



**Likes Debate Bulletin**  
Supt. W. T. Hoover, Wellsville, Kans.: Please send five copies of "Farm Relief Legislation" for debate teams. This is our second order. We like them.

**Civic Body Supports League**  
Superintendent Bonner Frizzell, Palestine: The Palestine Chamber of Commerce has appropriated \$100 toward the expenses of the annual county meet. The amount will be supplemented by the local Retail Merchants' Association.

**New Recruit**  
Supt. A. M. Poole, Lawrence: In trying to show my appreciation for the good work the Interscholastic League is doing, I will say that I am happy to be with you. This is my first year to have any connection with the League, but if my anticipations are half-way satisfied, the session will have been a success.

**Bethlehem School Scores High**  
Marion F. Blansett, Principal, Bethlehem School, Rockdale: Our school won first place last year in senior spelling, and second in junior spelling; first in junior boys' declamation in Milam County, and in the district meet at Waco. Two girls from our school had each a 100 per cent paper in spelling.

**Mississippi Wants League**  
Prof. A. J. Middlebrook, State Teachers' College, Hattiesburg, Miss.: For six years I taught in the public schools of Texas and participated in the Interscholastic League work each year. At present I am critic teacher in the State Teachers' College of Mississippi. Knowing that your organization is far superior to any interscholastic work in Mississippi, I would like all bulletins and other information that you have so that I may attempt a similar program here.

**Valley Strong for League**  
Supt. J. D. Bramlette, McAllen: The interest in the Interscholastic League work is growing very rapidly throughout this valley section. We are holding our contests this weekend, and every school is being represented in practically every event, and everything is working very harmoniously. We appreciate the League more today than we ever have at any other time.

**Alabama Wants League**  
J. W. Stephenson, State Normal School, Jacksonville, Ala.: I am writing to ask if you can not send me a little pamphlet explaining the rules and regulations governing your High-School Interscholastic Association of Texas.

I am anxious to try and form such an association in Alabama. I hear the Association includes football, basket ball, track, reading, spelling, and probably other subjects. That the State is divided into sixteen districts and that a man at the University passes on eligibility and looks after the Association in general. If you can send me any information in regard to the working of your Association I will thank you very much.

**Berclair School Wins**  
Clara McGill, Berclair: On a separate sheet I am sending the results of the Goliad County declamation contests of which I was director.

I am very proud of my own declaimers who scored in every contest, and especially of our school which has to its credit at present 80 points with tennis and essay yet to be heard from. Berclair won first in sub-junior and junior spelling, second in senior spelling, first in music memory, first and second in junior and senior boys declamations, respectively, with several good points in athletic events. Our meet, to my mind, was the best in our history. Goliad has a very able superintendent in Mr. Perrin, who tries to make every one welcome, and it is a real "era of good feeling" that the rural districts enjoy as a result. I hope to see you at the State Meet.

## Finals to Decide Championships Among 5050 League Schools

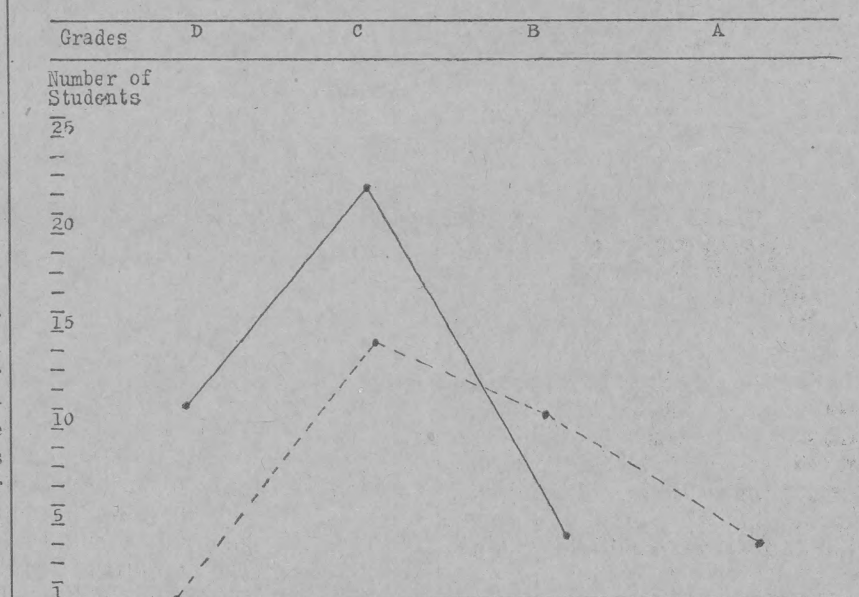
### Former Participants in League Contests Make Best Students

High-School Public Speaking Contestants Make Better Grades in College Than Those Not Participating According to Study Made by University Instructor.

