



Won't Play Outsiders

Prof. C. N. Wilkinson, Longview: I enjoyed reading the article by Superintendent Norman Kaufman in this month's Leaguer. If he would do like we do here in the Longview High School he would have no trouble with outsiders. We refuse to play a team which does not belong to the League and to the football plan. Here in this district in Class B we voted that next year no school who was a member of the League would schedule a game with a football team who was not a member of the League. This way we expect to force all football teams in this district to join the League and believe me this committee over here is strong for enforcing all the rules. For years one of our strongest rivals and one that brought in more money than any other was dropped this year when they refused to join the League but still wanted to play with us. We informed them that our annual game was off unless they joined the League. They did not join so Longview dropped them from their schedule.

Two Sections in Debate

Allie Bland, County Superintendent of Schools, Orange: Realizing that "debating" may be used to a great advantage in stimulating interest in English, history, literature, etc., in order to revive and promote a greater interest in debating I have planned for every school in the county to participate in a series of debates. The schools are divided into groups and sections. Sixth and seventh grades constitute one section and high-school pupils the other. The high-school section will use the subject which is to be used this year in the Interscholastic League. By this means I believe we can arouse more interest in this phase of the League.

Angelina County Organizes

Prof. Edgar Carney, Lufkin: We are striving to line up our schools in this work. We touched only five schools last year, but this year we hope to enroll at least 50 per cent of the schools in the county.

Laboring Under Difficulties

O. R. McMorde, County Judge, Hemphill County: I thought from the first that we could make the League quite interesting, and I called a meeting, but the weather was bad, and has been for some time, and it is still bad. Three of the officers resigned on account of the patrons objecting to their children being taken so far from home. You do not quite understand the drawbacks that we have to contend with in this sparsely settled country. Our schools are small, and so much scattered that it is hard, at least in the winter time, to get the teachers together. Most of the teachers are women and young ladies, and scarcely any of them has a way of conveyance of her own, and must depend on the farmers to bring them in, and the larger part of whom come in in trucks, which are most always loaded with farm products. I will try and see our teachers again, and will do all that I can to revive the interest. I can see it is a splendid move, and it has my hearty cooperation, but I can do but little alone.

Uses List in all Grades

Supt. R. Fisher, Paradise: We are using your spelling list in all grades, and like them very much. We want to know if the word "Sabine" on line 21 of Junior list, should not be capitalized. Also whether the word "wont" in line 26 of subjunior list is spelled correctly? (EDITOR'S NOTE.—Sabine should be spelled with a capital, "wont" is properly spelled.)

SUGGESTS CHANGES IN FOOTBALL RULES

Thinks Function of District Committees Should Be More Clearly Defined

By SUPT. L. B. MCGUFFIN

PERMIT me to address you a few lines on the football situation based on our experience during the past year. I believe that the Rules Committee in formulating plans for next season can materially help the District Committees by providing in the rules for the following:

1. Definitely provide for the disposition of tie games in the district contests. With a full schedule made out it is impractical to play them over again. Why not provide for counting points as in the Class A bi-district games.
2. In the back of the book on Constitution and Rules give us a list of approved decisions on moot points that the committee in Austin has passed on in the past. Something similar to the approved rulings listed in the back of the book on Football Rules.

3. I suggest that the functions of the District Committee be more definitely defined. For instance should this committee be a legislative committee or should its functions be to interpret the rules.
4. How often should this executive committee be expected to abandon their school work and meet to settle questions raised regarding eligibility, etc? I know that those questions are going to come up. After every important game near the close of the season our committee was called together and spent the day each time. I was not a member of the committee and have no personal kick but looking forward to next year we have got to give some assurance that that will not happen again or we will have trouble getting men to serve.

Since district championships are settled on a percentage basis and not by a process of elimination it is not essential that these questions be settled at once.

Would it be practical to suggest in the rules that two meetings of the committee be scheduled. One shortly after the first of October to approve schedules and another immediately following Thanksgiving to determine district championship. This last meeting could consider protests and consider ineligible men at that time.

This may permit some ineligible men to play all season in a few cases. However I believe that most superintendents and coaches know when they are playing ineligible men. They will usually confess guilt and forfeit games when confronted with the "dope."

Women's Sports Confined to Intra-mural Athletics

IN ORDER that girls will not come to look upon participation in sports as an end rather than as a means to an end, the Women's Athletic Association of the University of Texas has passed a ruling that its members adhere strictly to the recommendations made by the Athletic Conference of American College Women and by the National Amateur Athletic Federation. These associations are opposed to any athletic competition of women students with men or with groups of other schools, according to Miss Josephine Schmid, instructor in physical training.

There are several reasons for the disapproval of outside competition it is explained. Such competition causes too much nervous strain, probably interferes with the participants' university work, and is given undesirable publicity by newspapers. Audiences composed of both men and women make undesirable criticisms which would, it is thought, not be made if there were no outside competition. The association wishes to prevent commercializing and professionalizing games.

The University of Texas is favorable to inter-class competitions, Miss Schmid stated. An excellent spirit of friendly rivalry is developed in contests in basket ball, volley ball, baseball, hockey, swimming, archery, riflery, tennis and the like.

Sample Test-Sheet for Silent Reading in Three-R Contest

THIS silent reading test was given two classes of sixth graders in the Austin city schools, one a class of twenty-two and the other a class of forty-four. In the first class eleven made a grade of 70 or under and eleven made a grade of 70 or over. In the second class, twenty-two made a grade of 70 or over, and twenty-two made a grade of 70 or under. The median grade is therefore 70 for these two classes. The lowest grade made was 20 in one class and 25 in the other; the highest grade made was 135, one pupil in each grade making that score.

Direction for giving this test are contained in the Three-R Folder which is furnished any member school free of charge. Reprints of this test will be furnished in quantity to any member school at a cent apiece. In quantities of less than 100, a charge of 2 cents apiece is made.

In giving practice tests it is not necessary to number the sheets, as provided in the rules, but simply to request each student to write his name on the sheet, for identification. If a large number of papers are to be graded, it will be found convenient to use a grading key which may be easily made out by simply listing on a sheet of paper the words true and false in the order they should come in answering the question. Two people can easily grade 100 of these sheets in less than an hour.

A similar test will be used in the county, district and State contests in the silent reading event of the Three-R Contest.

I

I liked the dear, simple old priest to whom I made my first confession, and at times thought I would like some day to be a priest myself. Between my admiration for old Thomas, the coachman, with his stormy stories of the war, and my love for the quiet old priest, my mind was always pulling me this way and that—whether I should become a priest, or a soldier like Tommy, limping around with his short leg and his rheumatism.

1. I was fond of the old priest. (True or false?)
2. I disliked the coachman heartily. (True or false?)
3. I was undecided whether to become a priest or a soldier. (True or false?)
4. Finally, I decided to become a priest. (True or false?)
5. The coachman told me funny little jokes. (True or false?)
6. The coachman had a short leg and rheumatism. (True or false?)

