

# INTERSCHOLASTIC LEAGUER

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WELCH SCHOLARS AT RICE UNIVERSITY—Four winners of Welch Foundation scholarships are now enrolled at Rice University in Houston. These four won top honors in League contests and were awarded \$1,000 per year scholarships, good for four years. They are now majoring in chemistry or biochemistry. Left to right, they are: J. O. Webb, chairman of the Texas Interscholastic League Foundation; W. T. Doherty, Welch

Foundation! Roger Wolfe, Welch Foundation; scholarship winners Earl Thomas Smith of Cypress-Fairbanks High School, Richard Sloan Moon of Schertz-Cibolo, William Roger Strait of Pharr-San Juan-Alamo, Mark Alan Arrington of Miami; and Dr. Kenneth S. Pitzer, president of Rice University.

## Weapons, Revenue, Rights Proposed as Debate Topics

### Spring Meet Districts Must Organize Soon

Conference assignment for the League's spring meet activities have been mailed to all member schools. Schools are arranged by conferences, by regions, and by districts. First competition arises of course in the district meet. In some instances next competition is in area meets but in most cases district winners qualify from district to regional meet and thence to state.

The name of each district chairman is listed below each district assignment in the spring meet Official list. If the name of this district chairman is incorrect or should be changed, please advise the State Office immediately. Requisition blanks, upon which the chairman itemizes contest material he needs are soon to be mailed. It is therefore important that the State Office have the correct name of this chairman, who is responsible for securing district contest materials.

Feb. 2 is the last day for organizing spring meet districts. Many district have formulated their plans early in the year, but if your district has not done so, we recommend that school administrators meet at once to set up spring meet competition. Not much time is left.

"Federal Revenue Policy," "Weapons System Controls" and "Protection of Citizens' Rights and Privileges" are the three problem areas chosen by the National University Extension Association's advisory council for submission to the state leagues for referendum vote by Jan. 31.

The Committee on Discussion and Debate Materials and Interstate Cooperation of the National University Extension Association met in St. Louis on Dec. 29 and reported to the state leagues on the debate topics submitted in a national preferential poll. These topics appeared in the December *Leaguer*.

The advisory council is composed of one representative from each state; the council studied all the recommended topics and finally selected these three as the best topics for submission to the member states for final balloting.

Bill Bowen, speech teacher and debate sponsor from Eldorado High School, represented Texas on this committee and served with the group which considered the question of "Protection of Citizens' Rights and Privileges." The three selected topics which will be included in the

January referendum are:

1. What should be the revenue policy of the Federal government?

2. What policy for control of weapons systems would best insure the prospects for world peace?

3. What should be the role of the Federal government in protecting the rights and privileges of its citizens?

Three debate topics have been formulated under each problem area. These are:

A. Resolved: That the proportion of the Federal revenues derived from personal income taxes should be increased.

B. Resolved: That the Federal government should establish a general sales tax.

C. Resolved: That the Federal government should have exclusive power to tax personal income.

Weapons Control System

A. Resolved: That nuclear weapons should be controlled by an international organization.

B. Resolved: That conventional weapons should be controlled by an international organization.

C. Resolved: That space weapons systems should be controlled by an international organization.

A. Resolved: That the Federal government should provide non-jury trials in cases involving the suffrage of its citizens.

B. Resolved: That the Federal government should establish a uniform system of voter registration for national elections.

C. Resolved: That the federal government should establish a uniform system of voting in all elections.

The Interscholastic League will conduct an opinion poll of member schools participating in debate in order to select the one problem area for the 1964-1965 school year. This opinion poll must be returned to the League office by January 27. The final voting on a topic will be done in April.

## Spelling Study Methods Determine Lasting Value of Word Contests

By MISS NELL R. TUCKER  
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Within the next few weeks, students and teachers throughout the state will devote an increasing amount of their time studying the new spelling list the Interscholastic League published this fall. This task will probably be accomplished by one of two methods. The first method will be that some teachers and students will simply memorize the spelling of words, with little or no attention to either pronunciations or definitions, probably the night before a contest. Words studied will be poorly learned and quickly forgotten. Others will get further simply because they will study the list the hard way. Thus they will open ever-increasing new horizons and will learn information that probably never will be forgotten.

The second method is particularly important this year because the new list has been updated to meet the requirements of our new space age, words our students will desperately need to learn. Because of this updating, the League has designated the latest Webster's (third) Edition as the final source of authority.

Words like *hyperon*, *cavernulous*, *mitochondria* simply cannot be found in older dictionaries. Recent controversies over acceptability of this dictionary may be beside the point, particularly in view of the fact that the League has decreed the Third Edition will be the final authority.