(By Thomas A. Rousse)

HIGH-SCHOOL students desire to know if the time spent in forensic activities will help them later in college, or whether such high-school work will prove more of a detriment than help. The chart included here is but an attempt to answer

GRADE CHART FOR FRESHMEN IN PUBLIC SPEAKING 205



the above query. Assuming that you have a fairly representative number of students, since there are included in this list of students boys and girls from every part of this State, the chart throws a rather illuminating light on the value of forensics in high schools. The students used for this experiment are all freshmen, registered for the freshman course in Public Speaking offered in the University, and the results gathered represent work done in that course for the first semester ending February 1, 1928. This freshman course includes a study of speech composition and speech delivery, or, what is termed, the mechanics of speech.

Comparing the grades of students with prior experience and those students who have not had experience in public-speaking, it is to be noted that only one student with any prior experience made a "D", while eleven inexperienced students are listed in the "D" column. The "C" column shows that twenty-one inexperienced students fall into this class, while twelve experienced students made this group. But the "B" group is contrary. There, nine experienced students are included, whereas only three inexperienced students managed to make a "B." The "A" class is occupied by students with previous public-speaking experience, and it is rather significant that not one inexperienced student made this highest grade.

These figures, based upon a representative number, and class, of high-school graduates, points clearly that prior training and experience in public-speaking activities is of good value to students who enter college. The greatest handicap to a beginner in public-speaking, be it declaiming or debating, is stage fright. To a large extent, this fault, or failing, is corrected through participation in public-speaking events. Thus, when the student enters college, he is in position to advance himself or herself more rapidly, and, to that extent, the experienced student has the advantage of the inexperienced, both in knowing how to prepare a speech, and how properly to deliver one.

Whether or not debating experience is more helpful than declaiming, or vice versa, is a question that need not be answered here. It is clear that both types of work are helpful to a student. It might, however, be pointed out that the "A" students listed in the chart were all former debaters in high school.

It is charged, in many instances, that high-school debaters and declaimers fail to develop to their maximum capacity, when they enter

(Continued on Page 3)

### LEAGUE DEBATERS SHINE IN COLLEGE

University Squad Composed Almost Entirely of Former Interscholastic Stars

An undefeated University of Texas debate team will conclude this year's debate season when they meet the Louisiana State University team in Baton Rouge, La., March 30. Leslie Byrd, of San Antonio, and Edwin Davis, of Hubbard, will represent the Texas squad in the debate and the decision will be by audience vote.

The Texas debaters have met and defeated the following debate teams: University of Colorado 3-0, Cambridge University 2-1, University of Arkansas 3-0, and the University of Kansas in two debates with scores 3-1 and 2-1.

The following ten students have participated in debating at the University of Texas this year: Warren Collins of Dallas, Raymond Gerhard of San Antonio, William Ryan of Laredo, Frank D. Stubbeman of Cuero, Cecil Rotsch of Austin, Edwin Davis of Hubbard, Morris Wise of San Antonio, Leslie Byrd of San Antonio, Harold Thompson of Dallas, and Arthur Sandlin of Austin. These ten students with Robert Eikel of Sherman and Leroy Jeffries of Holland will compete in the Lutchter Stark debate contest following the Louisiana debate. There will be prizes ranging from \$100 to \$50 for first, second and third places in the competition.

All of these boys except two were prominent a few years ago as Interscholastic League debaters.

Charles E. Brickley (famed Harvard football captain, fullback and drop-kicker of 1914) was found guilty of running a bucketshop in Boston under the name of Charles E. Brickley, Inc. He had committed four larcenies, one of \$10,000, in securities belonging to a Mrs. Georgiana Boynton of Marlboro, Mass.

### Twenty-seven District Meets Scheduled from April 6 to 21

#### THIS TEACHER HAS A HELPFUL HOBBY

A. W. Eddins Collects Negro Folklore That Joel Chandler Harris Overlooked.

AS A BOY he unconsciously absorbed the legends of the black workers on his father's farm, spoke their dialect before he learned the more dignified language of his own people. Now, as a man, A. W. Eddins, Principal of No. 31 School, Leal and Twentieth Streets, San Antonio, Texas, is an authority on negro legends, and for years he has collected them and written the best ones down.