II

Looking back, it seems to me that our life in the convent was not properly balanced. We had none of the rough, boisterous times so dear to the small boy, no swimming, baseball, football. We were a little too cloistered, too quiet, too subdued. There was no wrestling, no boxing, no running and jumping and squabbling and shuffling and shouldering about. Of course, I learned all those later. But I learned them quickly, too quickly—all in a bunch. That put me out of balance again. Those exercises should have been mixed in with my studies and prayers.

1. There was too much study and too little athletics in the convent. (True or false?)
2. One time, however, we had a fine game of baseball. (True or false?)
3. The excitement of the convent was hard on the nerves of some of the more delicate boys. (True or false?)
4. Swimming, baseball and football are dear to the small boy. (True or false?)
5. Our boxing instructor taught me the value of a surprise attack. (True or false?)
6. It was just as well that I learned athletics later. (True or false?)

III

I am a Cheap Jack, and my father's name was Willum Marigold. It was in his lifetime supposed by some that his name was William, but my father always consistently said, No, it was Willum. On which point I content myself with looking at the argument this way: If a man is not allowed to know his own name in a free country, how much is he allowed to know in a land of slavery?

I was born on the Queen's Highway, but it was the King's at that time. The doctor being a very kind gentleman, and accepting no fee but a tea-tray, I was named Doctor, out of gratitude and compliment to him.

1. A man should be allowed to know his own name in a free country. (True or false?)
2. My father's name was William Marigold. (True or false?)
3. The doctor's fee was \$25. (True or false?)
4. I was born on King's Highway, but it was Queen's at that time. (True or false?)
5. I was named Doctor Marigold. (True or false?)

IV

She wasn't a bad wife, but she had a temper. If she could have parted with that one article at a sacrifice, I wouldn't have sopped her away in exchange for any other woman in England. Not that I ever did swop her away, for we lived together till she died, and that was thirteen years. Now, my lords, and ladies and gentle-folks all, I'll let you into a secret, though you won't believe it. Thirteen years of temper in a palace would try the worst of you, but thirteen years of temper in a cart would try the best of you.

1. My wife had a bad temper. (True or false?)
2. We lived together thirteen years when she died. (True or false?)
3. My wife and I lived together thirteen years in a cart. (True or false?)
4. If my wife had been sweet-tempered our life would have been much happier. (True or false?)
5. My dog was almost as ill-tempered as my wife. (True or false?)
6. My dog would always howl just before my wife had a burst of temper. (True or false?)

V

The prisoner took the stand to make his statement. He declared emphatically that the deceased, knife in hand, had assaulted him, and that he had killed him in self-defense; that the knife which fell from the relaxing hand was the dead man's. He told the story simply, and as he began it a tall thick-set gentleman in a gray

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READING TEACHERS SHOULD STUDY THIS

Modern Tests Invaluable in Suggesting Procedure in Improving Work

By ANNA K. GARRETSON

Supervisor of Elementary Education City Schools, Austin, Texas.

TO PRESCRIBE medicine to a patient without making a diagnosis would be a strange procedure for a doctor to follow. And yet, is that not what teachers particularly in the intermediate and upper grades often do in the teaching of reading?

With a goal in mind the teacher's first problem should be to diagnose the situation and record in any simple manner the status of each individual in the class.

The next step is to formulate and apply remedial methods that seem best calculated to bring about the desired results. With this plan in operation, it is advisable to pause occasionally for the purpose of measuring the efficiency of the remedial instruction.

Indeed, it may be found advisable as is often true with even the skilled physician to change the whole method of procedure. There are certain fundamental principles that apply to the teaching of reading, but methods and devices are numerous and should vary in accordance with the needs of the individual as determined by the best diagnosis and measurement of results that the teacher is able to make.

Silent Reading Important

In the upper grades it is with silent reading that we are primarily concerned because it is that type of reading that is most used in everyday life and around which the success in other subjects so often revolves. Too great an emphasis on oral reading in the upper grades may actually serve to retard the rate in silent reading. Requiring upper-grade pupils to watch the place while a class-mate reads aloud also serves to retard the rate as pupils are forced to read silently at the same rate their fellow class-mate reads aloud. Such practice can only be justified with foreign speaking children.

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GROWING INTEREST IN FLOWER CONTEST

Botany Department Reports Many Entries—Suggestions for Contestants

INTEREST in the wild flower contest is increasing. The reasons for this are obvious:

- (1) The rules are simple.
- (2) All identifications are made free for a contestant.
- (3) Directions for collecting, pressing and getting specimens ready for entry are short, explicit and easily followed, though of necessity they must be carefully read.
- (4) A growing desire on the part of a large and constantly increasing number of our people to know their wild flowers by name.
- (5) The growing realization that this contest offers them an authentic and interesting means to that end.
- (6) Small rural schools may enter on a par with any of the larger ones; indeed small schools are closer to the subject matter (wild flowers) of this contest than to that of any other sponsored by the League. Some of the best collections we have received have been from rural schools.

Full material is coming in for identification, and at the same time we are receiving inquiries from schools desirous of entering during the spring. Some schools were not prepared to take up the work during the fall but now wish to do so. To all such we desire to say that there is no rule against entry at any time. A school entering now may even hope to compete successfully with schools that have been entered dur-

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ANSON HIGH HAS POET GOD-FATHER

Larry Chittenden Is Official Santa Claus for West Texas School

By SENA ALLEEN WRIGHT

ANSON High School of Anson, Texas, county seat of Jones County, is the only secondary institution in the State that can boast the distinction of having a noted Texas poet as its god-father.

Larry Chittenden, well known and widely-read writer of ranch verses, is official "Santa Claus" to the Anson student body, and besides having contributed numbers and numbers of volumes to the school library, has dedicated numerous of his poems to Anson folk, and has honored Anson High School with an ode included in his latest book of poetry. It is thus that he has been designated as "poet-laureate" of the school, in addition to being recognized as its "god-father."

The soul of Anson High School is its library, which is not only the pride of the student body, but is one of the sources of community pride. More than 3,125 volumes are included on its shelves. Of this number, two cases of books are contributions made by Anson High's god-father, Larry Chittenden. Two hundred of the number donated by the school's "Santy" are autographed volumes from the original fine old Chittenden Ranch library. Valuable books are sent in to the Anson school library throughout the year by the Cowboy poet. All books contributed to the school by him are grouped in a section designated by a bronze plate as "Larry Chittenden Corner."

Graduates Attend College

Another pride of the Anson High School is the number of its graduates going to college. Of last year's graduating class of some 40 seniors, more than half are attending higher institutions of learning this year. Nine graduates of '26 are attending

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DEBATE-QUESTION FOR NEXT YEAR UP

Haugen-McNary Bill Suggested and Outlined for Consideration of League Schools

By Marion Olson

THE question, "Resolved, That Congress should enact legislation embodying the principles of the Haugen-McNary Bill," which is being debated this year by the Missouri Valley Conference of which the University of Texas is a member, is of vital interest to economists, students of government, and farmers all over the country, particularly in the Middle West. It involves the application of government funds and authority in a new direction—that of helping the farmer dispose profitably of his surplus production and control domestic supply to equal domestic demand, so that he may, in this time of agricultural depression, receive a fair price on the domestic market and a fair return on his investment.

Stated very briefly, the scheme proposed in this bill is, for a period of five years, to utilize government authority and government created machinery to buy up all surplus production in certain export farm products, in which there may be an emergency situation, so that domestic supply will equal domestic demand thus guaranteeing a fair price on the

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REFERENRUM VOTE ON 20-YR. AND 9 SEMESTER RULES

In the next issue of the League, a referendum will be submitted on the 20-year-old Rule and on the 9-Semester Rule. Please be thinking about these two rules, so that your vote may be cast for the best interests of the League.

THE INTERSCHOLASTIC LEAGUE

By Z. B. Crump, Director of Athletics, Nacogdoches County

SINCE I believe that no other organization has ever perfected a more successful and huge program of training for good citizenship in our state, I deem it a duty of its supporters and as one I accept the opportunity of saying a few words in the way of explaining what it is and its effects.

I presume that everyone is more or less familiar with the work of the League for the past ten or fifteen years. It has managed—through contests in debate, declamation, essay writing, spelling and athletics—to organize thousands of schools which furnish ten times their number in contestants. I am glad to say that the League is not permitting itself to become a "stagnated" organization. It is adding each year contests in much needed branches and the one and two-teacher schools are not being forgotten in this modern growth. The pentathlon and 3-R contests should prove attractive to the above schools this year.

Trains for Leadership

The Interscholastic League trains for leadership. It certainly requires initiative, decision, analysis, resourcefulness, combaticness, enthusiasm, standardized class work, and sportsmanship to participate in the League. These are the chief characteristics of leadership.

The boy and girl must have initiative to take hold, to plunge in to participate in the League contests. This is the quality which determines whether or not the boy or girl will make success in business and industrial life. Picture, if you please, two teachers in schools three miles apart. One is a success, the other is a failure. One has her campus amply provided with playground apparatus, organized debating society, League spelling lists in use, etc. The other takes in at 8:30 and turns out at 4:00, teaches the book and wonders why the difference. The answer is, nine times out of ten, that the former had quite a bit of experience in the League work while a student, while the latter "got by." Did you know

Develops Independence

The League helps the boy and girl to overcome timidity and to develop independent action and thought. The latter finds its development especially in the debates. The team enters the contest with prepared speeches consisting of the few chief points supported by the best analyzed information—thus analysis—but in order to win, they must answer the unsuspected arguments made by their opponents. Therefore, they must draw upon their store of information; they must originate answers for these new arguments and present them in their rebuttal speeches. Consequently there is no better means of developing resourcefulness.

We can not over-emphasize the development of sportsmanship. In all these contests someone is going to lose and someone is going to win. I shall never forget the advice that our town superintendent would give us boys after each contest: "Be big enough to lose without howling or to win without gloating." The motto of the League has been "for all contestants to give a square deal at all times." This sentiment has never nor will ever be any better demonstrated than in the Armistice game between Nacogdoches and Lufkin—not only by the athletes, but by the entire citizenship.

Opportunity for Small Schools

A final word: Let every teacher in Nacogdoches County begin making preparations to enter the county meet. One and two-teacher schools have a chance this year to send representatives to Austin. Pay your fee at once and receive a copy of the Constitution and Rules, also other

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ROY BEDICHEK - - - - - Editor

(Entered as second-class matter November 6, 1917, at the postoffice at Austin, Texas, under Act of August 24, 1912.)

AN INTERESTING story of touring the central portion of Texas with his debating teams when he had charge of the public speaking work in the Central High School of Houston is told by H. W. Harris, now debating coach in the University of Texas. It seems that he scheduled a debate with Waco, but a week before the time for the debate in Waco, he loaded his teams into an automobile and scheduled a debate each night on his way there with various high schools that happened to be situated on or near the automobile highway between Houston and Waco. Itineraries of this kind, he declares, add much to the interest in debate, and are to be recommended for teams whose members are up in their school work and can afford to miss the time from school.

ATENTION of teachers interested in the debating contest is called to the fact that the selection of a question for next year's debates must be made within a short time. There is published in this issue a short article describing the Haugen-McNary bill now before Congress. This involves the great question of government relief for farmers. Principles applicable to a discussion of the Haugen-McNary bill are also applicable to the discussion of the many proposals for government assistance in dealing with the cotton situation in the South. It is hoped that many teachers, especially debating coaches, will read this article and write to the State Office their opinion concerning the advisability of selecting it for next year's debate. There is an abundance of material available on both sides of this question. If you have a question which you think more suitable, please submit it.

WE WONDER how many were struck by the following statement which occurred in Mr. Shelby's article on the School Survey published in the last issue of THE LEAGUER:

It was found that the relation of taxable value to true value ranged from 17 to 53 per cent in the twenty-nine counties, taking the counties as a whole in each case.

How long will this iniquitous condition be allowed to exist? Are we so fond of lying as a people that we enact legislation and permit it to stand which puts an actual premium on dishonesty? What other inequalities would be shown by a study of the two hundred or more other counties, and what inequalities exist inside the county boundary lines, as between the individual property holders, we can only surmise. It may be past the wisdom of man to devise an equitable system of taxation, but it is certainly not a serious problem to equalize valuations. Until this condition is remedied we stand as a people convicted of either stupidity or dishonesty, or both.

NOTICE was given in the Official Notice column of the November LEAGUER concerning the representation in the regular county arithmetic contest. This, of course, is not to be confused with the arithmetic contest which is a part of the Three-R contest. It is entirely distinct. Judging from the number of letters received concerning "Representation in Arithmetic" within the past two weeks, we feel that many readers are passing up the Official Notice column. The notice follows:

Through an error, the paragraph entitled "Representation" was omitted from the rules governing the regular county arithmetic occurring on pages 41 and 42 of the Constitution and Rules, Bulletin No. 2622. Representation in this event is the same as that provided last year, and is identical with representation provided in Music Memory, for which see Rule 3, page 36, Constitution and Rules, Bulletin No. 2622.

OAK CLIFF SUSPENDED IN FOOTBALL

IT IS, of course, with regret that the State Executive Committee debarns any school from participation in any of its activities. The League is for all the schools, and it is the purpose of those who direct it to make its services available to every child in Texas who is a pupil of any public school and who is eligible for participation under its rules. Occasionally, however, it becomes necessary, in the opinion of the Committee, to take this extreme action.