No dictionary sets itself up to be the authority in determining correct ways to spell words, but instead a dictionary will record what educated people consider correct ways to spell words. Even a casual glance into any dictionary will convince students and teachers that many words can be spelled more than one way. Delineating these problems is the responsibility of those who use the League lists, not that of the League. Webster's Third Edition has made some rather drastic changes in spellings accepted as correct. Not only does it admit that some educated people do say *ain't* but it also accepts *wiener* and *weiner* as being correct, for instance.

This dictionary does something that no other dictionary has ever attempted to do; it has attempted to separate variant spellings of equal value from variant spellings of a primary and secondary value. Optional spellings separated by a

comma or *or* are considered of equal value. The word *also* would indicate a spelling that is acceptable but secondary to the original spelling.

Not only does Webster's Third Edition concern itself with multiple spellings, but also relates to usage. An innocent little word like *fuse* can get complicated. Used in a house, the word is spelled *fuse*, but used in ammunition, it is spelled *fuse*, while the verb can be either unless the word means to blend together and then it can be spelled *fuse* only!

Pronunciations present another problem. Can you pronounce *flaccid*, *prescience*, *grimace*, *denouement*? Certainly contestants get discouraged when they miss words because adults did not know how to pronounce them! Perhaps no other form of competition sponsored by the League offers such opportunities as spelling for the teacher and the student to sit down and learn together. The Third Edition has adopted a new form of diacritical markings that may take time to master. For that reason alone much value would be gained by holding on to the old dictionaries and using them too.

In studying word lists teachers and students both must keep alert for homonyms and variant words. Is *thresh* correct or is it *thrash*? Both are correct, variants of the same word. Is *c-o-n-s-o-l-e* something extended to give comfort, or is it a cabinet type organ? The

answer is that the word spells both meanings, but the pronunciations differ. These are called heteronyms; several of them can be found in the list.

However, learning to spell words without learning their meanings is a waste of time. Etymology is one path that both the teacher and the student will find fascinating. The word *trivial*, for instance, came to us from French and Latin, meaning a three-way crossroads—a place where three communities could meet and gossip. Gossip about what? Trivial matters of course. Then there is the word from ancient Hebrew *shibboleth* used by the ancient Jews as a password because their enemies could not pronounce it.

Nor should relating these words to reading and current news media be overlooked. Our recent tragedy in November gave new meaning to these words: *assassination*, *surveillance*, *catafalque*, *caisson*, *cortege*, and *catastrophe*.

The method of cramming senseless words down to be remembered only until a contest is over may win more contests, but the value of such an accomplishment would be doubtful at best. The second is of more value and a lot more fun. Anyhow, exhaustive (but not exhausting) would be a better way to help meet the League's goal of taking steps to prepare those who study the list for the exciting world awaiting us tomorrow!

## Debaters Code of Ethics Student Speakers' Guide

By DR. J. REX WIER  
Director of Speech Activities

The major goal of the debate contest is to provide students with an opportunity to develop leadership skills for effective participation in a democratic society.

Debate is a competitive event, however, winning should never become the major goal of the debater, the sponsor or the school. This does not imply that the debater should not seek to win nor that he should not do his best at all times. It does imply that certain responsibilities must be assumed by the debater and sponsor. These responsibilities of democratic citizenship demand that the student participate with fairness and integrity at all times.

### Code of Ethics

A code of ethics for debaters was written for the current League publication, *A Guide for High School Debaters*. These ethical standards are designed to serve as guides for the establishment of criteria for the conduct of contestants in debate.

#### 1. Courtesy.

A. Debate is a contest between friendly rivals who should exhibit courtesy, fairness and sincerity at all times.

B. Humor is appropriate in a debate, but sarcasm and ridicule are in bad taste.

C. Anger is an admission of a contestant's inability to control his emotions and his inability to answer logically the opponent's arguments.

D. Arguments should be presented with fairness and good taste. Dogmatic methods of presentation

should be avoided.

E. Debaters should never do anything which would detract from their opponent's presentation. Excessive movements and audible noises should be avoided while the opponent speaks.

#### 2. Honesty.

A. The debater should prepare his own case and should not rely on the work of his coach or others. The presentation should be the work of the student.

B. All evidence should be honestly presented and clearly identified. Each quotation should be accurately stated and should correctly reflect the opinion of the source. Statements should not be taken out of context nor altered in any way. Changes of this type are unethical and intellectually dishonest.

C. Debaters should listen carefully to opponents and should represent accurately the opposing case. The opposition should not be credited with statements they did not make nor should they be accused of ignoring points which they have discussed.

