



Essay Subjects Too Difficult
Travis A. Elliott, Principal, Sand Hill School, Route 2, Simms: As a rural school teacher, and as a teacher who trains pupils for the essay writing contest, I find that the method of selecting subjects for the county contests in essay writing, will bring forth subjects that are too difficult for rural school pupils. May I suggest that a separate list of subjects be provided for rural schools? I believe that if the subjects for rural schools were made easier, a better test could be made of the pupil's ability to write an essay.

Speaking for myself, and many other rural school teachers of this county, we are in favor of easier and simpler subjects for rural schools.

Endorses Honesty League
Pattie Wilson, Channing: Noticing the article by President Hubbard on honesty, I was so taken with it, I feel constrained to accept the invitation to write. I believe most heartily in all constructive measures. There is one suggestion I would make about the age limit. (I notice you would begin with the fourth grade.) Begin with the primer. The earlier right principles are instilled into a child the better.

Let the watchword be Courage. It takes as much courage to break down old dishonorable practices now as it did to face the enemy at the Alamo. Teach a child that they cheat no one except themselves when they cheat in school work. I would suggest a primary, junior and senior division. All below the eighth grade. Honesty is a good foundation stone. There might be many other features of school life inculcated or included within the by-laws and constitution.

I think it would be a good idea to allow the children themselves to suggest these, to be decided on finally by a committee appointed by President Hubbard.

Finds List Helpful

G. R. Adkins, Pilot Point: Find enclosed a check for \$1.05 for which please send twenty-one of the Interscholastic Spelling Lists. I like the words very much, and I believe that they are very practical and useful.

ENDORSES 20-YEAR RULE

Dr. J. S. Stuart, Professor of Secondary Education, University of Georgia: I am glad to see from your Leaguer that you are discussing the question of limiting the high-school contests to pupils under 21 years of age. We have found this a very satisfactory rule and it encourages more pupils from 16 to 18 to enter. You will notice that the National Oratorical Association limits their contest to those under 19 years of age.

Debate Question

L. B. McGuffin, Yoakum: The Haugen-McNary Bill will be an excellent subject for debate for next year if it is still a current issue at that time. If it becomes a law before then it would be practically a dead issue for debate. Let's take an option on it until after Congress adjourns and the President disposes of it.

How would something like the following do for a subject: "Resolved, That the Federal Government should abandon its modern paternalistic policies and revert back to the simple Jeffersonian democracy of our forefathers." Use this as a subject. Get ex-Senator Joe Bailey to define the boundaries between modern paternalism and ancient democracy of the founders of our Republic.

They "Spell 'Em Out"

W. H. Korges, Aransas Pass: Enclosed please find check for \$1.50 for which send to my address at once three dozen more Spelling Lists. We use these lists in our entire school from the second grade on through the senior class. We devote three 15-minute periods per week in the grades from the sixth through the senior class for the year and they surely spell 'em out. That's the reason why we order so many.

ENDORSES LEAGUE WORK FOR SCHOOLS

High-School Principal Points Out Value of Participation in Contests

(Principal L. L. Thomas, Sulphur Springs)

AFTER several years of the successful operation of the University Interscholastic League in Texas, the question of its value has ceased to be an issue. Teachers, pupils and public are more and more coming to see the benefits to be derived from its many-sided activities. Hundreds of teachers in Texas will bear witness to the fact that there is no training so helpful to the teacher as the direction of Interscholastic League work, and none which offers such large and immediate rewards for the time and effort spent.

Laying aside the benefits to be derived by the boys and girls of Texas from this work, no teacher in the public schools of Texas can afford to neglect this work. Speaking from a selfish standpoint, the teacher who expects to rise in his profession and get a better job will take advantage of this opportunity to establish himself more firmly in the affections of his community, and show to the world in general that he is alive and able and willing to do things, other than the mere routine of class work. The teacher, even down to the one-room school, who is not willing to put himself into every movement for the development of his

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Declares Debate Rules Need Radical Revision

IN THE September and October issues of The Leaguer we published the following item:

Every teacher of public speaking who believes that the following four items should be incorporated in the Interscholastic League instructions to debate judges, please advise the State Office.

"1. The debaters should show evidence of having done their own work.

"2. It is unfair to keep opponents in the dark as to the constructive case, in order to spring surprises near the end of the debate.

"3. Canned refutation, in which a memorized series of possible arguments is culled over for declaiming in the rebuttal, should be penalized.

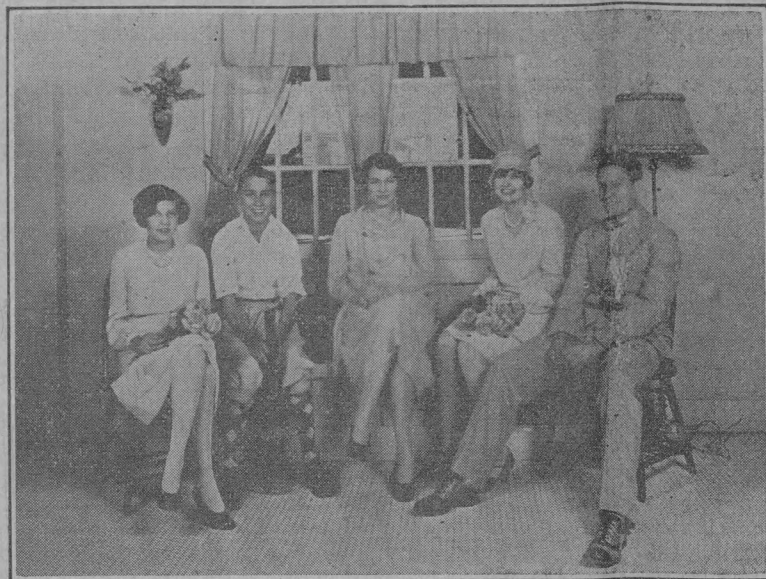
"4. Mere declamation is poor debating, as it ignores the very nature and fact of discussion itself."

Supt. S. Debord, of Charlotte, Director General of the Atascosa County League, writes with considerable feeling advocating the inclusion of the above four items in the instruction to judges in Interscholastic League debates, as follows:

I am heartily in favor of the proposed rules applying to debate as published in The Leaguer. As a coach I am in a position to say that disgusting teacher eloquence and brainless parroting that sometimes characterizes League debate should be severely penalized. We have a regular contest in declaiming, and much of the so-called debating should be confined to it. It is discouraging to train a team in thinking straight, and to handle the subject in a logical way, without conning set speeches written by the coach, and then to have to go up against teams who have conned, or canned speeches of mature eloquence and phrases of the finished scholar, with kid judges who go by the sound of the speeches, beauty of the display, and length of the words, rather than the clearness, "straightness," and forcefulness of the thinking and argument.

If the coaches want to inject themselves into the contest, I suggest a separate contest for coaches, in order to relieve the school children from such competition and give them a chance to develop debating ability. (Editor's Note.—We shall be glad to hear from others relative to the inclusion of the items in the debating rules.)

Palestine High School Cast



Members of the cast of Palestine High School entered in the Interscholastic League one-act play contest are, left to right: Edwilla Brymer, Henry Davenport, Ruth Turbyfill, Maxine Tindall, Lester Hamilton.

One-Act Play Contest Proves Popular With High Schools

Palestine, Miami, Sinton, San Angelo, Mexia, Forney, San Jacinto High School (Houston), and Abilene Qualify for State Tournament.

200 Participate in Sub-County Meet At Elmendorf

A sub-county meet of the Bexar County Interscholastic League was held at Elmendorf Saturday, March 12 in which the following schools participated: Elmendorf, Utxville, Southton, Campbell, Highland, Borrego, Carmen, Buena Vista, Boldtsville, China Grove, Covington, San Juan, and Tablito.

About two hundred children engaged in the contests, which were watched with interest by some two hundred fifty parents.

A delicious luncheon was served the visitors by the domestic science department of the Elmendorf School.

J. F. Howard, Director-General of the League in Bexar County, made an interesting address on the program of the League in which he stressed the value of the League activities in stimulating interest in school work. The exhibits of the schools consisted of map work, posters, notebooks, sewing, etc.

Commenting on this meet, Superintendent J. F. Howard, Director General of Bexar County League, says:

"I am enclosing clipping from the Sunday Light on the sub-county meet held yesterday (Saturday) at Elmendorf. We had a most successful meet and all who were present were very enthusiastic. I am also enclosing a letter received from trustees at Von Ormy expressing appreciation of the service rendered that community by the sub-meet held there last Saturday week. Mr. Hastings, Principal at Von Ormy, tells me that a trustee of one of the smaller schools which participated in the Von Ormy meet was so enthusiastic over the day's program that he said it was worth \$1,000 to his school district in increased interest both on the part of the children and teachers but also in the community as a whole. I mention this because I know you are strongly in favor of the sub-county meets and I wish to offer this testimony from Bexar County as to their worth.

"We have had three meets already and may have a fourth before the county meet. Next year we hope to build our program around these smaller meets and thus get every school in the county to participate actively in the program. We shall probably use them as elimination meets."

Urges School Exhibits

Supt. J. B. Layne, Comanche: Comanche County will take an enthusiastic interest in the many contests. I am in favor of increasing the literary contests, and placing a premium on this phase of the work. I think there should be in every county school exhibits from all classes of schools with heavy percentages for the successful schools.

SUGGESTS ANOTHER DEBATE QUESTION

Principal of Alamo Heights Thinks Convention System Good for Discussion

Julian L. Thomas

THE possibility of your selecting the Farm Relief Bill to debate next year pleases me, for I think that the proposition is debatable. Also, the study of this question will give the pupils a chance to make a real study of the problems that assail the farmers today. Probably we have no greater question that calls for some solution soon, than this question.

However, there is a question that I would like for you to consider that has certain advantages over the Farm Relief Question. I refer to the question as to whether or not we should select the candidates for State offices in Texas by the convention system. About one-half of the state legislatures of the Nation have taken up the question of the primary system or are going to consider it this year. In Texas, there will be a decided stand in favor of the return of the State convention system that chose some of the best State officers we ever had. This question could be debated as a Texas problem, or practically the same question could be debated as regards the selection of the candidates for the presidency of the United States by a direct vote of the people.

This question of convention system versus the primary system for the selection of either State officers or the President of the United States is debatable. In favor of the return of the convention system for the selection of State officers we have the argument first, that the people do not vote intelligently in the primaries, for they do not know the qualifications of the many men who submit their names for the office; second, that the old convention system has brought us the strongest State officers we ever had; third, that the convention system will bring to office men of high ability who would not seek the office as under the primary system; fourth, that it would save money.

On the negative you have the powerful argument that the direct primary is democratic, based on the confidence in the judgment of the people; second, that the convention system is controlled by a few political bosses, and, third, that the direct primary means more participation in public affairs by the people.

Says Basket Ball Season Comes too Early in West

WE HAVE the following comment from Howard M. Noles, Coach of the Lubbock High School:

In reply to your inquiry as to how we are pleased with the plan of the League, I wish to say that we are well pleased with the football plan. I might say that we are opposed to the 20-year rule to come into effect next year. We are also opposed to Class B schools carrying their schedules beyond the limits set by the League and advertising them as State championship teams.