Upon protest made by the Ranger and the Cleburne High schools against the eligibility of four players on the Oak Cliff team, the State Executive Committee heard both sides to the controversy on December 22. The protesting schools were represented at this hearing by their respective superintendents, and the Oak Cliff High School was represented by Principal W. H. Adamson and Coach H. A. Allen. Action at that time was deferred upon request of Oak Cliff for more

time in which to secure evidence from El Paso affecting the status of John Hall, one of the protested players. On January 6, the Committee met, and, after considering all the evidence that had been submitted found as follows:

John Hall: Ineligible under Section 14, Article VIII of Constitution and Rules, for the reason that he changed schools between the football seasons of 1925 and 1926 from the El Paso High School to the Oak Cliff High School, and according to certified copy of El Paso High School records, he was ineligible for Interscholastic League contests at El Paso at the time of his withdrawal. No transfer certificate for him was filed. The El Paso principal, Mr. Lynn Davis, refused to sign such certificate for him when it was submitted to him from this office.

Wayne McClusky: Ineligible under Section 14 for the reason that he changed from the Stephenville High School to the Oak Cliff High School at the close of the 1925 football season, and no transfer certificate for him was filed, as required in the rule above referred to. He was ineligible at Stephenville for Interscholastic League contests at the time of his withdrawal from Stephenville, according to a signed statement from Superintendent T. A. Parker, of Stephenville. Superintendent Parker refused to sign a transfer certificate for him when the same was submitted to him by this office for his signature.

Wheeler Smith: Ineligible under Section 14 for the reason that he changed from the Fulton High School to the Oak Cliff between the 1925 and 1926 football season and a transfer certificate for him was not filed in this office before he was used in an Interscholastic League football game during the 1926 season.

Jimmie Watt: Ineligible under Section 16 requiring that a football contestant shall have received "credit for a full semester's work in three courses the preceding semester in school." Evidence submitted shows that he did not fulfill this requirement. Evidence showed further that Jimmie Watt had been declared ineligible for League football by the District Executive Committee of District No. 3 (acting through a subcommittee authorized by it), which ruling had not been superseded by action of any other authority competent to act. This is a violation of Section 11 which carries a mandatory penalty for infraction.

Acting under the authority given it in Section 11, Article VIII, the Committee therefore suspended the Oak Cliff High School in football for the 1927 season.

A BECLOUDING CLARIFICATION
STANDARD NUMBER 16 of accrediting institutions of higher education, published on pages 14 and 15 of the Proceedings of the Association of Colleges and Secondary Schools of the Southern States, Part IV, reads as follows, insofar as it relates to athletics:

The college members of the Association will be expected to make regular reports on their supervision of athletics, showing that the latter are on a clean and healthy basis, that they do not occupy an undue place in the life of the college, and that strict eligibility and scholarship requirements are enforced. Professionalism or commercialism in athletics shall disqualify a college from membership in the approved list of the Association, and no college that places its chief emphasis upon intercollegiate athletics to the detriment of its scholarship will be placed on the approved list.

This is a splendid statement of general principles. The question, however, immediately arises what is meant by such phrases as, "occupy an undue place," "clean and healthy basis," "strict eligibility requirements," "professionalism or commercialism?" etc.

At a meeting late in 1925 held in Charleston, an attempt was made to become specific, and a circular was issued that really looked like business. Certain specifications were made, as follows:

First. No member of this association shall permit athletic drill and practice to exceed two hours per day during the scholastic term. This requirement for membership is mandatory.

Second. No member of this association shall permit a student to engage in consecutive sports unless his scholastic standing during the previous term was 85 or better.

Third. No member of this association shall permit athletic teams to be absent for more than five days during any term or athletic season.

Fourth. No member of this association shall permit freshman teams to be absent from the campus more than one time each term or athletic season.

Fifth. No institution may remain or become a member of this association that does not belong to a recognized athletic conference—a conference composed of athletically and scholastically related institutions.

Then, we judge, the storm broke, and a called meeting of the Executive Committee was held on January 9, 1926. A circular was issued purporting to "clarify and explain" the previous announcement. It was "clarified" by stating that the main responsibility was with the faculties of the respective institutions; the "Association viewed with concern the encroachment of athletics on scholarship"; moreover, the faculties were to be notified that the "principles" were to be incorporated into "the athletic life of each and every institution," and certain "recommendations" were made. What needs clarification, in our opinion, is the "clarification" statement, not the statement which the clarification statement seems intended to clarify. That statement was clear enough—perhaps too clear and definite.

As a president of one of the Texas higher educational institutions of Texas expressed it to us in a personal letter:

"A careful reading of the resolution together with the report of this committee makes me feel that the Executive Committee proposes to back off with the suggestion that we all be good and that we have no doubt that all will be good."

Talks on Texas Books

BY W. P. WEBB
Department of History, University of Texas
X. A. Ranchman's Recollections
Frank S. Hastings,
Manager of S. M. S. Ranch

WHEN I started writing these talks on Texas books I thought I was free moral agent, and that I could do it if I wanted to and stop when I got ready. But it seems that I calculated without my editor. The editor is, on the whole, a good sort of a fellow. But he has come to the point that he seems to think I am hired to him and not to the State of Texas. He calls me up now and demands that I send him a book talk every month. The fact that books on Texas are getting scarce, or that I may be busy with my own affairs troubles him not at all. I am convinced that if I could find no new book on Texas, that he would expect me to write one in order that I might have something to talk about in this column. I do like to read Texas books, talk about them, and if I have time, write about them, but I do not want this editor to take the position that I have to do it unless he can see his way clear to raise my pay. He seems inclined to ride a free horse too hard.—W. P. W.

THIS book was written by the late Mr. Frank Hastings, manager for several years of the Swenson Ranch near Stamford, in what he calls "the big pasture country." It is little known except among the cattle men. There are in the book many things of peculiar interest to Texas people. It was in Texas that the cattle industry was born and flourished. The first effort to ship beef in refrigerator cars was made, according to Mr. Hastings, at Denison, Texas, about 1874. The experiment was a failure because the cars could not be re-iced between Denison and Kansas City, or St. Louis, and the meat spoiled. The first chilled meat that was shipped was in barrels. A joint of stove-pipe would be put down in the center of the barrel and filled with ice. Today mechanical refrigeration is used on cars, and ice is unnecessary.

Mr. Hastings tells about the captains of the meat packing industry, G. F. Swift and Philip D. Armour. Both men started life in humble circumstances, and in the rapid development of America following the Civil War built up great industries and fortunes.

There is hardly a cattle man or a man connected with the beef industry that Mr. Hastings did not know personally. He mentions Andy Adams and George W. Sanders as authorities on the cattle drive, he describes cowboys, cowhorses, and life on the range. On the cowhorse he quotes from Brininstool:

The Old Cow Hoss
No, he ain't so much fer beauty, fer he's scrubby an' he's rough. An' his temper's sort o'sassy, but you bet he's good enough!