His hobby has taken him principally into the realm of the animal stories, those conversational tales wherein the negro of past generations sometimes used thin masquerades for the human beings around him. In his world of the field, the creek, the woods with its population of coons, rabbits, bears, frogs and what not, the negro wove many fascinating tales, many of which are preserved in the famous "Uncle Remus" tales.

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#### Preparations Under Way for Accommodating Big Delegations.

REPORTS from the twenty-seven district centers of the Interscholastic League indicate in most instances enthusiastic preparations for the district contests. Prospects for unusual attendance both of contestants and spectators are reported from nearly every district in the State. It is well for all schools winning representation in the district to see that their contestants are duly entered. This issue of THE LEAGUER will be too late for this advice in the earlier district meets, but it is hoped that it will prod up some delinquents in this matter for the later ones.

The schedule of meets, as reported by the Director General follow, the number of the district appearing in the first column, the town or city in which the meet will be held in the

(Continued on Page Four.)

#### Wants Expression on Music Memory

Supt. Charles H. Bryant, Peacock: I am enjoying reading THE INTERSCHOLASTIC LEAGUER very much. I would like to read in the next issue where some superintendent or principal had expressed his views and opinions on the benefits derived from the music memory contest. We shall probably not compete in the event in this district this year, or, at least—as director general of Stonewall County—we are not in this county.

### EIGHTEENTH ANNUAL STATE MEET of the UNIVERSITY INTERSCHOLASTIC LEAGUE GENERAL PROGRAM OF EVENTS

University of Texas May 3, 4, and 5, 1928

#### Rebate Announcement

In order to be entitled to rebate, the faculty representative, or in case no faculty representative is present, the contestant himself, must come to the General Headquarters, Y.M.C.A., Twenty-second and Guadalupe Streets, Friday or Saturday, May 4 or 5, and sign a rebate card. Unless this is done at some time during the meet, rebate on railroad fare will not be allowed. Faculty representatives should secure a ticket to the League Breakfast Friday, at the Y.M.C.A., General Headquarters, price 50 cents. This breakfast will be at the University Cafeteria Saturday morning at 7:30.

#### Thursday, May 3, 1928

2:00 P.M.—First round in boys' tennis doubles. Report at men's courts, on Twenty-first, two blocks east of Speedway.  
2:00 P.M.—First round in girls' tennis doubles. Report at Women's Gymnasium, west side of Campus.  
4:30 P.M.—Second round in boys' and girls' tennis doubles. First round in boys' and girls' tennis singles.

#### Friday, May 4

8:15 A.M.—Track and field contestants, including Rural Pentathlon, assemble on Texas Memorial Stadium field.  
8:30 A.M.—Debate, girls' divisions, assemble in Room 1, Garrison Hall (which is the large new brick building, just north of the Law Building). Boys' divisions, assemble in Law Auditorium. Matches will be assigned at these assemblies, and contestants must be present on time. Declamation, all girls' divisions assemble in Main Building, Room 172 (which is on first floor, east end of the east wing) for assignment to rooms for contest. Be on time. Don't miss the train.  
Declamation, all boys' divisions assemble in Main Building, Room 157 (which is on the first floor, east end of east wing) for assignment to rooms for contests. Be on time. Don't miss the train.  
Extemporaneous speech contestants assemble in Room 105, Law Building.  
[NOTE.—Declamation will be heard in groups of nine each, numbered Group 1, Group 2, and Group 3, respectively, the four highest in each group qualifying for the next preliminary, which will consist of the twelve highest in each division, i.e., twelve boys and twelve girls, high school and rural school.  
The first preliminary in extemporaneous speech will be heard in three groups of nine each, the three highest in each group qualifying for the next preliminary, which will consist of nine, the five highest qualifying for the final.]  
Journalism Conference Delegates assemble in Room 139, B. Hall.  
Three-R contestants all assemble at south entrance of Education Building for photographs and immediately thereafter in Room 312, Education Building, west side of Campus.  
Typewriting contestants, R Hall 11, shack on east side of Campus.  
Art contestants assemble in Wrenn Library, Library Building.

8:45 A.M.—Preliminaries in track events, Texas Memorial Stadium.  
9:00 A.M.—Second round in boys' and girls' tennis doubles (continued).  
First round in boys' and girls' tennis singles (continued).  
10:30 A.M.—Third round in boys' and girls' tennis doubles.  
Second round in boys' and girls' tennis singles.  
11:00 A.M.—Second round in debate—all winning teams in girls' divisions assemble Room 1, Garrison Hall, for assignment to next round.

All winning teams in boys' division assemble in Law Auditorium.  
Winning contestants in extemporaneous speech assemble in Room 105, Law Building, for assignments in next preliminary.  
2:00 P.M.—Final preliminaries in declamation. Girls' divisions assemble in Room 172, Main Building. Boys' divisions assemble in Room 157, Main Building. The five highest in each division will be selected for the final public contest.

Fourth round in boys' and girls' tennis doubles.  
3:30 P.M.—Third round in debate, boys and girls, Room 1, Garrison Hall.  
4:00 P.M.—Third round in boys' and girls' tennis singles.  
8:00 P.M.—In Room 1, Garrison Hall: Final contest in declamation high school boys, rural school girls, and rural school boys.  
In Law Auditorium: High-school girls and extemporaneous speech.  
One-Act Play—place to be announced in next issue of this program.

#### Saturday, May 5

7:30 A.M.—Breakfast for faculty representatives at University Cafeteria, after which will occur the State meeting for discussion of rules and regulations of contests and other matters for the good of the order. Only those securing tickets at General Headquarters by 6 P.M., Friday, May 4, will be admitted to this function. All faculty representatives be sure to get tickets in time. Tickets 50 cents.  
9:00 A.M.—Fourth round in boys' and girls' tennis singles. Semi-finals in boys' and girls' tennis doubles.  
11:00 A.M.—Final debate, girls' division, Y.M.C.A., Auditorium.  
11:30 A.M.—Semi-finals in boys' and girls' tennis singles.  
2:30 P.M.—Final track meet, Texas Memorial Stadium. Finals in boys' and girls' tennis doubles.  
4:00 P.M.—Finals in boys' and girls' tennis singles.  
7:30 P.M.—Final boys' debate, Law Auditorium; Dean T. H. Shelby, presiding.

#### SPECIAL NOTICES

1. A round-trip railroad rate, in accordance with schedule announced in this issue, has been granted to all officially-recognized delegates and the dependent members of their families; that is, the winner at the district meets, together with one faculty member from each school entitled to one or more delegates. Please note that the reduced fare for the round trip can be secured only from your local

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### UNION BUILDINGS WILL HELP LEAGUE

Movement Now Under Way Will Provide Ample Accommodations.

THE Interscholastic League contestants in literary events will soon have as good facilities supplied for their visits to Austin as the track and field men and basket ball players will have one of the finest gymnasiums anywhere in the Nation in which to show their prowess, officials of the Ex-Students' Association of the University have promised.

That organization, under the presidency of Hon. T. W. Gregory, Attorney General of the United States under Woodrow Wilson, is now engaged in a campaign for \$500,000 with which to erect three student buildings on the campus of the school.

The Board of Regents have already agreed to appropriate \$600,000 from their building fund and Mr. Gregory and his assistants are hopeful that they may raise as much as \$750,000 to supplement this amount. It seems certain that well over \$1,000,000 will be used on the three buildings.

Of particular interest to League contestants is the great Auditorium-Gymnasium. This building will seat about 10,000 persons as an auditorium, as large a crowd as most any League debater or declaimer would care to face. At other times the floor space of this auditorium may be converted into four basketball courts with 3000 or 4000 spectators in the balconies on three sides. A stage will be provided for dramatic and forensic events.

On another floor will be shower baths, gymnasium facilities, locker rooms, handball courts, and all the paraphernalia of a modern physical training department. Connected with the building will be one of the finest swimming pools in the South.

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### LEAGUE STARS STILL SHINING

One purpose of the Interscholastic League is to discover and encourage talent among the high-school boys and girls of Texas. One proof that it is fulfilling this function is found in the remarkable number of League winners who distinguish themselves. In this column we shall publish personal items concerning former winners, and we shall be grateful for information from any source suitable for inclusion in this column.—EDITOR.

**CHARLES PEPPER**, winner of third place at the State Meet in Austin in 1916, graduated from Southwestern University in 1921. He was a member of the Athletic Council; Mask and Wig Dramatic Society; assistant editor of the Megaphonien, 1917 and 1918; president of the sophomore class; vice-president of the Students Association in 1918 and 1919; member of the Mood Hall Honor Council in 1918 and 1919; editor of the Southwest in 1920; and assistant football manager in 1918 and 1919 while he was in school at Southwestern.

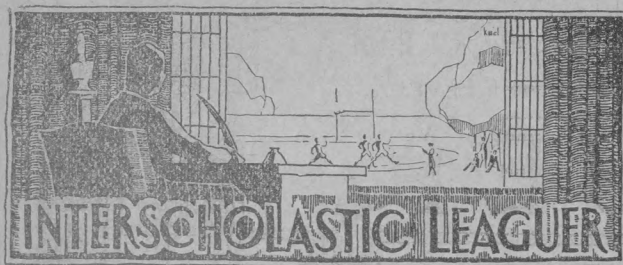
In 1922 he taught in Georgetown, and for the next six years he was principal of the Beton High School, teaching public speaking and other subjects. He is now with the American Book Company.

**JOHNNIE MARIE BROOKS** won county and district championship in girls' debate in 1922 and 1923. She received her B.A. degree from Southwestern University in 1927.

While she was at Southwestern she was a member of the National Collegiate Players, Alamo Literary Society, Mask and Wig Dramatic Society, Pi Kappa Delta, national public speaking fraternity, and was presi-

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Published eight times a year, each month, from September to April, inclusive, by the Division of Extension, of the University of Texas, at Austin, Texas.

ROY BEDICHEK - - - - - Editor

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

THE DISPUTE between the Army and Navy football may be summed up in a word by saying that the Naval Academy stands for the enforcement of certain eligibility rules whereas the Military Academy takes the indefensible position that it is above all eligibility rules. Of course, the Naval Academy is right, and West Point should be boycotted in athletics by every self-respecting institution. Another institution which should be brought to time in the matter of eligibility requirements is the far-famed Notre Dame which is little short of an outlaw.

THE great Lawrence, un-crowned King of Arabia, as a schoolboy delighted in competitions. He won scholarships and exhibitions from the age of 13 onwards, which helped to pay school and university bills until he had taken honors in history and been elected to a research fellowship in political theory. Cellini, the master engraver of the early Sixteenth Century, records that his greatest masterpieces were produced under the stimulus of competition. It is a safe assumption that individuals who can do anything, like competitions and are stimulated by them.

It is feared that some teachers do not realize the importance of reading carefully the Official Notice column of the LEAGUER. Here is found official interpretations of the rules and corrections of errors that have been made in printing the Constitution and Rules. It is a good plan to clip this column and paste each notice in its appropriate place in your copy of the Constitution and Rules. For instance, an official notice appears in this issue directing that Section "b" of Definition 6, be deleted to harmonize with Article VII of Section 1. This change in the rule was made at the last State Meeting of Delegates. Other important notices occur in each issue. Look out for them.

ROBERT L. SPEIGHT, of Longview, is making a study of the "Effect of the League on the Secondary Schools of Texas." Announcing this enterprise, Mr. Speight, who is principal of the high school in Longview, says:

The school people of Texas are interested in the aim and purpose of the University Interscholastic League, and all have perhaps wondered just what are the effects of the League on the secondary schools of the State. I am making a study of this and invite you to assist me in gathering the data. I want you to answer to the best of your ability the questions asked below. The League and the University of Colorado are fostering the study. The result of the study will be made available to all who may be interested. I thank you for your cooperation in this.

The questionnaire method is being used in this study, and although a questionnaire is an abomination when one is busy, we hope that the school authorities to whom Mr. Speight directs his inquiries will cooperate with him in this matter. We believe that much good will be served by this study.

AMONG the news items sent out by the University publicity department we noted the following: Among the forty-eight students enrolled in the College of Arts and Sciences of the University who during the first semester made the first honor roll of the University, appears the name of Miss Mary Kate Parker, of Bertram, a freshman girl, 15 years old. Miss Parker is one of the youngest students in the University and entered the institution on special approval, having graduated from Bertram High School at the age of 14. She made four A's and one B during her first semester in the University.

Curious to know whether this brilliant student had ever competed in Interscholastic League contests, we addressed a note of inquiry to E. L. Allison, Superintendent of the Bertram Schools. Sure enough she had. Superintendent Alli-

son informs us that Mary Kate Parker was a tennis contestant entering the finals in the county meet; that she participated in declamation; and that she won first place in the county spelling meet. He adds: "We are proud of her record and glad to remember her as a graduate of Bertram High. Incidentally, permit me to say that the Bertram school always has a representative in every event in the county meet."

THERE is much to be learned in some localities about the simple matter of correctly staging a declamation contest. There are two main factors to consider, viz., the contestants and the audience. After care has been taken to secure proper judging and careful timing of the selections, there should be provided a presiding officer who understands how to preside. Upon him devolves the duty of interpreting the occasion to the audience. This involves a clear announcement to the audience of the nature and purposes of the contest, the divisions in declamation which are represented, and the next competition in which the winners will be eligible to compete. In a county meet, for instance, the audience should be apprised of the fact that the speakers have each won out in his own school, and that the winners in the present contest will be eligible to go on and compete in the district contest with winners from other counties. In case there have been preliminaries held, this announcement should be made.

The presiding officer should give the title of the selection which each speaker has chosen and the author. This allows the speaker to begin at once with the declamation, instead of himself having to announce the selection, which is sometimes quite awkward.

It is always well to provide a musical selection or two to keep the audience entertained while the judges' sheets are being canvassed and the speakers ranked. When the results are known, the winners should be brought back on the stage, and as the name of each is called and his ranking announced, he should rise so that the audience may identify him.

In short, the whole proceeding should be ceremonious and dignified. And the presiding officer should not forget to dismiss the audience after the affair is concluded.

We have attended some meets this year in which all of these details were looked after, but we have also attended some in which the officers in charge seemed to be intent on nothing except getting the thing over as quickly as possible as one takes a dose of bitter medicine.

THE UNCULTURED SPECIALIST

IN THIS age of specialization on every hand we are surrounded by experts—experts in every conceivable field of human activity. Magazine advertisements inform us that by clipping a coupon we may become master salesmen, accountants, draughtsmen and the like. And the result? A nation of self-centered, uncultured specialists.

Whenever we chance to come into contact with men whose talents are not confined to one thing which they do excellently, we experience a genuine feeling of admiration which borders upon out-and-out homage. Too often our giants of industry, and their satellites, are conversational clams, unless we tap the sacred stream of thought which has its source in their "line," we are at loss for a conversational medium. This explains the existence of those advertisements which laud the summation of the world's wisdom in a few volumes which may be carried inconspicuously on one's person.

Specialization has extended to the college. In the past, the classical concept of knowledge was the fetish, followed religiously with small thought for its economic application. The college belonged exclusively to the aristocracy (if the term does not offend); only gentlemen attended college. Then came the dropping of the barrier, traceable to several reasons. The middle classes found it possible to extend to their children the benefits of a college education; co-education became common.

Almost simultaneously with the increase in registration, the boon of professional training began. Large numbers of students elected to follow professional careers, and a swarm of these graduates flooded the country.

The trend in education seems to have moved to mitigate these evils which resulted in the over-expansion of the college. Professional schools everywhere have stiffened their entrance requirements, until their students have a substantial background before beginning their professional training. This course has its shortcomings, however, for it increases the financial burden for many students; yet in the long run it must result in a broadened group of college graduates, more conversant not only in their chosen fields, but possessing the background to evaluate properly their position in the cosmic scheme.—Minnesota Daily.

OFF-SIDES  
By the Editor

We listened in on the S.M.U.-Texas University basket ball game on the evening of February 18. The microphone artist said, time and again, "Brock tries for a basket—it don't go in," with other Afro-Americanisms sprinkled in occasionally. If it is deemed proper to tell the public the athletic news of higher educational institutions in negro dialect, we suggest that it be done consistently. If the man at the "mike" says "it don't go in," he should announce a successful shot, "it do go in." He should also say "I does" and "I doesn't." We're against racial mixtures either in blood or speech, and this hybrid, or Mulatto, dialect doesn't set well with most of us. Let's have it straight, either pure negro or pure white. A language divided against itself cannot stand. Movie title writers, please notice, also.

WE quote from *The Rotarian*, February, 1928, page 17:

"A second evil, which arises from the over-emphasis of football, is the evil of professionalism. For my own part, I am sorry that there is any such thing as professional football. We have had professional baseball for a considerable number of years, but professional football is a comparatively recent thing. I believe it would be far better for the sport of football if it were left altogether for amateurs.

"All good colleges profess to stand against professionalism in football; and yet there is such a thing even in many of our good colleges. It comes in such an insidious form that it is not always easy to draw the line of distinction. An ambitious alumnus, or some other friend of the college, knows of a good prospective football player and invites him to come to college. He even goes so far as to find a job for him. One line of distinction is to be found by observing whether the job is a real one or whether it is only a sinecure and an evasion.

"For instance, if some good Rotarian has a place in his store where a boy can work during certain hours in the day, and can actually render \$50 worth of service, if the Rotarian allows some college boy to fill this place and requires him actually to earn the money, the Rotarian has rendered a great service to the boy himself and, incidentally, to the college. If, incidentally, this boy knows how to play football, and is able to play football, his employer is helping likewise in the matter of clean athletics. The boy who plays football under these conditions, and who meets all the scholastic requirements for eligibility, is really an amateur player and is doubtless a fine fellow. The Rotarian who gives him the opportunity to do this is showing the true Rotary spirit."

The standard pay for student service in colleges of this section is from \$25 to \$30 per month for three hours' work per day. Fifty dollars per month would therefore mean at least four hours' service. Football practice usually begins with dressing at 2 p.m. The player reports to the field at 2:30 and after three strenuous hours, he leaves the field and repairs to the dressing room for bath and change of clothes. This, let us say, is completed by 6 p.m., making a total of four hours devoted to football daily. Let us say that the student is taking five courses, the normal amount of work. Mondays, Wednesdays, and Fridays he has three hours' recitations per day, and Tuesdays, Thursdays, and Saturdays, two recitations per day, or fifteen hours per week, an average of two and one-half hours per day. Two hours of preparation is the minimum for each hour of recitation, so we must have five hours of preparation per day. For a person engaging in strenuous athletics, at least eight hours' sleep is necessary for the normal individual—nine is better.

Breakfast, say, requires half an hour, dinner and supper an hour each. Now let us do some adding:

Football practice.....	4
Work for pay.....	4
Recitation.....	2½
Preparation.....	5
Sleep.....	8
Meals.....	2½
Total.....	26

This football player's day has already twenty-six hours in it. No time has been allowed for recreational or social activities, or incidental interferences with the schedule, such as illness. We have allowed, it is true, Sunday as a day of rest. But if he makes the team there are week-end trips two or three times a season taking from one to three days each. On these trips he naturally falls behind on his recitations, his preparation, and in time given to his employer.

So two and two doesn't make five. What actually happens is that his

employer is very lenient, his instructors have been chosen skillfully, courses have been provided which do not require the normal two hours' preparation for each recitation, and so on. In short, his school life is adjusted to participation in athletics, not, as should be, his participation in athletics adjusted to his normal school life.



IN THE February issue of THE LEAGUER a short list of theme topics with the statement that material on them could be borrowed from the Extension Loan Library. In the same issue the editor of THE LEAGUER printed for us in the editorial column an announcement about declamations and debate material to which he added this statement:

"We wish to add that Miss Dimmitt is unduly modest in assuming that the editorial column is read by a larger number of teachers than the Extension Loan Library column. We cannot recall that anyone ever gave us any clear evidence that he or she read any editorial in THE LEAGUER. So to keep the record straight we deny Miss Dimmitt's assumption."

We, too, want to keep the record straight, so we wish to make it known that during the month following the publication of the February LEAGUER we received absolute evidence that both editorial column and the Extension Loan Library column were read by a number of teachers. First, the number of requests for declamations dropped considerably after the announcement was made in the editorial column that the service had been discontinued. Second, the number of requests for debate material jumped up to 302, the largest number ever before received in one month. Last, so many requests were received for material on the theme subjects listed in the Extension Loan Library column that we were kept too busy answering them to find time to write anything for the March LEAGUER.

For the thirty-four subjects listed requests were received from twenty-six different towns. These added to the many requests for material on other subjects gave us a circulation of 2,726 package libraries during the month.

We should like to print another list of subjects, but will not have space for it this time. We do want, however, to remind the teachers that the Extension Loan Library is reader to help them by furnishing material for the senior themes which will soon be due. Subjects especially suitable for this purpose are those which deal with the choice of a vocation. We have package libraries on twenty-five different vocations, such as Advertising, Home Economics, Banking, and Nursing. We also have a wealth of material on the general subject of Choosing a Vocation.

A free list of subjects will be sent to anyone who applies to the Extension Loan Library, University of Texas.

University Extension  
V. THE PACKAGE LOAN LIBRARY  
By T. H. SHELBY

NO PLACE in the great State of Texas that has mail service is too remote for the inhabitants thereof to receive the benefits of the Package Loan Library, and no white person who can afford to furnish postage (averaging 8 to 10 cents to the package) is too poor to receive these benefits. The service is without cost to the reader, except postage.

Assembling Material  
If you were to come into the office of the Package Loan Library on any morning of this season of the year, you would find about a dozen people busy at various tasks. Some of them, who have had special training in library science and University training in certain subjects in which they "majored" while students, are engaged in searching for material through readers' guides on a variety of topics on which it is desired to "make up" a package library or on which new material is desired. The material itself, referred to in the readers' guides, is secured from current magazines, bulletins, pamphlets, reports, congressional records and newspapers. These source materials all come to the Package Loan Library in large quantities, with duplicate copies in most instances. Practically every standard magazine con-

taining articles that might be considered authentic is on our subscription list in duplicate. Duplicate copies, it may be readily seen, are necessary in clipping.

Other workers are busy clipping articles as they are marked and posting them into manila covers. All the clippings, bulletins, pamphlets, etc., and occasionally a book, are placed in one package, and we have a package library on Woman Suffrage, League of Nations, World Court, or what not. Package libraries on more than a thousand subjects, of modern interest, though not necessarily modern subjects, are kept constantly revised and up-to-date. Each year brings libraries on new subjects of popular interest, for example, Lindbergh, Aviation, Nicaragua, etc.

The Mail  
Other members of the staff are busy opening letters, more than two hundred per day, often, at this time of the year. These letters are from the four corners of the State. In some cases notice that a library is being returned and postage on the package sent out are the only contents. In other cases, a statement of appreciation of the service is given. In a few cases only during the year, there will be a sharp criticism of the service, or some aspect of it. By all odds the largest portion of the letters constitute requests for information about the service, for the list of libraries available, or for libraries on specific subjects.

One would find other members of the staff wrapping packages for shipment, determining the amount of postage and placing it on the package, addressing the package, and making a careful card record of the subject of the library, the person to whom it is sent, his post office address, and the date sent. In case the package is not returned within the designated period of two weeks, notices are sent, advising the borrower that the time is up and also advising the amount of postage due.

Growth of Service  
It is readily seen that the Package Loan Library is a very busy place. Its growth in the University of Texas since its inauguration in 1914 has been phenomenal, due to the absence of regular libraries throughout the State. The growth is indicated by the following figures, which indicate the number of libraries circulated, that is, the number of packages sent out for each of the years.

1914.....	200*	1921.....	7500
1915.....	800	1922.....	10100
1916.....	2200	1923.....	11700
1917.....	2400	1924.....	12600
1918.....	2300	1925.....	17200
1919.....	3100	1926.....	19000
1920.....	5500		

\*Approximately.  
The subjects and fields of study in which libraries are constructed are determined somewhat by the staff, headed by Miss Le Noir Dimmitt, Chief of the Package Loan Library Bureau, but more largely by requests of persons in the State who use the service. Political and social questions lead the list. Literature is second in rank, with education a close third. Fine arts and agriculture and home economics bring up the rear.

Who Uses the Service  
A map showing the distribution of the service in the State is practically a population map. A few counties, where population is sparse, do not use the service at all. The libraries are used by persons making public addresses, high-school debaters, persons interested in civic work, women's clubs and teachers in the public schools. Teachers use them in various subjects, especially in English composition. The small village school and the rural school find the package library an excellent substitute for a school or community library.

The absence of libraries on the one hand and the large population served on the other give us a record for circulation which is nearly twice that of our nearest competitor, Wisconsin.

Books and Magazines

Problems in Classroom Method, Douglas Waples, Ph.D., Macmillan Co., 1927.

This large book of 609 pages is as comprehensive a treatment of the technique of the school-room as can well be imagined. It is a veritable mine of information for classroom teacher and supervisor. In the first part, Dr. Waples includes his famous check list of sixty-nine questions standardized for application to any high-school classroom. In Chapter VIII he sets forth the traits of the ideal teacher and shows how any teacher may analyze his personality and develop in himself those desirable traits which may be lacking. In this connection the author is gratifyingly definite. His sound and practical advice is based upon the principles of the behavioristic psychology. This chapter

(Part I, