. Manpower Shortages. 6. Strikes in Essential Industries. 7. Labor Unions' No-Strike Pledges. 8. Absenteeism—Causes and Remedies. 9. Adjustment of the Coal Strike. 10. What is the "Little Steel Formula"? 11. The Railroad Strike and Settlement. 12. Anti-Strike Laws in Texas. 13. War Labor-Disputes Act. Inflation 14. How Taxation Curbs Inflation. 15. What Causes Rising Prices? 16. Which Bond Sales Decrease Inflation: To Banks, or to Individuals? 17. Inflationary Tendencies in the National Congress. War Information 18. Why OWI? 19. Truth vs. Propaganda in War Information. 20. Congressional Criticism of OWI. Buy Bonds 21. U.S. Bonds as an Investment. 22. Voluntary Buying vs. Compulsory Buying of Bonds. 23. Methods Used in Launching Bond Drives. 24. Types of Bonds for Sale. Juvenile Delinquency 25. Ample Recreational Facilities Aid Fight Against Juvenile Delinquency. 26. Children of War Workers and Their Problems. 27. Housing Conditions a Contributing Factor to Delinquency.

War Information

Buy Bonds

Juvenile Delinquency

A free circular helpful with these topics may be obtained by addressing U.S. Treasury Department, Washington 25, D.C. It is entitled "A Study Outline for War Financing."

Texas High School Coaches Association--News and Notes

The Texas High-School Coaches Association conducts this column through its correspondent, Mr. Harris...

THE annual coaching school conducted by the Coaches Association will be held in Wichita Falls, Texas, August 7-11.

Top-notch Instructors Neville (Jeff) Cravath, coach of Southern California, and Bobby Dodd, Georgia Tech mentor, will be the head instructors.

and have been stamped in the opposite direction. It doesn't mean that every boy must become a Hercules...

If we have learned anything from the war regarding the necessity for preparedness, however, it means that physical fitness must supplant recreation as the fundamental aim of the gymnasium...

Stop "Hold-over" Rule in Demand

Superintendent Says Practice Is General and Is an Abuse That Should Be Remedied

WITH reference to graduation requirements, semester requirements, or the fuss that is going over the state with reference to holding boys over, I wish to state that I do not approve of any play that encourages boys to stay over and our present play does and I am not able to tell you how to remedy the plan so that the time is for holding boys over to play football.

Hold-over Practice General I have talked with many school executives recently and they tell me that when the season is over the boys take out and that is our experience in Longview. Yes, we are holding boys over in the Longview Senior High School to play football along with practically every other school in the state and the system encourages such a plan.

How Many Credits I do not know how many credits a student should have. I do not know how many semesters he should spend in school, but I am inclined to believe that eight semester rule is one of the best that we could possibly have to promote scholarship and not promote a football program that should encourage people to hang over in order to play, by much stress on the athletic events and very little emphasis on the academic program.

Error in January Issue RUTH MARIE HENDRICKS is planning to try out for shorthand team at McKinney High School this year, instead of typing, as stated in write-up of McKinney High School commercial contestants on page 4, col. 4 of January issue of the LEAGUER.

As a nation, we have failed to realize the seriousness of the increase in youthful crime since the outbreak of the war. It is a problem that is approaching a national scandal.—J. Edgar Hoover.

Act only on that maxim whereby thou canst at the same time will that it should become a universal law.—Immanuel Kant.

Praises League (Continued from Page 1)

go through in every sport from football to table tennis, with eliminations and a state final. When a small school is handicapped for lack of equipment, the needed athletic goods are forthcoming to enable the school to stay in that sport.

The Intramural Set-up for Longview High School Boys

Physical Education Instructor Tries Out Plan Published in November Leaguer

Throughout the Nation, the one criticism of the high-school athletic and physical education programs is the failure to provide a well-developed intramural program for all physically competent boys.

Because of these two factors physical training instructors must set aside a part of the regular physical training period for intramural competitions.

Following there is a fine report on the Longview High School's intramural program for boys. Membership on intramural teams in Longview High School seems to be determined by one's assignment to a physical education class period.

The classification index is most useful when every boy in school is to be assigned to a team and the assignments made on a school basis rather than a grade basis such as the Longview plan.

This opens the discussion on intramural plan. Let us hear from others.—R. J. Kidd, Athletic Director.

(By P. E. Shotwell, Longview) THE teams for the intramural set-up in Longview High School come from the four Physical Education classes. In the first and second periods we have juniors and seniors. The third period is composed entirely of sophomores. In the fifth period, which we call our major sports section, there are students from all three classes, seniors, juniors, and sophomores.

Elect Captains In each physical education class the students vote for team captains. Each member of the class is allowed to write on a piece of paper the name of the boy he wants for a team captain.

Relativity: All measurements of time depend on making measurements in space; and localization in space depends on measurements of time.

letics, particularly football, with the result that some mighty fine material finds its way into the Texas colleges. "Fine praise, that, for this state's system of carrying on high-school sports and for the provisions made to handle them.

This Doubles Team Took the 1943 State Meet for Corpus

Winston Ellis and Chick Harris

THESE boys, as a team representing Corpus Christi High School, climbed the League Tennis ladder to the top last season, winning the final tournament at the University in May.

Chick Harris graduated from Corpus Christi High School last spring and is now employed by the Southwestern Bell Telephone Company. He plans to enter Corpus Christi Junior College early this year.

Reasoning along the line followed in the preceding installment of these articles, it is well to keep in mind the fact that we come by sports quite naturally. It is as natural that our youth should rally to sports as that the trees should bud in the spring.

Athletics: Asset or a Liability? III. The American Way By Professor Philip O. Badger

Well, at least with respect to some phases of business it has become necessary to enact restrictive measures to keep things within respectable moral and legal boundaries.

Classification Index of Teams in Tournament. Table with columns for Team No. 1, 2, 3, 4 and scores.

First Period—Seniors-Juniors. Table with columns for Team No. 1, 2, 3, 4 and scores.

Second Period—Juniors-Seniors. Table with columns for Team No. 1, 2, 3, 4 and scores.

Third Period—Sophomores. Table with columns for Team No. 1, 2, 3, 4 and scores.

Fifth Period—Seniors, Juniors, Sophomores. Table with columns for Team No. 1, 2, 3, 4 and scores.



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Notable studies with which Srygley has worked recently are the Secondary Education Study in The University of Texas, serving the staff; and Higher Education, in Sewanee; Child Growth and Development in the University of Chicago.

His administrative ability was further manifested in his work with the four Southern Association workshops which were held in Nashville, Tennessee; Chapel Hill, North Carolina; Richmond, Kentucky, and Milledgeville, Georgia.

"The Allies are craving a short war, and this offers us our chance of victory. When opposing camps are exhausted, the side whose faith in victory has been shaken and whose fighting spirit has been lost will be the first to go down in defeat."

Our secondary education is a lawyer's and salesman's education and I do not care for it.—Professor Karl F. Herxfeld.

To be born free is to be born in debt: to live in freedom without fighting slavery is to profiteer.—Orson Welles.

concerned with the labor movement, and that he had average intelligence. Other unions, both C.I.O. and A.F. of L., were making selections on a similar basis.

would be sharing residence and classroom with the young scions of wealth and culture from the other side of the tracks. They would be going to college as a result of the first trade union fellowship ever established by an American university.

This new idea in education had been born in the mind of Robert J. Watt, international representative of the A.F. of L. With the help of David Dubinsky, head of the powerful Ladies' Garment Workers' Union, Watt persuaded Harvard that management, as well as labor, could profit from a labor fellowship program.

He pointed out that there were in the United States about one hundred thousand trade union administrators; that a group so large and influential in shaping the destiny of America could no longer be ignored by the leading universities of the country.

Harvard sent out educators to gather actual case experience and data for study. They planned to discuss theory, but emphasis was to be placed on actual conditions that had confronted labor and management.

Meanwhile, Sam installed his family with his in-laws for the "duration." Then, dressed in his Sunday suit, and sporting a bright red tie in honor of his school, Sam left for Cambridge.

that in the emergency, since travel is limited, that intramurals are of special value. There may be intramurals on a large scale between all students of the school, intramurals within speech classes, such as debate, and possibly others.

Part of School Program Intramurals in speech in the Austin school have become a recognized part of the school program annually. Intramurals are set up in debate, declamation, and extemporaneous speech early in the year, with divisions in each for boys and girls.

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kept on file to facilitate annual use. Thus, the first round arrived and goes. After the debates winning teams draw for sides and so the tournament goes round by round.

Films are shown in most schools, perhaps in the auditoriums. This is usually a desirable place from the standpoint of acoustics, and it may be the only place equipped with shades and electric current.

Many teachers use as many films as can be shown during a class period. This is another serious mistake. As a rule only one film should be shown, and this one should not be longer than ten or fifteen minutes.

Having pupils view a film for definite purposes tends to foster studious attitudes. It is important, therefore, to teach pupils to study films, just as they study books or other sources of information.

Definite Objectives Having pupils view a film for definite purposes tends to foster studious attitudes. It is important, therefore, to teach pupils to study films, just as they study books or other sources of information.

Though most projectors equipped with starting and stopping devices to permit the viewing of single frames, these devices should be used sparingly or not at all. It is best to run a film completely through the first time it is shown, without stopping for any purpose.

Of the film being used is accompanied only by the sound of a voice explaining its content, the teacher may choose to supply her own comments. In this case, careful preparation should precede the procedure.

In addition to such items as the foregoing, the discussion following a film may be directed toward a critical analysis of the film itself. If this is desired, the teacher may raise such questions as the following:

1. Did you like or dislike the film? 2. Do you think the photography is good? 3. Does the film interest you? Did you have any difficulty keeping your attention focussed on the content from beginning to end?

4. Did you like the commentator's voice? Was the speaker easy to understand? 5. What false impressions concerning things does the film correct? 6. Do you believe everything the commentator says?

7. Have you seen better pictures on the same or similar subjects? If so, tell us about them. Attempts to discuss such questions often develop desirable attitudes in pupils toward educational films. They will certainly prevent passive viewing and indifferent discussion following the film.

First Round It may be said that materials are mimeographed, such as instructions to judges, instructions to chairmen, judges' ballots, and other forms; and these forms are

So, for the next nine months, Sam and his selected union brothers, most of them in their thirties,