The present basket ball plan is not adapted to this part of the country. We cannot go into basket ball as early as you people can and to have our winners determined as early as the League schedule calls for ruins basket ball for us. It seems that basket ball should be one of our main sports and the early dates for winners affects us seriously.

Can't Get Enough Lists

C. M. Porter, Temple: The spelling bulletins are so popular this year that I can't seem to get enough to supply the demand—have used 475 so far, but still need a few more. I am enclosing check for \$2. Kindly send me at once four dozen of the bulletins.

Music Memory Stories

May S. Teasdale, Savannah, Ga.: Your bulletin on "Music Memory Stories" is invaluable.

If You Want Correction On Age Limit Rule Do It Now

Time for Submitting Ballot Has Been Extended to April 15 for Corrections and Additional Ballots

OWING to the wording on the 20-year age rule ballot printed in the last LEAGUER there has been some misunderstanding in regard to the way to vote. For this reason the time limit on voting has been extended to April 15, and below are names in alphabetical order indicating how the votes received have been counted. Look up your vote and notify us if we do not have it counted properly. If you have not voted, get your ballot in as soon as possible. Since ward schools are not affected by the rule, ward schools votes are not included.

WANTS VOCATIONAL COMPETITION ADDED

Also Endorses President Hubbard's "Honesty" League for Schools

(By B. H. McLain, Superintendent Sweetwater Schools)

I HAVE BEEN interested in the article by L. H. Hubbard. I believe we are dealing to a great extent with incidentals. I understand that we have to, of course. I have felt the same interest in all the activities of the League that I presume, other people have felt; but it is such matters as Mr. Hubbard suggests that are really vital. It is not essential at all that a boy play football, but it is very essential that he be honest.

This leads me to make another suggestion that I suspect the League could render some assistance in. That is in the matter of securing and directing definite vocational undertakings by students. I have in mind to organize and our boys work committee of our Rotary Club is working on a plan to properly recognize such work. We have to pioneer our way, but I do not see, for illustration, why it would not be worth much more to a student who is going to have to earn his way to learn the rudiments of carpentry and perform his work under the rules of carpentry, a practical test, than it is to play a game of football.

I do not see why it should necessarily be impossible to have the elements of competition in such a case combined with the satisfaction which comes from a sense of creative ability. Besides there is the vocational importance.

This was especially brought to my attention by receiving four applications for a minor clerical position in our schools from four of our former girl graduates who had stood highest in their classes in scholarship, personality, energy, and everything. I see no reason why we could not by curricular and extra-curricular direction combine the pleasure of competition, sense of usefulness, and necessity of vocation.

I believe rules could be formulated and the public interested in encouraging recognition of students who achieve required proficiency in a practical way in any of the following: carpentry, concrete work, pig raising, poultry raising, banking, lumber yard work, salesmanship, dressmaking, automobile mechanics, beauty parlor work, meat cutting, blacksmithing, laundry machine operation.

The subjects were indicated as they were recalled to mind, and one could think of others. I see no reason for not permitting time to students to work at these things and receiving credit. I am sure progressive men would be glad to render assistance to the schools and to the students.

Rules and specifications could be formulated by practical men for final tests, which need not, of course, be entirely adopted by the League.

Endorses "Honesty" League

Supt. M. D. Lakey, Fabens: President Hubbard's suggestion to promote honesty is a very good one. The self-governing feature is very good and once established the students could exercise a great deal of influence on those who were not members of the society.

For the 20-Year Rule

Aman, H. O., Baker, M. P., Baker, Thos. P., Barden, E. K., Bates, W. Z., Batton, Cecil E., Belcher, G. L., Biekeley, J. T. H., Black, W. G., Bledsoe, Elizabeth, Boling, R. L., Booker, R. S., Brister, R. H., Britt, M. O., Buly, A. W., Burgess, Roger A., Cannon, M. A., Cantrell, J. W., Cook, L. T., Davis, Winnie, Deviney, A. H., Edwards, P. L., Forrester, N. C., Foster, H. L., Gibson, W. E., Greer, J. L., Gregory, G. C., Hall, W. A., Hardin, S. L., Hogg, W. B., Johns, W. E., Kucera, Jennie, Lacy, Joe, Lee, Thos. E., Legate, Robert, Limmer, A. M., Lyon, H. S., Mason, J. L., Matthews, Elmer L., McGlamery, B. E., McGuffin, L. B., McIntosh, E., McKee, Lillian A., McLain, B. H., McMahon, W. A., Miller, B. H., Miller, J. E., Miller, Vincent W., Montgomery, J. J., Morgan, Paul, Notley, W. D., Parker, Wylie A., Pendergraft, W. R., Perkins, L. Van, Peterson, M. V., Pipes, W. O., Poston, J. A., Riley, A. J., Robinson, F. M., Rogers, T. H., Rogers, V. Z., Sanders, J. L., Scarborough, J. C., Sharp, Mrs. Ida, Southall, O. C., Spangler, A. J., Stuart, W. H., Swafford, R. P., Turner, Dixon L., Walker, T. P., Ward, R. P., Weaver, J. B., Williams, M. B., Willis, J. M., Woody, Chas. R., Young, Frank.

Against the 20-Year Rule

Alexander, W. B., Allison, E. L., Ashley, C. C., Boles, F. O., Brown, Emmett, Bunch, J. H., Carothers, O. W., Carson, W. B., Cheny, J. E., Colvin, Arthur, Connell, E. M., Copass, Ben A., Cunningham, T. H., Davis, Chas. E., Dean, Guy D., Dornay, E. C., Dornay, E. L., Elliott, Travis A., Ellis, A. C., Erney, Fred G., Erwin, C. L., Farmer, C. E., Fleming, O. A., Foster, Miss Jeanette, Franklin, W. A., Genheimer, E. T., Hall, W. A., Jr., Head, J. L., Hill, J. B., Jr., James, T. M., James, Lee, King L. C., Knight, W. G., LeMay, S. R., Long, Willard, McDonald, T. H., McIlhenny, H. J., Martin, Dan L., Miles, S. C., Morgan, J. H., Page, Geo. W., Pepper, C. W., Pierce, John A., Pyle, Jay C., Robertson, J. F., Russell, D. M., Seale, E. W., Sheppard, H. S., Shifflett, L. B., Smith, Wilmer, Stewart, Guy H., Tanner, Myrtle L., Trussell, J. O., Underwood, R. B., Vestal, R. S., Walker, W. J., Wester, J. C., Wilson, Miss Stella, Wright, J. H.

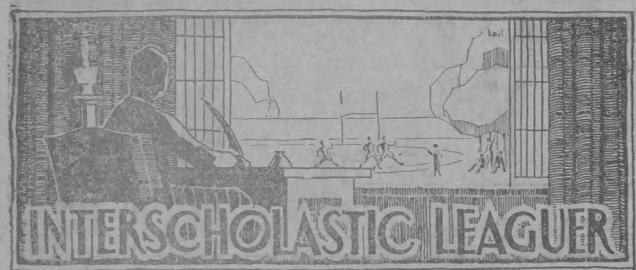
Received late: Lakey, M. D., for the 20-year rule. Faubion, A. L., against the rule.

Promotes 3-R Contest

Wallace Gregg, County Superintendent of Schools, Decatur: I am emphasizing the Three-R contest among the rural schools of Wise County and should like to have a supply (twenty-five copies) of the sample reading test which you offer to teachers. If you have also sample test sheets in arithmetic, I should like to have a supply of those. I find that the best way to arouse interest is to conduct a test in the schools as I visit them.

San Antonio Express To Give Tournament Trophy

FRED G. HUNTRESS, President and General Manager of the San Antonio Express, replies to a request for one-act play State trophy, in part, as follows: "I will be pleased to give a trophy to the State winner in the name of the San Antonio Express. Our newspapers are always glad to aid in this way of education, and I hope this trophy will serve as a stimulant to the State Tournament."



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ROY BEDICHEK - - - - - Editor

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SNIPERS

WHENEVER any public agency tramps on the toes of a commercial interest, it becomes a mark for snipers connected or sympathetic with the injured interest. In administering the contests among public schools, the Interscholastic League rarely comes into conflict with any commercial interest. In many of its contests, it finds them to be natural allies. Educational and business interests coincide. This is true of the Music Memory Contest. One producer of talking-machines and records maintains a great education department, and its cooperation with the League in teaching appreciation of good music has been valuable. Other contests may be pursued without either the cooperation or the resistance of any business interest. Without, of course, courting the displeasure of any group, business or otherwise, the League would be unworthy the name of an educational agency, if it shrank from or in any way avoided a conflict when educational principles are at stake.

The League has repeatedly found itself in this situation in dealing with football. In nearly every town of any size, the high school football team has come to be looked upon by certain groups in the town as a community-advertising asset. Other groups use games to gamble on, and they naturally want to win—all the time. A player thrown out because of ineligibility under League rules touches these business interests very sorely. The report of the Football Survey Committee, under the leadership of Superintendent Emmett Brown, of Cleburne, records that during the past year about four hundred players were declared ineligible and forbidden to play on League teams. This was done in the interests of legitimate high school boys—it was done in order that the contests might be used as an educational rather than as a sporting device. But the hit dog "hollers"—and snipes. Rumors concerning the viciousness of League control are circulated, sporting editors of communities affected often denounce the management, and in some cases actually misrepresent the motives of those in control.

Of course, all this is to be expected, but we would much prefer to wage open warfare. The sniper fires from a covered retreat, dodges into his hole, or runs away to a safer vantage point. He is difficult to get at. We should be pleased to debate with any of these "knockers" the true purposes of inter-school contests before any gathering of people or in any paper that will give space to such a controversy.

A NEW SUPERVISOR

IN any large city system of schools it seems that a position of great utility might be created, which, for want of a better name, might be called "Supervisor of Extra-Curricular Activities." There may be such a position somewhere in the country now, but we have never heard of one. There has been a tremendous growth in extra-curricular activities in the schools of the country generally in the last decade. The grade and the high-school teacher is an exception who is not asked to sponsor some outside activity for the students of the school in which she is employed. There is growing up a vast body of recorded experience in this work. Some are doing it well, others badly, and still others indifferently. Many plans have been tried which have failed; many other devices originated that have proved successful. The whole field is in need of clarifying study.

The thing that touches the Interscholastic League nearly in this matter is the fact that League contests lie wholly in the field of extra-curricular activities. In the smaller school systems, where the time of the superintendents and principals are not wholly consumed with other matters, they give much attention to League work and get a great deal of good out of it. In some of the larger school systems, however, the

work is simply "dabbled at"—except, of course, in athletics, which is usually overemphasized—and the consequence is that no worthwhile results are obtained. This, we think, could be remedied in a large measure, by the employment in the larger school systems of an extra-curricular activities supervisor, whose duty it would be to decide what contests (not only League contests) should be fostered in the schools, and then to see to it that they are promoted and conducted on a strictly educational basis. This, of course, would be in addition to his duties as supervisor of other extra-curricular activities. He should be a specialist in this field, and we can think of no other expenditure that would yield larger returns to the children of any large school system than the maintenance of such a position.