Fer he'll take the trail o'mornings, be it up or be it down, An' the range a huntin' cattle or a lopin' into town, An, he'll leave the miles behind him an' he'll never sweat a hair, 'Cuz he is a willin' critter when he's goin' anywhere. —Oh, your thoroughbred at runnin' in a race—may be the boss, But fer all-day ridin' lemme have the O' Cow Hoss.

Mr. Hastings has placed us all in his debt by saving some of the ranch stories. As story tells the western pioneers have never been surpassed. They had the knack of giving to a story an elemental dramatic force that ordinarily is exercised by those highly talented. Most of the stories are those told to Mr. Hastings by Mage, one of the S. M. S. men. I give one paragraph from the story entitled

The Storm
"We hadn't much more'n got to the herd when the air freshened an' things begin to git right. Then it got cold, and we could hear it coming! Thunder and lightning seemed to spring out of the mesquites. The foreman passed the word: 'Hold 'em till they git wet,' an' we begin to circle. The cattle was on their feet in a second, with the first cold air, but we got the mill started by the time the storm hit. I've seen lightning, but that was lightning' right. As far as thet's consarn, I've seen balls o' fire on the end of a steer's horn many a time, but there was a ball o' fire on both horns of every one o' them thousin' steers, an' the light in the balls of their eyes looked like two thousin' more. Talk about a monkey wrench fallin' from a windmill an' givin' you a sight o' the stars, or one of them Andy Jackson fireworks clubs puttin' off Roman candles at a Fort Worth parade!

They'er jest sensations; this here show I'm tellin' you about was real experience. We seen things."

There is another story called "O' Grand Pa," a horse story, the story of a race. I wanted to publish one of these stories, but the editor said he did not have room for it. I think they are the best stories I have ever read, even if they were told by Mage, the cowboy on the S. M. S. Ranch.

The book is published by the Breeders' Gazette, 542 South Dearborn Street, Chicago, Ill.

(Editor's Note.—Mr. Webb is getting discouraged. He tells me that school's generally are not interested in his "Texas Book Shelf" idea. We believe they are and we want to convince him. Won't those schools which have ordered any of the Texas books he has recommended in his column write the Leaguer a note so advising?)

Penmanship Suggestions for the Three-R Contest

Lesson 4
By
Minnie B. Graves
Supervisor of Writing, Waco Public Schools
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THE practice of formal exercises, such as the straight-line and oval drills, has for its aim one purpose, and one only—that is, to make the application of movement a fixed habit through a constantly repeated series of rapid exercises. Ovals are used only as the developing and driving force, and but little time should be given to them after muscular movement has been established.

Position, then movement, followed by its application, must be stressed from the first. Begin each period with review of position. See that the pen is held properly and that the body and arm are relaxed. Learn how to use muscular movement freely, then learn to control it at the proper rate of speed.

The first attempts will be crude, but each drill practiced in strict accord tends to add grace and accuracy.

When pupils make ovals fairly well, they are ready to begin to apply the muscular movement to easy letters and words.

Force movement to carry over into words by making ovals or push-pulls; then, without checking the motion or hesitating, swing into the letter. With an easy, swinging, rhythmic motion repeat by alternating drills and letters. Drive the pen along with sufficient speed to force clear-cut lines, even if good form is sacrificed at first. Lines that are tremulous indicate clearly a violation of the principles of movement application.

Capitals O, A, C, E, and other letters are made with an application of the direct oval motion. Capitals I and J are the only ones which begin below the base line and swing in an upward left curve as in the reverse oval motion. The application of slant of certain parts of letters and drills is made by a preparatory push-pull movement.

The movement application must eventually carry over into all written work of other subjects, of the effort is wasted. The formal writing lesson is only a means to an end.

As more and more control of muscular movement is gained, the pupil should become more skillful in its application until by sufficient practice the results show great improvement; and for finished writing close attention will have to be given to movement application in size, slant, spacing, alignment, general form, beginning and ending strokes and rhythmic smoothness.

This lesson, and those that have preceded it in The Leaguer, are general, but specific in their application to the Three-R Contest. The teacher should add to her general knowledge by studying Part I, and by referring daily to Part II of her Teacher's Writing Manual.



In list of Junior Boys' track events on page 48 of the Constitution and Rules there is a misprint in the third event listed. It should read "440-yard relay" instead of "440-yard dash."

It will be noted that there is an overlapping of definitions 1 and 3, page 6, of the Constitution and Rules. The State Committee has ruled that a school which can qualify as a high school under definition 3 cannot enter the Rural School Divisions.

TEXAS SCHOOL SURVEY

T. H. SHELBY
Dean of Bureau of Extension
IV. Apportionment of School Funds

THE problem of determining what should be the basis, or bases, of apportionment of state and county school funds is one of the most difficult of solution. As stated in the last (third) article of this series, the aim should be equality of school opportunity and equitable distribution of the burden of school support. Theoretically, both principles are simple. Ideally, every child in the commonwealth is entitled to as good educational advantages, for him as an individual, as is every other child. Practically, such is impossible.

Accident of birth is an important factor in limiting school opportunity. The child born and growing to maturity in the hills in a remote corner of Travis County cannot hope for the same educational opportunity as the child born and reared in the City of Austin. This fact does not, however, relieve the state or the county of its responsibility to provide the best opportunities possible for the child in the remote district. He is to be a citizen of the state and may, indeed, often does, live far from the scenes of his birth when he reaches maturity.

The last article discussed the matter of taxation and means of equalizing the burden of school support. In this article the apportionment aspect is to be treated somewhat in detail. At present, the Constitution of the State specifies (Section 5 of Article VII) that the "Available school fund herein provided shall be distributed to the several counties, according to their scholastic population, and applied in such manner as may be provided by law." The statute, which puts the amendment into effect, provides that the apportionment to counties, cities, and school districts constituting separate school organizations shall be according to the scholastic population of each.

The Constitution must, therefore, be amended before the basis of apportionment to counties can be changed to conform to the principles of need, ability and effort previously discussed. An amendment eliminating the Constitutional requirement that the apportionment shall be on the basis of scholastic census and leaving the matter of determining the basis of apportionment in the hands of the legislature is now before the Fortieth Legislature. If this amendment is submitted to the voters and should be adopted, what should be the statutory provisions on this point?

We shall do well to keep in mind that the aim is equality of opportunity and equitable distribution of burden of support. We do not have equality of opportunity or equitable distribution of burden of support so long as any of the following conditions obtain:

- (1) Short school terms.
- (2) Poorly paid and incompetent teachers.
- (3) Poor attendance of pupils within school age.
- (4) Failure to make provision for all races.
- (5) Lack of full and rich curriculum to meet needs of children of varying capacities and interests and of varying community needs.
- (6) Lack of adequate high-school facilities.
- (7) Lack of local tax for school support.

Remedies for such defects involve the following:

- (1) Minimum school term of eight or nine months. (New York has nine, and, if the maximum of state support is secured, the term must be ten.)
- (2) Administrative organization that would eliminate weak and incapable districts, by combining them with other districts and providing transportation where necessary.
- (3) Apportionment from state made only to districts and counties which provide a minimum local tax.
- (4) Provision for a county-wide tax for schools.
- (5) A portion of the state and county funds apportioned on the basis of the number of teachers employed.
- (6) A portion of the funds from state and county on the basis of percentage of children on the census rolls that are in average daily attendance for the minimum term of eight months.
- (7) Apportionment of the funds on the basis of the per capita wealth in the district, giving relatively more

to districts low in per capita wealth and less to the more capable districts. (8) A portion of the funds on the basis of the number of pupils in average daily attendance upon the high school.

(9) A portion of the county fund should be in the hands of the county board for the purpose of equalizing opportunity, such as tuition of high-school pupils residing in remote districts without high-school facilities in high schools of adjacent, or convenient, districts, or paying transportation charges in certain cases, and for taking care of children which are not adequately cared for where all of the provisions named above have been made.

Such a measure, while somewhat complicated, is in line with good practice in other states where an honest effort has been made to provide adequate educational facilities for all the children. Texas, as a state, must face up to this problem and work out the solution. It cannot safely be left to local school limits.



Help for Debaters

MANY schools which have entered the Interscholastic League debate contests are borrowing material from the Extension Loan Library for the use of the debaters. At present there are 80 package libraries on the Establishment of a Federal Department of Education in constant circulation. They are loaned for a period of two weeks, and as soon as one school returns a package library it is sent to another.

The package libraries are not all alike. For instance one set of material may contain the University of Illinois Bulletin on "The Relation of Federal Government to Education" and the University of South Carolina Bulletin which contains a number of selected articles and a brief on a Federal Education Department. Another set will contain neither of these bulletins but will include the Congressional Digest for May, 1926, which contains a history of legislation to establish a Federal Department of Education, a description of the organization of the present United States Bureau of Education, and speeches for and against the Curtis-Reed Bill. Other sets will contain the University of North Carolina and the Kentucky University Bulletins which are made up of a number of selected articles on both sides of the question. Still others will include the Hearings before the Committee on Education and Labor of the United States Senate and articles clipped from periodicals. These packages contain an average of fourteen articles each.

Besides having package libraries for circulation the Extension Loan Library has bought twenty-two copies of the new H. W. Wilson book on the Federal Department of Education. This book contains a brief, a bibliography, and seventeen articles selected from magazines and pamphlets. The books are loaned just like the package libraries. They are sent to teachers who have charge of the League debate work and may be kept for a period of two weeks. The only charge to the borrower is the payment of postage both ways. When a teacher returns one package library a different one will be sent to him if he asks for it.

All requests for debate material should be addressed to the Extension Loan Library, University of Texas.

LEAGUE CALENDAR

- December 15, 1926—Last day for paying Basket Ball Fee without penalty.
- January 15, 1927.—1. Last day for paying Basket Ball Fee. 2. Final date for notifying State Office of entry in One-Act Play Contest. 3. Final date for notifying State Office of entry in Typewriting Tournament.
- February 1, 1927.—Last day for paying League Membership Fee.
- February 19, 1927.—Last day for deciding District Championship in Basket Ball.
- March 4 and 5, 1927.—First week-end for holding County Meets.
- March 4 and 5, 1927.—State Basket Ball Tournament.
- April 1 and 2, 1927.—Last week-end for holding County Meets, and first week-end for holding District Meets.
- April 22 and 23, 1927.—Last week-end for holding District Meets.
- May 5, 6 and 7, 1927.—State Meet.

Growing Interest In Flower Contest

(Continued from page 1)

ing the fall, though naturally fall entries will have an advantage. If, however, a fall entry should have failed to conform fully to the directions for collecting and preparing material, and if a present entry should follow directions carefully and painstakingly, it is entirely possible for such late entry to win the judges' decision on the more excellent quality of its lesser amount of material. And regardless of whether a school considers its chances good for winning the contest, it certainly will have the privilege of getting started on the road to a knowledge of its wild flowers. So let's have more entries now for this contest.

Already in South Texas, little bluests, shy pale blue flowers on stalks hardly more than an inch tall, are peeping out from among the dead grasses and winter weeds of pastures and field fence corners. With them, but occurring also in fields not yet broken, will be found a tiny white flower, whitlow grass, belonging to the mustard family. Within two weeks both these should begin to bloom about Austin and a little later farther north. In addition others should be found, as for example, the dandelion (as yet comparatively rare in most of Texas) the sow thistle, a rose-colored winter mint technically called Lamium, and probably still others belonging to the "winter bloomers" group.

Remember that the rules provide for the second group of flowers to comprise the first ten to appear in your vicinity during the winter or early spring. Read both the rules for the contest and the directions for collecting and caring for material very carefully before proceeding. Both may be had by addressing B. C. Tharp, Botany Department, University of Texas.

Reading Teachers Should Study This

(Continued from Page One)

Children, primary pupils or sub-normal groups. Many of the patrons do not realize the significance of silent reading and because Johnnie does not stand and read aloud every day, get the idea that the teacher is neglecting her duty. Hence, it is necessary to work for the proper understanding between patrons and teacher, otherwise the patrons may be the means of defeating the very purpose for which the teacher is working.

In making a diagnosis of the status of silent reading for classroom use, standardized tests are often helpful but not at all essential and in consideration of the added factors of cost and administration, further reference to them will be omitted.

The following suggestions are given as one of many plans that might be used for measurement purposes: Select an interesting, but unfamiliar story from a test or a supplementary reader of such length that no pupil will have time to complete the reading of it in an allotted period of three minutes. Choose ten questions that can be answered by "yes" or "no" or by definite words in the selection. Care should be taken that these questions are chosen to cover information spaced at about equal distance throughout the story. That is, in a selection containing 100 lines, one question should be based on each unit of about two lines.

When everything is in readiness, give the pupils the following directions: "Open your books to page — and close books. This story is called ——. When I give the signal, open books and read the story silently. Read rapidly but carefully. Do not stop to ask questions. Be prepared to answer any questions that may be asked about this story. Open books, begin." At the end of three minutes say, "Stop, make a dot with your pencil after the last word read." When the pupils have finished, have them close books and write answers to the ten questions which you will now give them or have had placed on the blackboard and kept covered until now. It will be impossible for a pupil who has read only one-half of the selection to correctly answer all ten of the questions. It will, therefore, be necessary for the teacher to take into consideration the number of words read, in arriving at the percentage of correct responses. In other words, the comprehension of a child who has read but one-half of the selection will be 100 provided he answers correctly five questions.

It requires too much time to have pupils count the number of words read, but if the teacher has indicated in her own book at the close of each

line the total number of preceding words in the assignment, a rapid and accurate check of the rate can be made by having the pupils give the number of the line and the last word read.

Check Results Carefully

Repeat the exercise two or three times with a different story and with different questions, the results obtained at the third or fourth time will be more reliable than those obtained at the first and the administration will be easier for the reason that the pupils will understand better what you desire them to do. Score the answers to the ten questions, marking each entirely right or wrong and tabulate the results on the basis of the number of words read per minute and the per cent of questions answered. In addition to the record kept by the teacher it is desirable to have the individual members of the class keep a record of their own progress. A paper attached to the fly leaf of their readers may serve as a record sheet. Encourage pupils to compete against their own record. The following standards for silent reading are suggested. Superior pupils however, are expected to excel this record.

Rate

Grade IV —160 words a minute. Grade V —180 words a minute. Grade VI —220 words a minute. Grade VII —250 words a minute. Grade VIII —280 words a minute.

CONTENT.—Fifty per cent of the ideas in a 400-word passage.

The Four Groups

As a rule after a test there are found to be about four outstanding groups, for example, the slow readers who need to be speeded up; the superficial readers who need training in digging out the thought; normal readers and superior readers. It will also be noted that the fastest readers are usually the most comprehensive readers. With this classification made, the teacher is now in a position to make further study of why the individual is a slow, non-comprehensive reader or why he belongs to one of the other groups.

It can sometimes be arranged for individual members of the class or groups within the class to read more, to read a different article or pursue a different problem in accordance with their needs and yet continue as members of the same class with the length of the recitation period unchanged. There are times, however, when the class as a unit should participate in the same activity.

In a future article remedial work and type lessons will be discussed.

Anson High Says Poet God-Father

(Continued from Page One)

Ablene Christian College, two are attending Texas Technological College, two are in business college, two attend the College of Industrial Arts, Denton, one attends Texas Christian University, one is studying law at Cumberland, Tenn., one is enrolled at McMurry College, one attends Southwestern Methodist University, one attends State University, one is enrolled at Georgia Tech, one is studying through correspondence from Texas University.

The schools of Anson, Texas, have had an interesting evolution. The first education offered in the town was in a private school opened February 1, 1882, in one room of the home of its teacher. The second educational system of Anson was housed in a building constructed by public subscription. The second floor of the building was used by the Masonic Lodge and the first floor served both as school and church. The third Anson school was a wooden structure which stood until 1905 when it was moved to another site in the town and brick veneered to serve as a hotel. The fourth building serving as educational home of Anson was a brick edifice which was the complete home for the entire educational system until 1910. From that date on, the building has been used as the ward school, and a new structure has been erected as the high school of Anson. The high school is a commodious building consisting of two large study halls, 12 classrooms, a library, and two offices. Improvements to the extent of \$21,000 have been made on it during the last year, and it is now valued at about \$75,000.

Former Faculty Leaders

Men who have served on the faculty of Anson High School have been real educational leaders. C. E. Evans, a former superintendent, is now president of San Marcos Teachers College. L. G. Allen, former superintendent, is at present on the mathematics faculty of the Teachers College at Canyon. W. M. Tanner of Denton, former principal, is now professor of economics at Harvard. R. C. Harrison, former principal, is head of the English Department of

Texas Technological College. F. D. Galbraith, a former principal, is a member of the science faculty of Texas Technological College. Jeff Smith, a graduate of the high school, is now on the teaching faculty of Canyon State Teachers College.

Anson High School today is headed by Superintendent E. M. Connell of Denton, and has an instructional faculty of seven members, 20 teachers making up the staff of the entire educational system. Every high-school faculty member is a degree teacher. Superintendent Connell and J. A. Roberts, principal, are both graduates of the North Texas State Teachers College of Denton. Anson High School has 19 1/2 units of affiliation, and more than 225 students are enrolled, scholastics of the town being about 700. Every class of the high school is organized, and each is sponsored by a faculty member. Class organization in Anson means more than an ordinary socially connected group, for as a part of their work, the various classes have charge of chapel programs held in the school. Chapel is held daily in Anson High School, with religious, musical, and literary programs alternated with pep rallies and sing songs. Class organizations plan literary programs for one chapel exercise each week.

Hi-Jester Official Organ

The Anson High School has a voice for its sentiments through its official organ, the "Hi-Jester" issued about six times during the year under the auspices of the English Department of which Miss Lenora Barrett is head. Each class puts out a special edition of the "Hi-Jester" during the year, junior and senior classes editing two issues each. The paper has been published six years. Student editors and reporters are appointed to do all the work of getting up material for publication, being supervised by Miss Barrett, English teacher.

History work in the Anson High School is one of the most interesting and popular courses offered, being taught by Miss Hybernian Grace, who is a real history scholar, and quite an authority on local history of the town and of Jones County. In 1924, Anson won a State prize offered for the best theme by a high-school student dealing with local history. The paper was graded by professors of State University and was highly complimented on its scope and treatment. Charts on many phases of the picturesque history of Anson have been worked out in history classes of the high school and hang in the school building. Miss Grace's history courses are always filled for students in Anson know that her classes are lived by a person who knows history and backed up by interesting pictorial representations that have been assembled by her for presentation with lectures.

Commerce Work Offered

A commercial course is offered in the Anson High School and is filled to capacity each term. It is planned to operate a full home economics department in the school during the 1927-28 session, equipment for which is already being planned. Cooking, sewing, and home nursing will be taught.

Students of Anson High School have won a name for them in the West as being fine debaters. They have won the county debating honors for three years, and have won the loving cup in the girls' division in the district debates for two successive years. Extensive plans are under foot at present for the winning of the award this year, which will mean that the cup becomes permanent property of Anson High. Coaching of debaters is done under direction of the English and history faculty.

The Language Department of Anson High School sponsors a Spanish Club organized chiefly for social purposes. Interest in classes in Spanish is heightened through real Mexican articles, post cards and souvenirs displayed to the class by the teacher who studied at the University of Mexico.

Champion Athletes

Athletic interest in Anson High School is one major factor in the strong school spirit there. The school is a member of the Interscholastic League and backs its team fully. The pep squad, sponsored by Miss Kitty George Barker, wear costumes of purple and gold and yell for the Anson Tigers at every gridiron and cage battle. The football team of this season swept away all opposition and capped the coveted title of bi-district champions when they eliminated Floydada on Anson territory recently.

Anson High School is backed by a live wire Parent-Teacher Association. The organization sponsors an annual fine arts or lyceum course. Five attractions are brought to the school through this means, consisting of plays, musical features, and varied

entertainments. Fifteen hundred dollars worth of improvements in school equipment have been added this year partially through activities of the Parent-Teacher Association. Drinking fountains of modern sanitary type were installed at the schools through efforts of the organization. A representative of the Anson association attended the State meeting in Fort Worth to bring back to the Anson organization the ideals and spirit of the Texas group.

The whole spirit of Anson High School is typified in the pictures and flowers enlivening every classroom, and in the usage of the "best high-school library west of Fort Worth" by from 75 to 100 students every night. Unique in having Texas Cowboy poet as its god-father, and blessed in being backed by a faculty and patron group vitally centered in its advancement, Anson High School holds an outstanding place in Texas educational circles.—West Texas Today.

Debate Question For Next Year Up

(Continued from Page One)

domestic market; the price to be paid by the government for the surplus to be the price which is proportionate to that received by the other commodities on the American market estimated by means of comparison of index numbers of prices at present and in the ten pre-war years. The surplus thus bought up is to be sold on foreign markets at the world price, the loss incurred being assessed back on all producers of the commodity affected at so much per unit. All funds advanced by the government are to be returned intact at the end of the five years, so in reality the government is not appropriating anything for the relief of the farmer, but merely loaning its funds.

Affirmative Argument

Those who favor this scheme see in it an opportunity to apply to agriculture, principles of protection which are now applied to almost every other branch of industry. It is the reverse of the protective tariff principle. Industry is now guaranteed a fair return by the tariff wall which the government has imposed, labor is guaranteed a high wage by the immigration laws, railways and other big industries are assisted by government boards and government commissions, but nothing is done to guarantee our basic industry a fair return. Agriculture has been for some time in a state of depression, farmers are unable to secure a return on their investment, and many are going bankrupt and are being forced to leave the farm. An emergency situation exists. The price the farmer receives for his product is, in many cases, the world price, the price determined on the world market, a price below his cost of production. Under the protection of a high tariff, American manufacturers sell a certain portion of their product on the domestic market and dump the surplus on foreign markets at a lower price. That is what the advocates of this plan wish to do with export farm products, and they are asking the aid of the government in the undertaking, because farmers are unorganized, and unlike industry have no central organization to look to, to take care of such an undertaking. They look to the government

as the proper authority to initiate and take charge of such a proposition. This is proposed only as a temporary measure, to relieve the present situation, and is not intended to involve the government permanently in business.

Negative Argument

The opponents of the plan see in it an attempt to put the government into business on a colossal scale, an attempt to secure a government subsidy, and a long step in the direction of paternalism. They object to it on the ground that it is government price-fixing, a thing which is in direct antipathy to economic laws and principles. The opponents contend that the real cause of the present depression is over-production of the affected products, and that the situation will be relieved permanently only when production is reduced. The law of supply and demand is constantly in operation. Through its operation and that of other factors price is fixed. Price is a result, not a cause, and we cannot regulate the result without adjusting the causes. The plan proposed, then, from this standpoint, is contrary to economic laws and attempts to remedy a bad situation without striking at the fundamental causes, by applying an alleviative, which will tend to increase the cause of the present depression, because it is reasonable to believe that with a fair price guaranteed, production will increase.

In brief, this summarizes the arguments pro and con on the question. It is very interesting, and of importance to all people who feel an interest in governmental affairs both from a practical and theoretical viewpoint. A great deal of good is bound to come from a discussion of such a proposition.

While not contemplating explicitly the cotton situation, it has a direct bearing upon the same, and study and discussion of it will thus throw much light upon the vexing situation which has developed in Texas due to slump in cotton prices below the cost of production.

The Interscholastic League

(Continued from Page One)

free material. Schools playing in the basket ball series are called attention to Article III, Section 3. This rule must be strictly abided by. February 1, 1927, is the last day for paying membership fees. Let us not forget the "general educational exhibit" to be arranged by the following groups of schools: One and two teacher; three and four teacher; five and six teacher; seven and up. This exhibit will be displayed in separate booths in the College Building if permission can be had from Dr. Birdwell, and will consist of health posters, fire prevention posters, collections of art work, industrial projects, agricultural products, etc. Everybody together for a bigger and better county, district and state meet! Take advantage of the Junior events, though most of them go no further than the county. Let us give our boys and girls an opportunity to know each other. Each school expecting to enter the basket ball tournament will please mail me a card so I may keep you posted on actions taken. Co-operation must be our watchword.—Nacogdoches Herald.

Sample Test-Sheet for Silent Reading in Three-R Contest

(Continued from Page One)

suit, walking with the aid of a stout stick, entered the room and stood silently at the door. As the prisoner resumed his seat, the newcomer entered within the rail. He shook hands gravely with a number of the older lawyers, and took the hand the court extended to him across the desk. Then he turned, and to the astonishment of every one, shook hands with the defendant, into whose face a light had suddenly dawned, which resolved itself into a broad, silent grin. This done, the old gentleman seated himself near the defendant's lawyer, and, leaning heavily on his massive cane, listened attentively to the speech.

- 1. The prisoner declared that he had been assaulted. (True or false?)
2. The defendant was displeased at the greeting from the stranger. (True or false?)
3. The newcomer appeared interested in the trial. (True or false?)
4. The defendant declared that he had killed the man in self-defense. (True or false?)
5. Several witnesses were introduced by the prosecution. (True or false?)
6. The defendant was represented in the court by a lawyer. (True or false?)

VI

The sun glowed; the sky was freshly blue; the air was exciting with spring odors, the sap mounted in children. We were mad with spring, as though new life stirred under city stones. On the East Side pushcarts came out in spring, the way dogwood does in other parts of the world. The pale bearded peddlers rose from the cellars of winter, and shouted in the street like triumphant warriors. Apples and oranges glittered on their carts; there was clothing for sale, gloves and tropical calico; sweet potatoes, herrings and cloaks. Spring ushered in a huge ragged fair. And on the roof an Italian gangster was busy at the gangster's sport; he was flying pigeons in headlong, joyous circles across the sky. Singing Irish teamsters passed in blue flannel shirts for the spring. The horse cars blundered by and we stole rides. We were cursed, pushed, crippled, we were under the million feet. We spun tops, we dodged trucks, we stole apples from the pushcart of a patriarch with a white beard, who sat dreaming of the Torah wisdom.

- 1. The scene described occurred in March, April or May. (True or false?)
2. Cows were grazing in the meadow. (True or false?)
3. The Italian gangsters sport is flying pigeons. (True or false?)
4. We bought apples at a penny apiece. (True or false?)
5. Irish teamsters wore blue flannel shirts. (True or false?)
6. We were in danger of being run down by trucks. (True or false?)
7. We poked fun at every policeman who passed. (True or false?)

District Centers and District Officers

If any errors are noticed in the list of district officers please notify the state office at once.

Table listing District Centers and District Officers for various districts (District No. 1 to District No. 27). Each entry includes the name of the center and the names of the officers.