#### 3. Trickery.

A. There is no place in academic debate for trickery. Debaters should avoid "trick cases," the substitution of strategy for evidence and logic, the scouting of opponents, the asking of long lists of questions, and all other forms of chicanery or intellectual dishonesty.

B. The position of the debater should be clearly stated as soon as possible. The withholding of pertinent information solely to gain a strategic advantage is to be discouraged.

E. New issues should never be introduced in the rebuttal speeches, however, this does not imply that debaters should not support previously introduced issues with new evidence.

D. Debaters should refrain from arguing about debate rules instead of dealing with the cases and supporting materials of their opponents.

#### 4. Judging.

A. Debaters should avoid attempts to influence judges by excess emotionalism, personal friendship, or other appeals not inherent in good persuasive speaking.

B. Debaters should never attempt to argue with the judge about the debate decision. It is the obligation

of the debater to persuade the judge during the debate and not afterwards. The judge should be treated courteously at all times by the debaters and the coaches.

C. Protests by students are rarely in good taste.

There is no substitute for knowledge, presented skillfully and fairly with sincere persuasiveness. The debater should never lose sight of the academic goals of debate.

## Sample Speech Topics

### Persuasive Speaking Topics

Adapted from a list of Speech Topics for Practice by Paul Wilmoth, Kermit High School.

1. The Viet Nam crisis is a result of ambiguous U. S. policy.
2. Economic unrest in Latin America is a danger to freedom in the Western Hemisphere.
3. The "test-ban" treaty was a "proving-ground" for Soviet-U. S. trade.
4. The World Bank is a danger to our financial security.
5. The sale of wheat to Russia is detrimental to the U. S.
6. The U. S. will "back-down" in a "show-down" with de Gaulle's France.
7. Canada is the greatest enemy of the U. S.
8. The Alliance for Progress is now a figment of the past.
9. The civil rights bill is undesirable.
10. We should "pull out" U. S. armed forces in Europe.

### Extempore Speaking Topics

Adapted from list of Paul Wilmoth, Kermit High School.

1. What is the status of U. S. participation in the U. N.?
2. How does the Peace Corps operate?
3. How has civil rights legislation developed?
4. What changes have come in Africa?
5. How is automation affecting the U. S. economy?
6. What is the status of "featherbedding" in the railroad industry?
7. What role will the Negro vote play in the coming presidential elections?
8. What is de Gaulle's position in regard to NATO?
9. What effects have increased trade with the communists had on our economy?

## Moody Scholarships Have Been Renewed

The Moody Foundation of Galveston will renew its scholarship awards through the Texas Interscholastic League Foundation, Robert E. Baker, executive administrator for the Moody Foundation announced.

Last year the Moody Foundation

granted five \$4,000 scholarships to winners in League contests. Details of the new awards will be announced in the February issue of the Interscholastic Leaguer.

The Moody grants will be made to students interested in careers in life insurance. No other details have been worked out to date.

## Recruiting 'Favors' Held Violation of Amateur Rule

At this time of the year there usually is a tendency for alumni and coaches of various institutions to conduct a proselyting or recruiting program with high school athletes.

It should be kept in mind by all high school athletes with remaining eligibility that under Article VIII, Section 8, any athlete who receives valuable consideration as a result of his athletic ability violates the Amateur Rule and can be declared ineligible.

It should also be kept in mind that the acceptance of lodging, meals, transportation tickets or any other similar item is construed as valuable consideration and is in violation of the Amateur Rule. If a boy or his parents pay for his transportation and maintenance, it would not be a violation of the Amateur Rule. Such acceptance from institutions or persons other than the immediate family, however, would be interpreted as a violation of the Amateur Rule.

Signing an athletic "letter of intent" which guarantees tuition, room, board and incidentals in return for athletic ability is also a violation of the Amateur Rule. A contestant forfeits his remaining high school eligibility at the time he signs an athletic letter of intent.

The Pre-Enrollment Application presented to the State Executive Committee by the Southwest Conference Committee on Oct. 20, 1960, shall not be construed as a violation of the Amateur Rule.



SPLENDOR OF SPRINGTIME—The Clear Creek High School of League City drama students won first place in conference AAA at the State One-Act Play Contest with their presentation of "Splendor of Springtime" by Ronald Burke. Mrs. Marie Jager directed. Characters shown in the picture are, left to right, Wally Scott, Robert Judd, Frances Nelson, Ann Johnson, Diane Rogers, Frank Gammon and Russell Stulkin.

## Raven Staff Hits 100% in Sales

The Raven, student newspaper of Sam Houston High School of San Antonio, set a record of 100 per cent in its subscription drive.

Each of the 34 advisories in the school subscribed 100 per cent to the paper. The Raven staff believes this to be a record for San Antonio schools, and possibly for the state.