THE "CLOSING DATE" RULE

WE can see how unreasonable it may appear to the average citizen that a rule for a closing date should be strictly adhered to by an organization such as the University Interscholastic League. However, we have found by sore experience that when the League has promulgated a definite rule it is not only good policy but common honesty to enforce this rule without fear or favor.

We have refused the fees of more than three hundred schools this year because they were not received by the closing date. When a school joins the Interscholastic League it accepts the Constitution and Rules as notice. For the past two years we have published in the Constitution and Rules a notice of the closing date. On May 9, 1925, the State Meeting of delegates, which is the representative body of the Interscholastic League, fixed the closing dates for membership as follows:

- February 15 in 1926.
- February 1 in 1927.
- January 15 in 1928.
- January 1 in 1929.

This notice was published in the Constitution and Rules issued in 1925 for the school year 1925-26, and it was published again in the edition of the Rules in 1926 for the school year of 1926-27.

The following accompanied this notice of closing dates:

In order to qualify your school under this provision membership fee must be in the State Office by the date specified. It is a wise plan to remit the fee directly to the State Office.

Thus all of the schools that are members of the League have had two years' notice of the closing date. In addition to the notice thus published in the regular official Bulletin of the League, we have given this notice in boldfaced type in the *Interscholastic Leaguer*, which is sent free to all schools that have ever been members of the League every month since last October. This notice has been published a number of times on the front page of the *Interscholastic Leaguer*, so that anyone who casually glances over the paper cannot fail to see it. Besides this notice, we have given from time to time notice of closing date to the State press.

Since there are something like thirty thousand teachers in Texas, and at least nine thousand schools, personal notification under a 2-cent stamp is practically impossible. We must presume that anyone who wants to participate in the Interscholastic League will secure a Bulletin and inform himself concerning the rules and regulations of the organization.

If the League made exceptions to a definite rule of this kind, upon what basis should exceptions be made? There would immediately come before the State Executive Committee the individual cases of three or four hundred schools, all to be examined and decided on the merits within a period of two or three weeks, which, of course, is an impossible situation. We have come to the conclusion that the only way fairly to enforce this rule after the notice has been so sufficiently given, is simply to close the books on a certain time and make no exceptions.

However, if we were an enemy of the Interscholastic League and wanted to do it an irreparable injury, we can think of no surer way to do it than to admit a school now that has not paid its fee by the closing date, after having denied this privilege to something like three hundred schools.

As a matter of general policy, there is no doubt but what a closing date facilitates the work of the League and makes easier and more pleasant and profitable participation in League work by those schools which do pay their fees by the required time. We see no reason why the schools which have observed the rules should be penalized and thrown into confusion on account of the failure of certain other schools to abide by the rules. When the rule hits a personal friend, of course it makes it especially difficult to administer, and we have had this bitter cup to drink several times this season.

Penmanship Suggestions for the Three-R Contest

LESSON 6

By Minnie B. Graves
Supervisor of Writing, Waco Public Schools
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Uniformity

GOOD hand writing consists of uniformity of assembled features—that is, well formed and correctly aligned letters of proper height, slant and spacing. In order to bring this about, studious practice is necessary. Uniformity of slant in writing promotes speed, legibility and ease; therefore it is necessary and exceedingly important to get uniform slant. The slant in writing depends largely on position of paper, body and arm. Authorities are not agreed on the slant. However, a slant of 58-60 degrees from the base line permits rapid writing as well as legibility and freedom. Lack of uniformity in slant makes writing illegible and ugly. The legibility of writing decreases as the slant increases to the right; so a 60-degree slant is a good average for speed, legibility and ease.

To attain this degree of slant, pupils, if they have not previously done so, should master the two-space push and pull drill in order to perfect motor control in slant. Next, practice carefully words containing the upper loop letters, as *l, h, b, k, f*, found in such words as the following: *locally, parallel, bobolink, knuckle, faithfully, fluffy*. Then practice words having lower loop letters, as *jiffy, zigzag, jazz, poppy, dizzy, goggle*.

The spacing is controlled to some extent by the size of the letters used. Taking the capital letters as a standard, the one-space letters should be one-third the height of the capitals; *d, p, t*, should be two-thirds the height of the capital letters; full loop letters, as *b* and *h*, should be the height of the capital letters.

Well spaced writing shows accurate and definite motor control. Letters should be placed far enough apart to show each letter distinctly and clearly. The spacing between words should be about the width of a small letter as *h*, unless the inward stroke of the final letter swings above the base line, as *to, final t* or *r*; then, the next word should be placed slightly closer than the width of a small *h*. Spacing of words will take care of itself largely if beginning and ending strokes are correct. Such strokes should touch a push-pull line placed between the words.

In proper alignment all letters should rest on the base line. Attention should be given to proportionate heights of letters. Do not let the one-space letters lie down on the base line, thus causing the loop letters to be more than three times as high. Uniform slant is an aid to proper alignment. Practice of the following words will help to secure the proper alignment: *minimum, momentum, commission, marmos, stammer*, etc. The push and pull stroke or slant is readily seen in each letter of these words, and for the most part the letters are the same height.

Muscular control influences greatly the size of the writing. In the lower grades where effort is taking place, and habit is being established, it is desirable to use a larger movement. This motion is gradually reduced through the terms until in the upper grades the size of the capitals is approximately three-fourths the space high, while the one-space letters are one-third the size of capitals. Uniform size of letters and ease in execution, increase legibility and add smoothness and beauty to the quality of letter formation. Relaxation and the use of sufficient speed will aid in developing uniform size. Practice words containing one-space letters, as follows: *common, commune, annum and measure*. Then proceed to the practice of words with loop letters and small letters, as in *penmanship, conflict, lullaby, Rhode Island*, etc.

QUESTIONS AND ANSWERS

Question: The grammar grades and the high school are housed in the same building, each has paid a fee. Will each division be allowed representation in declamation in both the senior and junior contests?

Answer: Yes.

Question: That is, will the high school be allowed both senior and junior declaimers and the grammar school be allowed both senior and junior declaimers?

Answer: Yes.

Question: The high school is housed in a building separated from the grammar grades, each has paid its fee. Will both be allowed to enter contestants in both senior and junior declamation?

Answer: Yes, except as provided in Section 1, Art. VII.

Question: "Knot" occurs in the Spelling List and there is nothing written after it to let the children know whether they are to write "knot" or "not." In the contest will the director of spelling be allowed to explain which word they are meant to write in such cases?

Answer: By all means. Pronouncer should explain homonyms—the rules provide for this.

Question: The children can't italicize such names as Carmen in the Music Memory list, so how shall they write it?

Answer: No indication of italics necessary. See schedule of grading points on page 38, Constitution and Rules.

Question: The word "from" isn't written in the official list and I don't know how to tell the children to write such words as Carmen. Are they to underline it or use "from"?

Answer: Insertion of "from" is immaterial.

Question: One of our girls who is in the arithmetic contest and is on the baseball team has attended school every day this session, but her parents moved to town February 17, and our county meet is the 18th and 19th of March. Does this disqualify our girl, who is still coming to school here?

Answer: No, she retains eligibility in your school.

Question: Another girl's parents moved into this community February 17 and she started to school the 18th. Will she be eligible?

Answer: So far as the attendance rule is concerned, she qualifies after thirty days' attendance.

Question: We have a junior girl who is in the ninth grade. Can she spell as a junior or senior?

Answer: Junior.

Question: If a senior is found to be playing as a junior in indoor baseball, will it not disqualify the entire team?

Answer: No, but games in which she participates are forfeited.

Question: Do you not think it advisable to have two umpires in indoor baseball, one for base and one behind the bat?

Answer: Not absolutely necessary, but advisable.

Question: How many members does it take to constitute an arithmetic team?

Answer: 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. By an error this paragraph was omitted from the rules governing the arithmetic contest, and correction was made in the official notice column of the November LEAGUER.

Question: In the manner described for the determining of the beginning point in arithmetic, suppose that number drawn for the beginning point should be the last number (1180), then should the contestant work backward from this number? Should they draw, say, No. 1170, should they continue forward until the last number is solved and then go back to the first problem or beginning at 1170, and then to 1171, etc.?

Answer: Work on to the end of the list of problems, and then turn back to Problem No. 1 and continue until time is up.

Question: In Bulletin No. 2622 it states to write the problem and give solution on blackboard and this may be done in the final contest before visitors, while Bulletin No. 2638, "Developing Number Sense," states to not write the problem, but give the number of the problem and the answer. Does Bulletin No. 2638 have reference to the preliminary contest, and Bulletin No. 2622 have reference to the final contest?

Answer: You have correct interpretation.

Question: Is a team determined before the final contest?

Answer: Yes.

THE WILD FLOWER CONTEST

Dr. B. C. Tharp

A good many inquiries have come to the director of the wild flower contest for information regarding the rules to be followed in judging exhibits at county meets. These rules are stated in the last section of the leaflet sent out by the Interscholastic League headquarters last fall and still available to those not having copies.

Some confusion regarding the identification and labelling of specimens seems also to exist. Paragraphs 2 and 5 of the leaflet above mentioned deal with these matters, but perhaps they may be more clearly stated: No identifications or attempts at naming are to be made by collectors. All plants are to be sent in duplicate, by number alone to the University where they will be identified. A list of identifications, together with blank labels will then

be returned to the respective schools whose entrants will fill out the blanks neatly and correctly, and attach each to its proper folder. The collection is then ready for exhibition. After exhibit all specimens should be filed away in a convenient sized box with moth balls or flakes to protect them from insect ravages. These boxes should be as nearly air tight as possible, and the moth balls renewed whenever they are about to disappear, else the "bugs" will eat up the specimens.

HIGH SCHOOL PAPERS EXCHANGE LIST

The Washingtonian, Brenham High School; Vol. II, No. 4; monthly; Harold Niebuhr, editor-in-chief; Cordes Tiemann, business manager; four columns, eight pages.

The Scotchman, Edinburg High School; Vol. I, No. 7; B. L. Turner, editor-in-chief; Charles Newman, business manager; eight columns, four pages.

The H and Y Hive, Harlandale High School, San Antonio; Vol. II, No. 1; semi-monthly; Alexine Cooper, editor; Jack Wells, business manager; four columns, four pages.

The High School Messenger, West Columbia High School; Vol. II, No. 12; weekly; Frank Arrington, editor-in-chief; Fay Clayton, business manager; four columns, four pages.

The Marlinton, Marlin High School; Vol. III, No. 6; monthly; Batheta Loggins, editor; Forrest Young, business manager; three columns, eight pages.

The Echo, Gordon High School (mimeographed); Vol. II, No. 9; semi-monthly; Mary Ruth Boles, editor-in-chief; Corinne Colvard, business manager; three columns, ten pages.

The Holland Hornet, Holland High School; Vol. II, No. 11; semi-monthly; Leroy Jeffers, editor-in-chief; Billy Hamblen, business manager; four columns, four pages.

Main Avenue Huisache, Main Avenue High School, San Antonio; Vol. XXXI, No. 21; weekly; Helen Harding, editor-in-chief; Mary Bailey, managing editor; seven columns, four pages.

THE FOREMOST NEED

SUITABLE EDUCATION during the adolescent years should devolve as a right and obligation on every child that comes to maturity within our borders. The requirements of modern civilization have become exceedingly involved and exacting. It is becoming quite clear that the years between 12 and 18, or thereabouts, constitute the period during which proper education, combined with the development of sound health and normal habits, are of the utmost importance for the subsequent happiness of the individual and for the welfare of the Nation.

This doctrine is now so generally accepted that already the grouping for educational purposes of the years around this period of life is far advanced with us. In this respect our development is parallel with the English or French model. Especially in cities, the completion of elementary education at 11 or 12 years of age and the replanning of the next six years as a fresh epoch represent an improvement that must ultimately be widely adopted.

The future of education in America depends on what we do with these six years. What an intelligent father desires for his own son, an intelligent democracy desires and should provide for its children—an education for each according to his capacity. The conception of a democratic education as one leveled to a colorless mediocrity is as grotesque an interpretation of democratic principles as a state of health in which abounding vitality in those who can acquire it is depreciated on the ground that only average health is fair to the community. No one believes this nor considers it a sacrifice of democratic principles to applaud supreme ability, whether it be in highly trained artists, in race horses, or in baseball players. The time can hardly fail to come when, at the expense of the whole people, maturing human ability of whatever grade may readily attain its native level. It is the recognition and attention bestowed upon such ability that fixes the measure of its subsequent obligation to its supporters.

The foremost need of American secondary education is the frank establishment at the top of each considerable school system, of a school or a division that shall embody, for those capable of profiting by it, the best we know in the process of education for this period of life. It should copy no other known institution, but taking advantage of the

principles to which other great schools have owed their success, it should produce under our conditions a type of intellectual discipline that will be fully worth to rank with these.

—Henry Smith Pritchett.

Books and Magazines

Teaching. Whole No. 72, *The Field of Speech*, the Kansas State Teachers' College, Emporia, Kans., 25 cents.

This is the November, 1926, issue of a magazine that is issued by the above named institution, and contains chapters entitled as follows: "Staging the Play in High School," "Speech Work in Junior High School," "Constructive Speech Work," "Dramatic Work for Children," "Story Telling," "The Red Squirrel"—a legend play for children, but not beyond grown-ups; "Topics for Discussion or Local Debates," "Subject Matter for Orations," "List of Plays Suitable for Junior High Schools," "Play Production."

The magazine contains 38 pages, and it is recommended heartily to any teacher interested in speech education. R. B.

One-Act Plays for Secondary Schools, selected and edited by J. P. Webster, M.A., and Hanson H. Webster, B.A. Houghton, Mifflin Co., New York.

Here is a book that makes practical the highest type of teaching, the creative. Instead of the sterile analysis of sixteenth century masterpieces, a dull task for the 14-year-old, he finds here the reading, acting, and imitating of eighteen simple one-act plays, all fresh, modern material, of impeccable English, within the easy grasp of the ordinary high-school student. Two of these thumbnail dramas were actually written by school-boys. Specific chapters explain just how the teacher of oral English, or English composition, or both, is to make the best use of the selected plays.

This volume is one of the best examples of motivation which have delighted the reviewer's eye in many a day. Too often is the student with the creative instinct, loosely referred to as "the artistic temperament," regarded as dull, when, in fact, he is the highest type of student. He detests the dull didactic presentation of a subject; he delights in doing something himself with the aid and encouragement of a wide-awake teacher. It does not take a Matthew Arnold to use this book, either; any good English teacher will find the task easy and delightful.

Due to the present wide-spread interest in the drama, this collection of one-act plays is certain to find a place in the curricula of progressive teachers of English. L. G. B.

Testing Program Under Way in Johnson County

JOHNSON COUNTY schools, under the supervision of Roy L. Doak, County Superintendent of Schools, are to have the benefit of a testing program. Mr. Doak's letter follows:

I have in Johnson County twenty-nine one- and two-teacher schools, and would like to put a bulletin concerning the Three-R Contest into the hands of the principal of each of these schools. You sent me some fifteen copies of the bulletin and I am asking that you please send me fifteen more copies if you can spare them. I think this is a wonderful addition to the work of the Interscholastic League, and I am going to try to interest the schools of my county in the work.

I am planning some standard tests for every school in the county, including all the independent schools, and I shall appreciate it if you will send me test sheets covering the different phases of this work. I am doing this to lay a basis for some county supervision work next year, and wonder if it would be possible for you to furnish me with some three or four hundred—or possibly five hundred—complete sets of these tests? I want to give tests in other than the seventh grade, but believe I can use these tests as a basis for my work. I am sure that I would not be allowed to use these tests in schools entering the county contests since they would become familiar with the nature of the work. The rules governing the contests and the methods of grading are the principal things that I am interested in, as I am planning to have the teachers give the tests and report to me. I want to make some comparisons between rural schools and independent schools; State-aid and non-State-aid schools; one, two, three-teacher schools, etc., and have been collecting materials along this line, but have found nothing quite so good as the material which you sent me.

ARGUMENTS FOR AND AGAINST 20-YEAR AGE RULE

Time-Limit for Casting Ballot Extended to April 1 When Final Ballot Made

DISPUTE BECOMES WARM IN PLACES

Proponents Have a Slight Lead in Balloting So Far

CONSIDERABLE space is given to this matter of lowering the age-limit for participation in League contests for the reason that it is a change in one of the fundamental eligibility rules. Letters have been grouped "For" and "Against" for convenience of the reader.

FOR 20-YEAR RULE

Supt. J. W. Cantwell, Wichita Falls: There is this that occurs to me, that if grown men are permitted to play on the team it puts the boys of ordinary high-school age at a considerable disadvantage. The whole thing tends to resolve itself into a discouragement for the younger boys and a strong disposition on the part of the athletic group to get grown men for the team. Already our high-school teams approach too closely to the maturity and development of our college teams. My disposition would be to lower the age rather than raise it for these reasons; more especially when I take into consideration that these over-aged men who have already received their physical development should put in their time in school as students rather than as athletes.

Supt. H. L. Foster, Longview: I have your blank at hand and wish to register my vote with you concerning the 20-year age limit in football. I am for the 20-year rule. Looking back over the problematic cases here in school and in football—they all come from the aged boys.

Supt. J. A. Poston, Floresville: I vote "yes" simply for the reason that most boys graduate about 17 or 18. I have never taught one older than 19. I know too that the school that has one or two over-aged fellows has an advantage over the normal high school. Such a fellow too if he is worth killing can go to some junior college and participate with fellows of his development. I have known a few who were a source of a great deal of trouble in school.

Supt. J. L. Greer, Brownsboro: My ballot for our school is enclosed. I sincerely favor the 20-year rule. Many opponents of the rule say that it will injure small schools. Since ours is a small Class B high school I am privileged to answer that charge.

We will lose three players of our first string because of the new rule. But there will be a dozen more of younger ages to take their places. Small schools are always at a disadvantage when classed with larger ones, yet the lowered age limit helps to equalize the competition.

Furthermore, most high-school athletes spend too much time in high school. The new rule will be of inestimable value as a time saver. Also, most of the "ringers" which small schools are accustomed to using will be eliminated by the reduced age limit.

By all means, retain the 20-year rule. It would be a good thing to reduce the age limit by still another year.

Stress Literary Events

Supt. Paul Morgan, Clarendon: In regard to the football ruling of 20-year age limit, I take great pleasure in stating for the general public that I am for the rule. I agree with Principal Perkins of C. H. Yoe High School, Cameron, that we should stress the literary side. I agree further that football does not reach the largest number of students and that to permit these students to play is one more way of seeking a district championship. Our football team won the Class B district championship of District One this past year, but I feel that football will mean more to us fundamentally if we stay by the new ruling. It is my belief that students who enter school late should spend more time on their studies and less on athletics.

I am also in favor of forbidding the district champions playing bi-district games. It was commercialized

in West Texas this past year. We need stricter rules and a more even balance of emphasis on all phases of high-school activities rather than on football.

Frank Young, Principal, Commerce: The 20-year rule will eliminate two of our best players but they are poor students and should give way to other boys. The age limit should be 19.

Robert Legate, Tellet School, Pattonville: Enclosed you will find the ballot from the Tellet School. I think that the age limit should be lowered to 20 years, because it will afford the younger pupils better opportunities to play and the game should be for all instead of for a select few who are the best players.

F. M. Robinson, Principal of Hatchel School: Enclosed you will find my vote on the 20-year rule. I am for it because it tends to cut down the emphasis or over-emphasis on athletics and more to the school work.

R. P. Ward, Principal, Edinburg High School: I wish to vote in favor of the 20-year rule. The limit should be made 18 years; or a student should become automatically ineligible at the end of his eighth semester in high school, and attendance for any part of a semester should count as an entire semester.

Our high school draws half of its students from small schools and from rural territory, for our district is very large and transports students five to twenty miles. A 20-year rule won't bother the small school or the school that draws from rural territory.

Physical training and health training are highly desirable. However, gladiatorial combats and exploitative athletic exhibitions such as we sometimes try to foster under the pretense of athletics as we hide behind and quibble over Interscholastic League rules have no more relation to physical training than a "bull fight in Mexico has to scientific agriculture."

I believe firmly in athletics, physical development, and health training—the best possible—for all bona fide students, but the "spectatoring," viciously experienced physical contest is no educational and developmental agency. Trim matters to where the bona fide students from 14 to 18 have an opportunity to enjoy participation.

Wylie A. Parker, Principal, Forest Avenue High School, Dallas: I am strongly in favor of the 20-year rule in League matters for several reasons:

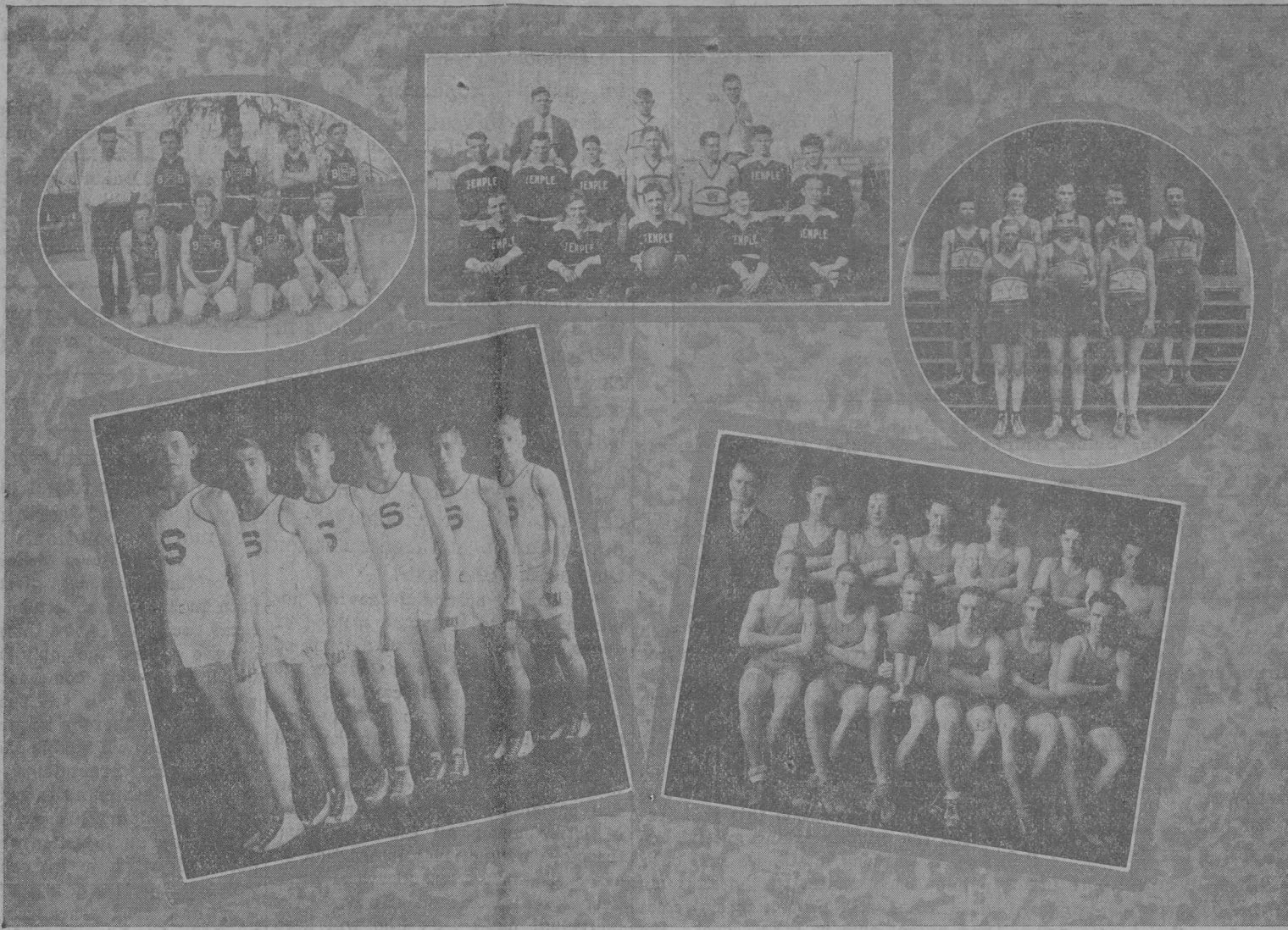
Will Help Team-Work

1. I favor this rule for the sake of the individual. Since 17 is the average age for graduation among boys in Texas high schools, it is not fair to an individual who is over age to endeavor to make him fit into the teamwork of boys much younger than he. In the second place, the fact that he is so much older than his mates, is an evidence that he is not normal, and therefore, needs to do his classroom work as rapidly as possible to gain back a portion of the time he has lost. He hasn't time for much extra-curricular activity, in justice to himself and society yonder.

2. It is not well for the team to have the one participating who is over age in the least. In the matter of cooperation, coordination, teamwork the individual who is older than his mates is too mature physically, socially, and morally to fit into the normal high-school team of boys. If he is used, you will find him doing some daring performance to win the applause of his mates and the spectators as compensation for lack of teamwork. In other words, the "star" performer will show up; this is his only chance for a "place under the sun," and he is obliged to use his opportunity. It is teamwork, it is cooperation of the whole as one, it is perfect coordination that we ought to work for in high school.

I would prefer to have a team of 17-year-old boys on the athletic field than a team made up of 16-year-old, 17-year-old, and 18-year-old boys; and this combination of 3-year-old boys is far more satisfactory to represent my school than a combination of 15-, 16-, 17-, 18-, and 19-year-old boys. The farther the boy is removed from the average, especially at the upper end of the curve, the greater the degree of teamwork is hampered, since individuals mature

Five District Basket Ball Champions that Lost Out in the Bi-District Games



(Left to right, upper row) Bellville High School, District 21.—Front row: Bradshaw, Brooks, Bell (Capt.), Sander. Standing: Makeever (Coach), Albert, Logan, Mantzel, Machemehl. Temple High School, District 14.—Sitting: Johnson, Pollock, Furl (Capt.), Lee, Cooper. Kneeling: Neal, Weathers, Deems, Zachry, Shull, Bryant, Streater. Standing: Henderson (Coach), Brightwell (Mgr.), Russell (Coach). Yancey High School, District 23.—Top row: R. Ward (Capt.), Hardt, P. Ward, Muenink, Burgin. Bottom row: Fohn, McCaughan, Faselar.

(Left to right, lower row) Sherwood High School, District 18.—Davis, Gentry, Taliaferro, Mills, Harkey, Thomas. Canyon High School, District 1.—Standing: Anderson (Coach), McDaniels, Williams, Watson, Pearson, Neal, O'Donald. Sitting: Higdon, Lowes, Brown (Capt.), Christian, Wiggins, Bandy.

so rapidly year by year physically, socially, morally after they pass the 16th year. I much prefer to see the age-limit lowered to 19; this would be far more logical from the standpoint of physiology, psychology, and moral science.

3. I am for the 20-year-rule for the sake of the school as a whole. I believe that the normal pupil, the pupil who does "the dirty work," as we say, should have his day in court. None of his opportunities should be denied him. He is peculiarly fitted for the machine of which he is an important cog. The coordination among the average pupils is perfect, and can be utilized for perfect cooperation and teamwork immediately. This fellow will give a far better account of himself in interschool affairs, just as he will do better work in intramural competition. Not one of these normal pupils should be crowded out of the machine by the sub-normal, the over-aged, the misfit.

Needs Simplification

4. It will simplify our athletics in Texas. High school competition, especially in athletics, is too involved; it needs to be simplified. This rule will tend to do this thing.

The school that follows the plan of using normal pupils in interschool contests will have a superior team to the team made up of normal and sub-normal pupils. We have tested this in selecting the casts for our senior plays. In other years we selected the cast without regard for age or grades. For three years or so, now, we select pupils who have scholarship records, and who are socially and morally fit for the group. The result is that our plays are far better; they execute their parts almost as professionals, and they do this in much shorter time than we were able to prepare in the past. Our director of dramatics, particularly the senior play, is not a high-school teacher, and she was opposed to our idea of selecting scholarship pupils for the cast, but now she is enthusiastic for the plan.

Usually these old boys are in high school because they are mentally slow; they cannot make the required grades if teachers adhere strictly to scholarship rules. They are usually too dull to know what teamwork means. They must resort to the tactics of the "star" performer while the remainder of the team who are normal are working their coordinations for teamwork, rather while these are endeavoring to cooperate. Oftentimes the opposition is so marked that there can be no such thing as teamwork.

I am for our very own, normal pupils who are doing the tasks of the school in a normal way to represent

our school. These are loyal and faithful and true. These are the deserving pupils, since they make the school what it is. Their standards are the standards of the school which they represent, because they helped make the standards. They are with us four years, only, the normal life of a high-school pupil, and then go on to college and do "the dirty work" for these higher institutions of learning. These are the deserving pupils who can be trusted to carry the banner of their school on all occasions. Let us protect them.

AGAINST 20-YEAR RULE

Paul L. Tyson, Coach, Waco High School: I feel that this letter is more or less an imposition because of its triteness, but somehow I must have a rehearsal. The situation with reference to the 20-year-old rule stimulates afresh some "old fashioned" ideas of mine concerning a few planks in our Constitution.

Recently I have been thinking about how large and young Texas is. We are almost pioneers in some sections. Time has not permitted us to develop our resources or schools like older and more settled states, such as Massachusetts or Ohio. These states have had many years in which to mature and profit by experience. It, therefore, seems to me that since this is true we must not be influenced too much by athletic constitutions of other states. I understand some constitutions have been in effect fifteen years or more. Ours is only a few years old.

Big Territory

We have a wonderful organization involving an enormous territory—one as large as the New England states, with some sections differing more widely than state-interests of those states. Many of our districts are larger than states like Massachusetts or Ohio. It, therefore, appears to me that we must follow certain cardinal principles serving the best interests of such a large territory which is comparatively young.

The 21-year-old rule, compulsory full term attendance with requirements for credit work and the 4-year eligibility rule constitute, I believe, the cardinal principles and backbones for our organization. Further legislation should simplify their practical application. I have had many occasions to hear public opinion concerning the 20-year rule. They can't see why it was passed. What purpose it will serve. Who agitated the move, etc. They think that as long as a boy is entitled to free public education, that is up to 21, he should maintain his eligibility, provided, of

course, that he complies with the 4-year rule. In further support of this widespread belief I can't see how a 20-year-old boy would prevent several younger ones from "coming out" for the team. Something needs adjusting in the school athletic policy if this is the case. Suppose ten boys would try for the place left vacant by a 20-year-old boy, as soon as one was selected the other nine would drop out.

Encourage Participation

If we are after a constructive move to touch more boys, why not encourage the idea of organizing second teams, participation not to count on the first-term eligibility. This would afford opportunity for a vast number of boys to become identified with a functioning organization.

Some have objected to the older boy on grounds that he cripples or injures younger ones. I must confess that we have never had any such experience. There may be, however, sections of the State having to deal with this situation. I have seen many 17 and 18 year old boys who were powerful and balanced the scales at 180 and over. Surely we can't legislate eligibility on a boy's physical prowess.

For a long time it seemed quite ridiculous to me that school men would oppose full school year attendance for athletes. Finally that was put into effect. I suppose we were still in the pioneer age; we have come gradually to appreciate the needs of this. This rule, it seems to me, is the foundation stone of all cardinal principles. This is the finest addition of all—the most constructive legislation ever put into effect. Waco has had this rule for fifteen years and we know the value of it. Scores of minor rules and regulations will automatically be taken care of by its application. It will take care of the 20-year-old rule, not entirely, but will do so to a large extent. The 4-year rule needs no discussion.

Need Coaches' Advice

Each year, I believe, school men should meet with the League officials and give expression to their views and ideas. We need more coaches to attend these meetings—they must be made to feel that they have as much responsibility as the principal or superintendent. The League officials being "non-interested," should ferret out all suggestions flavored with local interests and put into effect only such legislation effecting State-wide good.

I fear we are going to depart from the principles referred to above and make our organization an unwieldy one by an annual addition of regulations which will cause much compli-

cation because of the size and youth of the State. Too many rules and the pendulum might swing the other way. We must grow gradually.

The more I study the situation, the more I am convinced the above principles will serve as the oil for troubled waters for our present state of development.

More Fellowship Needed

In the final analysis we need to develop more fellowship and fraternal understanding among our schools and less legislation. We need to familiarize ourselves with the League plan as it is now. We probably need more clarifying, for example, regarding creditable studies for athletes. We may need better definition for district committee authority and jurisdiction, etc., but not additional laws departing from the principles.

The division of the State into districts with its committees who meet annually to arrange schedules offer first occasion and opportunity for "get together" and better understanding. The possibilities here are still in its infancy. Last year when our district met at Austin to arrange a schedule it was the first time the coaches and school men had opportunity to meet and talk over matters of general and local interest. We now enjoy better understanding and feel that future meetings will cause us to realize still better conditions. Better understanding and acquaintance will cause fewer suggestions for regulations. Are we inclined to offer legislation to aid our local welfare and undermine the strength of a certain locality or is it for the good of all?

We will never be able to formulate a constitution qualified to serve as a panacea. In conclusion permit me to say that we need better understanding among our people and fewer laws; we need to digest thoroughly our plan as it now stands—more clarifying and better definitions to carry out the cardinal principles.

Bell County Against It

The following clipping is taken from the Temple Telegram of February 25: Temple and Bell County schools are opposing the proposed 20-year age limits rule for high-school athletics, it was learned here Thursday. This rule would be decidedly in favor of the larger high schools, unfavorable to smaller schools and unfair to the rural boy, it is stated here.

A vote is being taken by the Interscholastic League on the proposal, each school being allowed one vote. The rule promises to limit participation in athletics under the Interscholastic League supervision to those under 20 years of age, effective Sept. 1.

Principal C. W. Pepper of the Belton High School said in a letter to the League: "I believe you will find a large majority of the Class B schools who object to the 20-year rule. Over half of our teams are boys from the country who enter the eighth grade at a much later age than the average. Our condition for next year is probably unusual but we will lose five of our boys, who have played only one or two years, on account of the new age limit. Four of these are country boys who entered school late."

It is reported here that Supt. Paul Baker of the Belton schools is against the new rule as are the school authorities at Bartlett, Holland, Killen and other towns in this section.

Supt. L. C. Procter, High School Principal J. L. Head and the coaching staff of the local high school are opposed to the rule.

"The smaller schools can less afford to lose one man than we can afford to lose two or three," Mr. Procter said, "and the schools larger than our school are the ones that will benefit by the rule. The school having the greatest student body will profit."

"The boy who is entitled to free school age is entitled to play. The average country boy goes to school only five or six months in the year and he naturally is later in graduating. Athletics help to keep him interested in school and he is entitled to play. The situation is now very well controlled by the scholarship rule which requires that a boy must pass three courses out of four and must have done so the preceding year, and also by the 4-year limit rule which is designed to disqualify a boy if he has participated in athletics for four years."

"I think that the proposed 20-year rule is undemocratic, unfair to the smaller schools and very unfair to the country boys and I believe that all of Bell County will be opposed to it."

Supt. R. B. Underwood, Crowell: You may number me along with those who favor all boys who care to participate in football to be allowed to do so until the 21st birthday. The free school age is 21 and a person is allowed to go to free school until that time without paying any tuition if he lives within the district. A boy is not allowed to vote in any election until he is 21, that is, State or National election and is not usually considered a man until he is 21, therefore I favor allowing him to participate in any or all forms of high-school athletics until he reaches his 21st birthday.

H. L. Butler, Coach, Sherman High School: I am enclosing the ballot of Superintendent J. C. Pyle, of Sherman High School, Sherman, Texas. He votes not being in favor of passing the rule which will restrict boys from competing in high-school athletics after their 20th birthday.

I will not go into discussion of the why we feel that it is best not to have such a rule, but I wish to bring out one point in argument against such a rule, and that is, we have physical education for boys that are not physically able to compete in athletics against the boys who are older.

In voting against the new rule as stated, D. M. Russell, of De Leon, says: "I would favor the 20-year rule with the same interpretation as we now have on the 21-year rule."

Miss Jeannette Foster, Principal, St. Paul School, Marlin: I object to the 20-year rule limit. My reason is this: at the rural school the children have only a small chance of regular attendance and we can easily use the Interscholastic contest to influence them to come to school. I believe if you move it back, we will lose quite a few rural boys.

League Begg Question

Supt. A. C. Ellis, El Campo: I am sending in our vote on the referendum. It seems to me that the arguments in THE LEAGUER in favor of the 20-year rule beg the question.

1. This point assumes that the 20-year-olds are crowding out younger men. This is not true, for less than 1 per cent of the men in any high school squad are that old.

2. "Scholastic age" in Texas is determined by statute. There should be no confusion on this point. School boards might give free tuition to older men, but the law provides "free tuition" through the 21st year. That should be the basis for all participation in activities if we are forced to accept them until that age.

3. Our experience disproves this statement. We had six injuries. Four were to seniors over 18, and two to

REPORT FOOTBALL SURVEY ENDORSED

Two Fort Worth High-School Principals Comment on Recommendations

The report of the Football Survey Committee, Superintendent Emmett Brown, of Cleburne, chairman, has been printed and distributed to schools which participated last fall in football. It is receiving very favorable comment. Below are reproduced two of the letters received:

C. A. Gardner, Principal, North Side High School, Fort Worth: I am in receipt of the report of the Survey Committee, February, 1927, in regard to the football plan. I believe the committee has done some good work and their suggestions deserve adoption. Of course, problems will arise from time to time which will have to be worked out. I question if it is best to encourage anyone to remain in high-school athletics after he is 21 years of age. However, there may be some cases in which an exception should be made.

R. L. Paschal, Principal, Central High School, Fort Worth: I have received the report of the Survey Committee on the Football Plan. The committee has done an excellent work. There are two recommendations that I do not approve.

1. The recommendation that all duties of a secretarial nature shall be done by the chairman of the district executive committee. This chairman is usually a principal. In the large cities a principal of a big high school will not have the necessary time to do this work. In our own district we found it satisfactory last season to have the supervisor of athletics and physical training in the Fort Worth schools do the secretarial work.

2. The last recommendation of the committee to remove the age limit is unfortunate. Schools vary about this matter. Some allow free instruction to any pupil, regardless of his age; others have the State limit of 17 years. I believe the rule wise that restricts high-school football players to those under 20 years of age. This allows for failure for two to three full years. The average age of graduation from high school has decreased sharply in the last few years. I give below the ages of 423 boys that graduated from our school in the school years, 1924-1925 and 1925-1926:

Age	No. Boys Graduated
14	1
15	26
16	103
17	135
18	84
19	51
20	15
21	8
Total	423

I know that some of the twenty-three who were over 20 years of age at time of graduation were unfortunate in not being able to attend school, but they do not fairly represent the 400 that graduated at an earlier age, and should not represent them on the athletic field.

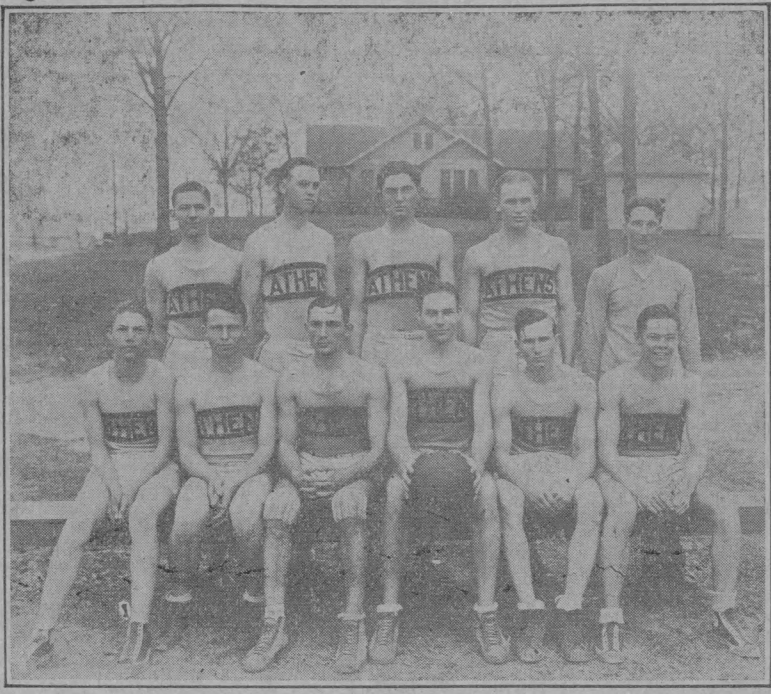
If this recommendation becomes a rule, boys that on account of age, maturity, and training should be on college teams will still be playing on high school teams—just as the player from Oak Cliff last fall who last spring would not take an examination which he was sure to pass so that he might be eligible to play on the Oak Cliff team last fall. A more flagrant case in one of the oil towns to the west of us was reported to me by Mr. Cook of Breckenridge. There is no fair competition where there is a rule that makes the use of such players possible.

I also wish to call your attention to the ambiguity of the rule at the bottom of page 17, Constitution and Rules, 1925. The ambiguity may be corrected by adding: "No pupil who has been out of school a year or more shall take part in any contest of this League who did not attend a major portion of the last semester he was in school and who did not complete at least three half units during that semester."

Favors Cooler Weather for Football

H. L. Butler, Coach Sherman High School: I read with interest your article in regard to starting the football season later in the year and continuing through December. I wish to state that we are heartily in favor of the plan which would carry football through December and begin in October.

Basket Ball State Champion



Athens High School Basketball Team, 1927
Seated: McLaughlin, Shinn, McLaughlin, Reynolds (Capt.), Wyrick, Bradshaw.
Standing: Sumner, Huggins, Tompkins, Moss, Kitts (Coach).

STRESS MUSIC IN MERTZON SCHOOLS

Demonstrates What Small Community Can Do When All Pull Together

MISS BIRDIE ALEXANDER of El Paso, chairman of the northwest district of the Southwest Music Supervisors' Conference, furnishes *The LEAGUER* with a copy of a letter from Supt. Hugh O. Davis, of Mertzton, describing the Mertzton public schools and especially the attention given therein to instruction in music. It is certainly a commendable showing. The letter, in part, follows:

Mertzton is a little town of less than 700 inhabitants, situated in the heart of a great sheep, goat, and cattle raising country, twenty-eight miles west of San Angelo. It is a regular oasis, being at the headwaters of Spring Creek, which is supplied with numerous springs of wonderful water, and on whose banks grow pecan trees and oaks almost without number. Its people are very progressive, believing greatly in their schools. And, though the scholastic population is small, every possible need is met.

The Central School is housed in a two-story stone building, with basement. In this building, which is steam heated and electrically lighted with its own plants, we find the three principal schools—primary, grammar and high (there being a separate ward for the Mexican population). The total enrollment in these departments last year was 58, 89, and 48, respectively, making a total of 195, while the scholastic enrollment (for whites) was but 150. (And Mertzton is not an oil town.) This is evidence of the fact that many parents either move or send their children in to school. Every teacher above the primary department is a college graduate and has had a year or more experience in teaching. A progressive salary schedule is now in force which seeks to hold teachers in the system for three or more years.

The high school, with an enrollment of less than fifty, offers instruction in seven fields, i. e., English (three accredited units and seeking the fourth); history (3½ units and seeking ½ in American history); mathematics (4 units); home economics (3½ units); science (2½ units and seeking third); Spanish (2 units); vocational agriculture and shop work (1½ units and seeking 2½). The high school is truly vocational in character—giving the girls a three-year course in home economics, and the boys four years in vocational agriculture and shop work. Both departments are well equipped. A new \$4,000 building is being erected for the boys alone.

Instruction in public school music and music appreciation is not neglected, the board of trustees paying a portion of or guaranteeing teacher's salary. The music department has two pianos and two violas and spends from \$25 to \$50 a year for records alone. Every child is given an opportunity of really appreciating good music.

At one time one-third of the students were taking music, paying a tuition charge of \$6 per month. Last year, due to the reorganization of the schools and the classification of pupils by means of standardized tests, many had to stop music, so the music class dropped very low. However, as the board was paying the music teacher a regular salary of \$1,350, she being an excellent teacher of public school music, her talent was directed in a new

field. Every child in school (up through the eighth grade) was given a daily class in music and was graded in same as in English or other academic subjects. The results were astonishing and we believe that such played an active part in our successes of the year. Our school not only made great headway academically, but also won medals and cups from the county through to the State, and even medals from the National Association. And, though we are unable to follow a like program of instruction this year, because the number taking special lessons is growing again, we still offer public school music in the first six grades and still have a special class and choral club in high school. We are going out to win the League contests again. The town is behind us in all of our activities.

20-YEAR AGE LIMIT

(Continued from Page Three)

juniors over 16. Our best conditioned men were two freshmen who were 15. They played all the season and suffered no injuries. The West Columbia man who was fatally injured was a senior. The badly injured Wharton man was a senior. The man whose leg was broken in the El Campo-Hull game was a large, husky senior. I can't agree with statement.

4. This is a very "nice" distinction and has little or no force.

5. This is a serious argument. It is possibly the only sound point in the lot. It can be met by a rule such as is in use in several schools. That is to limit competition to four years of school attendance. After being in school four years a student should become automatically ineligible to represent the school.

No age rule will keep the man in size from competing with "boys." There are many very hard, seasoned men on football teams who are scarcely 18. Weight, speed, and stamina make a man dangerous. Last year I saw a 318-pound man competing in high-school football. This Goliath would be eligible under any rule that involves age, only for he is not over 17. Several of Yale's best men have been under 20. If we are to rely upon age we can't do anything but rule out a few deserving boys and at the same time permit others of greater weight, stamina, and aggressiveness to compete. This last group furnish as great or greater hazards in the way of constituting a danger to injuries to younger men than the others.

Let us pray that some day we will get the League rules satisfactory and fool proof, and then for the sake of Allah, quit changing them. It is hard to teach school and keep up with an organic law that is constantly changing. I know that the League is growing and must be a flexible and dynamic institution, but it seems a little far-fetched when we are confronted with annual changes. Couldn't we set periods, say every five years, and then make necessary revisions? It seems that a rule ought to last longer than a year or so before being discarded.

Coming Again

Mrs. Myrtle Browning, Elwood School, Edgewood: We won four places in the county last year, three in the district and one in the State. We want to do even better than that this year.

Sister M. Germaine, Nazareth: Enclosed find per money three dollars (\$3) for 100 copies of the League Speller. We can't do without the League Speller.

LISTS OBJECTIVES TEACHING WRITING

Supervisor Declares Modern Conditions Have Altered Writing Requirements

LICE E. BENBOW, Supervisor of Handwriting, Public Schools, Trenton, N. J., has an article appearing in the *Journal of Educational Methods*, Vol. V, p. 54ff, in which she discusses at length the objectives which the modern teacher of handwriting should hold in view. Her position is that modern requirements have very much altered the traditional methods in teaching handwriting, and declares that in this day and time speed, ease of execution, and legibility are the chief desiderata.

She makes a plea for individual diagnosis of the difficulties of pupils and special treatment for the same. She says:

"Instead of assuming that all pupils respond to the same method of approach, need the same amount of practice, are capable of acquiring the same degree of skill, can and will write at the same rate of speed, ought to sit, adjust body and material, and hold the pen in the same manner, must write with the same degree of slant, size, spacing, and use the same form of letter under all conditions, and therefore giving mass instruction or allowing aimless, unsupervised practice, the wise teacher will study the individual pupil. . . . She will keep him (the individual pupil) up to his best by having him compete against his own previous record, will show him his speed deficiency, will aid him to secure correct individual adjustment of body and materials and will show him how to keep his own slant, size, spacing and form of letter consistent and uniform."

The objectives or specific aims of present writing teaching in the public schools she declares to be the following:

1. To develop skill sufficient for pupils to write legibly, easily, and rapidly enough to meet present business and social requirements.
2. To develop a good signature.
3. To appreciate the relationship between correct adjustment and efficient writing production and thus secure an individually correct and healthful posture.
4. To secure acceptable and customary good arrangement and form for written work—margins, sizes, etc.
5. To diagnose individual handwriting difficulties and to interpret correctly methods of overcoming them.
6. To be conscious of cooperation between writer and reader.

Says Scholarship Rule Should Be Strengthened

THE LEAGUER is in receipt of the following communication from Supt. A. M. Limmer, of Desdemona:

It seems to me that the most needed change in the rules of Interscholastic League is that pertaining to scholarship. A student (not person) to represent his school in any worthwhile activity that will help the reputation of his school should be a boy or girl of some ability. The chief reason that our high-school athletics are becoming commercialized is because we do not require scholarship in order to participate.

The rule requiring that a student must carry at least four subjects and make passing grades in three of them is very little different from requiring that he carry three subjects and barely pass in all of them. If the student desires he can in reality carry only three any way. For there is no special reason why he should study the fourth subject since he does not need to pass in it to be eligible. And very commonly he does not study this subject, and consequently becomes a bore to the teacher and a handicap to his fellows. My idea would be to change this rule to read that a student to be eligible for an interscholastic contest must be a bona fide regular student carrying at least four high-school subjects and passing in all of them. As I see it, to be barely passing in his school work is not a strenuous requirement at all.

Too, we are running our football contests on a too expensive basis. Small schools cannot keep up with the page. One school guaranteeing another specified sum and expecting a similar guarantee in return is not always fair. For instance, last fall we paid \$41 for officials in one football

game. Now it seemed that we were forced to do this to satisfy this opponent. It might be that the Interscholastic League could make a ruling that two contesting schools should share half the gate receipts after all expenses were paid and if the receipts did not pay expenses each would lose an equal amount.

I heartily endorse the 20-year age limit.

Enjoyed State Meet

Wm. O. Harden, Principal Alliance School, Cass County: I attended the State Meet last spring and can say that I didn't know it was such a wonderful thing. My contestants had a wonderful time and are working for another trip to Austin.

ENDORSES LEAGUE WORK FOR SCHOOLS

(Continued from Page One)

boys and girls into well rounded citizens, ought to get out of the profession and certainly does not merit promotion.

Helps Rural Schools

For the great mass of school children in Texas who attend the small rural schools, the Interscholastic League offers the only means by which they may come into contact with other schools and the world in general, and thereby acquire an ambition which will enable them to rise above their surroundings, and make their own communities better. The teacher is doing his pupils and his community an injustice who fails to back this work in his school. The world today is a world of competition, and no teacher can deny his boys and girls the development which comes through the friendly contests of the League. The development of a progressive, constructive citizen today demands more than mere book knowledge. The boy or girl who would succeed must not only be informed, but must be trained in those contacts which will enable him to succeed in a world where competition determines success.

It is the task, not only that, but the duty of every teacher in Hopkins County, even if he or she has only a half dozen pupils, to see that every school is represented in the County Interscholastic League meet March 18-19. The teacher of the one-room school might ask, "What can I do? I do not have enough pupils to enter any contest." More than half the contests of the League are open to any school with more than a half dozen pupils. In the literary contests the following events are open to the smallest rural school: declamation, two divisions; spelling; three divisions; essay writing; extemporaneous speaking; arithmetic and music memory. None of these contests require more than two pupils in order for the school to enter. In the athletic contests, every school can find some pupil or pupils who would like to enter the track events, even though they have had no training, if the teacher will lend a little encouragement. Any rural school with as many as nine boys or nine girls can enter the junior indoor baseball contest. This does not mean that they must know how to play on an indoor court, because this contest is almost always held outdoors, but played according to indoor rules. All that is necessary in the way of expense for indoor baseball is an indoor ball costing about \$2 and an ordinary 25 cent baseball bat. Then there are a large number of schools in the county which have enough girls to play volleyball ball. This is also a very inexpensive game. A good deal of interest is shown in basket ball, but even in this event, the largest possible number of schools have not been enlisted.

Classifies Opposition

The teachers of Hopkins County and every county as far that matter who fail to cooperate in the League work, fall in one of the following classes: either they are misinformed as to the purposes of the League and the great work it is doing, or they are uninformed, in which case it is their business as progressive teachers to find out the facts, and it is the business of the patrons in that community to demand that their children shall not suffer because of the teacher's lack of information. There is still a third class of teachers who know what the League is doing, and further than this, they know their obligation to their community in this matter, and yet refuse to act. This teacher lays himself open to one of the following charges: either he doesn't believe that the children of his school equal to the children of other schools, in ability; or that he has no confidence in his own ability to match his wits against those of his fellow teachers; or he simply hasn't

the energy and fighting spirit that it takes to prepare his pupils to enter the League contests with other schools.

Teacher! It is your patriotic duty as one who is responsible for the development of the future citizenship of America to see that the children under your supervision have every opportunity possible to develop them

into citizens capable of taking their places in a better and greater America.

Be on hand March 18-19, even if you can only enter one pupil in one event. Show your community that you are alive to their needs and that you have your heart in your work.—*The Sulphur Springs Echo*, February 24, 1927.

District Centers and District Officers

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

District No. 1

District Center: Canyon. Professor W. E. Lockhart, West Texas State Teachers' College, Director General; Professor C. W. Batchelder, West Texas State Teachers' College, Director of Debate; Professor H. A. Finch, Superintendent of Schools, Dalhart, Director of Declamation; Miss Jennie C. Ritchie, West Texas Teachers' College, Canyon, Director of Essay Writing; Mr. D. L. Gray, West Texas State Teachers' College, Director of Athletics. Counties: Armstrong, Briscoe, Carson, Castro, Dallam, Deaf Smith, Donley, Gray, Hansford, Hartley, Hemphill, Hutchinson, Lipscomb, Moore, Ochiltree, Oldham, Farmer, Potter, Randall, Roberts, Sherman, Swisher, Wheeler.

District No. 2

District Center: Lubbock. Professor A. W. Evans, West Texas Technological College, Director General; W. A. Jackson, West Texas Technological College, Lubbock, Director of Debate; W. E. Hertz, Falls, Director of Declamation; Professor R. A. Mills, West Texas Technological College, Lubbock, Director of Athletics. Counties: Andrews, Bailey, Borden, Cochran, Crosby, Dawson, Dickens, Floyd, Gaines, Garza, Hale, Hockley, Lamb, Lubbock, Lynn, Martin, Motley, Scurry, Terry, Yoakum.

District No. 3

District Center: Vernon. Superintendent W. T. Lohnd, Director General; C. E. Davis, Quannah, Director of Debate; Superintendent J. H. Bass, Munday, Director of Declamation; E. B. Sisson, Kerrville, Director of Essay Writing; Superintendent Roger A. Burgess, Childress, Director of Athletics. Counties: Childress, Collingsworth, Cottle, Grand, Hall, Hardeman, King, Knox, Wilbarger.

District No. 4

District Center: Wichita Falls. Superintendent J. W. Cantwell, Director General; Superintendent G. C. Howell, Byers, Director of Debate; Miss Juanita, Wichita Falls, Director of Declamation; Superintendent L. Z. Timmons, Throckmorton, Director of Essay Writing; Superintendent B. M. Dinsmore, Electra, Director of Athletics; Counties: Archer, Baylor, Clay, Jack, Montague, Throckmorton, Wichita, Young.

District No. 5

District Center: Sherman. Superintendent Fred W. Smith, Whitewright, Director General; Prof. C. W. Bolin, Paris, Director of Debate; Prof. H. E. Robinson, Principal Lovejoy School, McKinney, Director of Declamation; Miss Jennie Jackson, Denison, Director of Essay Writing; Professor Judson A. Ruhl, Austin College, Director of Athletics. Counties: Collin, Cooke, Fannin, Grayson, Lamar.

District No. 6

District Center: Greenville. Superintendent L. C. Gee, Director General; Superintendent W. Willis, Sulphur Springs, Director of Debate; Superintendent A. B. C. Dean, Rockwall, Director of Declamation; Superintendent J. H. Neustrom, Sulphur Springs, Director of Essay Writing; Principal Lewis P. Hale, Greenville, Director of Athletics. Counties: Delta, Franklin, Hopkins, Hunt, Kaufman, Rains, Rockwall, Van Zandt, Wood.

District No. 7

District Center: Texarkana. Professor H. L. Lamb, 1541 West Ninth Street, Texarkana, Director General; Superintendent R. M. White, Clarksville, Director of Debate; Superintendent W. W. Campbell, Detroit, Director of Declamation; Miss Opie Dalby, High School, Texarkana, Director of Essay Writing; Professor M. F. Fleming, Winfield, Director of Athletics. Counties: Bowie, Camp, Cass, Marion, Morris, Red River, Titus, Upshur.

District No. 8

District Center: Abilene. Superintendent R. D. Green, Director General; Superintendent J. F. Boren, Baird, Director of Debate; Superintendent H. H. McLaughlin, Sweetwater, Director of Declamation; Superintendent B. Norman, Colorado, Director of Essay Writing; Dr. D. W. Arnett, Simmons College, Abilene, Director of Athletics. Counties: Callahan, Fisher, Haskell, Howard, Jones, Mitchell, Nolan, Shackelford, Stonewall, Taylor.

District No. 9

District Center: Stephenville. Professor J. E. Burnett, Stephenville, Director General; Superintendent L. T. Cook, Breckenridge, Director of Debate; Superintendent H. Eastland, Director of Declamation; Mrs. G. E. Woodward, John Tarleton Agricultural College, Stephenville, Director of Essay Writing; Professor W. J. Wisdom, John Tarleton Agricultural College, Stephenville, Director of Athletics. Counties: Erath, Hood, Palo Pinto, Somervell, Stephens.

District No. 10

District Center: Denton. Professor L. P. Floyd, North Texas State Teachers' College, Director General; Principal R. M. Parker, Polytechnic Station, Fort Worth, Director of Debate; Professor C. A. Bridges, North Texas State Teachers' College, Director of Declamation; Superintendent J. A. Kooker, Arlington, Director of Essay Writing; Professor Theron J. Fouts, Denon, Director of Athletics. Counties: Dallas, Denton, Parker, Tarrant, Wise.

District No. 11

District Center: Hillsboro. Superintendent W. F. Doughty, Director General; Superintendent H. D. Fillers, Corsicana, Director of Debate; Superintendent L. A. Mills, Itasca, Director of Declamation; Mrs. Ora Lee Bettis, Clifton, Director of Essay Writing; Mr. H. D. Martin, Hillsboro, Director of Athletics. Counties: Bosque, Ellis, Hill, Johnson, Navarro.

District No. 12

District Center: Nacogdoches. President A. W. Birrell, Stephen F. Austin State Teachers' College, Director General; Professor W. F. Garner, Stephen F. Austin State Teachers' College, Nacogdoches, Director of Debate; Professor Thos. E. Ferguson, Stephen F. Austin State Teachers' College, Nacogdoches, Director of Declamation; Professor David B. Hodgin, Stephen F. Austin State Teachers' College, Nacogdoches, Director of Essay Writing; Principal Rufus E. Price, Nacogdoches, Director of Athletics. Counties: Anderson, Cherokee, Gregg, Harrison, Henderson, Nacogdoches, Panola, Rusk, Sabine, San Augustine, Shelby; Smith, Tyler.

District No. 13

District Center: Brownwood. Dean Thos. Taylor, Howard Payne College, Director General; Superintendent C. H. Hufford, Coleman, Director of Debate; Superintendent W. C. Barrett, Comanche, Director of Declamation; Superintendent W. M. Deans, Brady, Director of Essay Writing; Professor J. Horace Shelton, Howard Payne College, Brownwood, Director of Athletics. Counties: Brown, Coleman, Comanche, Hamilton, McCulloch, Menard, Mills, San Saba.

District No. 14

District Center: Waco. L. C. Procter, Temple, Director General; General E. Z. Gensheimer, Waco, Director of Debate; Superintendent T. A. Fisher, Cameron, Director of Declamation; Superintendent C. G. Gatesville, Director of Essay Writing; Coach Morley Jennings, Baylor University, Waco, Director of Athletics. Counties: Bell, Coryell, Falls, Freestone, Limestone, Mill, McLennan, Robertson.

District No. 15

District Center: Huntsville. Professor Earl Huffor, Sam Houston State Teachers' College, Director General; Superintendent L. G. Andrews, Navasota, Director of Debate; Superintendent Robert J. Broadwater, Trinity, Director of Declamation; Superintendent J. P. Dewald, Willis, Director of Essay Writing; Professor J. W. Jones, Sam Houston State Teachers' College, Huntsville, Director of Athletics. Counties: Anderson, Grimes, Houston, Leon, Madison, Montague, Polk, San Jacinto, Trinity, Walker.

District No. 16

District Center: Beaumont. Principal E. C. McDonald, Director General; Professor L. J. Dech, Port Neches, Director of Debate; Superintendent E. B. Stover, Orange, Director of Declamation; Superintendent B. W. Martin, Kirbyville, Director of Essay Writing; Coach J. Dennis, Port Arthur, Director of Athletics. Counties: Chambers, Hardin, Jasper, Jefferson, Liberty, Newton, Orange.

District No. 17

District Center: Alpine. Mr. J. C. Coleman, Sul Ross State Teachers' College, Director General; Miss Nell Smith, Sul Ross State Teachers' College, Director of Debate; Superintendent W. E. Jones, Fort Davis, Director of Declamation; Superintendent S. M. Melton, Alpine, Director of Essay Writing; Coach P. E. Showell, Sul Ross State Teachers' College, Director of Athletics. Counties: Brewster, Colver, El Paso, Hudspeth, Jeff Davis, Loving, Pecos, Presidio, Reeves, Terrell, Ward, Winkler.

District No. 18

District Center: San Angelo. Superintendent Felix E. Smith, Director General; Superintendent J. Helm, Sterling City, Director of Debate; Superintendent W. R. Hardy, Bronte, Director of Declamation; Superintendent H. C. Austin, Director of Essay Writing; Professor J. I. Dykes, San Angelo, Director of Athletics. Counties: Coke, Concho, Crockett,ECTOR, Glasscock, Irion, Midland, Reagan, Runnels, Schleicher, Sterling, Sutton, Tom Green, Upton.

District No. 19

District Center: Kerrville. Superintendent R. A. Franklin, Kerrville, Director General; Professor E. E. Sisson, Kerrville, Director of Debate; Superintendent S. N. Dobbie, Mason, Director of Declamation; Miss Julia Egan, Fredericksburg, Director of Essay Writing; Mr. Howard C. Gilstrap, Schreiner Institute, Kerrville, Director of Athletics. Counties: Bandera, Gillespie, Kendall, Kerr, Kimble, Mason, Real.

District No. 20

District Center: Georgetown. Superintendent Thos. W. Lohnd, Director General; Superintendent J. M. Griffith, Elgin, Director of Debate; Superintendent R. H. Brister, Taylor, Director of Declamation; Principal W. L. Darnell, 214 North Main Street, Austin, Director of Essay Writing; Mr. C. M. Edens, Coach, Southwestern University, Georgetown, Director of Athletics. Counties: Bastrop, Burnet, Lampasas, Llano, Travis, Williamson.

District No. 21

District Center: Brenham. Arthur Niebuhr, Brenham, Acting Director General; Superintendent W. W. Few, La Grange, Director of Debate; Superintendent E. J. Holtzer, Belleville, Director of Declamation; Miss Alice Cameron, County Superintendent of Schools, Brenham, Director of Essay Writing; Coach Frank W. Allenson, Brenham, Acting Director of Athletics. Counties: Austin, Brazos, Burleson, Colorado, Fayette, Lee, Waller, Washington.

District No. 22

District Center: Harrisburg. Superintendent J. O. Wiley, Director General; Superintendent J. N. Wright, Director of Debate; Mrs. O. W. Wilcox, 4312 An Jackson St., Houston, Director of Declamation; Superintendent E. J. Edwards, Fort Bend, Galveston, Harris, Matagorda, Wharton.

District No. 23

District Center: Uvalde. Superintendent Guy Dean, Uvalde, Director General; Miss Beulah Dalton, Uvalde, Director of Debate; Superintendent E. E. Ingram, East, Director of Declamation; Superintendent J. C. Cochran, Del Rio, Director of Essay Writing; Superintendent of Schools, Uvalde, Director of Athletics. Counties: Dimmit, Edwards, Frio, Kinney, LaSalle, Maverick, Medina, Uvalde, Valverde, Zavalla.

District No. 24

District Center: San Marcos. Professor E. O. Wiley, Southwest Texas State Teachers' College, Director General; Professor L. N. Wright, Southwest Texas State Teachers' College, San Marcos, Director of Debate; Miss Matt Allison, Southwest Texas Teachers' College, San Marcos, Director of Declamation; Professor Gates Thomas, Southwest Texas State Teachers' College, San Marcos, Director of Essay Writing; Professor O. W. Strahan, Southwest Texas State Teachers' College, San Marcos, Director of Athletics. Counties: Atascosa, Bexar, Blanco, Caldwell, Comal, Gonzales, Guadalupe, Hays, Wilson.

District No. 25

District Center: Victoria. Superintendent V. L. Griffin, Director General; Superintendent F. H. Head, Cuero, Director of Debate; Superintendent W. L. Ruedl, Haltomville, Director of Declamation; Superintendent M. V. Peterson, Yorktown, Director of Essay Writing; Superintendent L. B. McGuffin, Yoakum, Director of Athletics. Counties: Calhoun, DeWitt, Lavaca, Goliad, Jackson, Refugio, Victoria.

District No. 26

District Center: Kingsville. Professor Hugh Porter, South Texas State Teachers' College, Kingsville, Director General; Superintendent J. H. Gregory, Kingsville, Director of Debate; Miss Mary Vermita Stewart, South Texas State Teachers' College, Kingsville, Director of Declamation; Professor W. A. Francis, South Texas State Teachers' College, Kingsville, Director of Essay Writing; Professor L. J. Smith, South Texas State Teachers' College, Kingsville, Director of Athletics. Counties: Aransas, Bee, Brooks, Duval, Jim Hogg, Jim Wells, Karnes, Kennedy, Kleberg, Live Oak, McMillen, Nueces, San Patricio, Webb, Zapata.

District No. 27

District Center: McAllen. Superintendent J. Lee Stambaugh, Pharr-San Juan, Director General; Superintendent H. C. Baker, Edinburg, Director of Debate; Superintendent Thos. J. Yoe, Brownsville, Director of Declamation; Prof. Brownsville, Director of Essay Writing; L. B. Shiffert, Brownsville, Director of Athletics. Counties: Cameron, Hidalgo, Starr, Willacy,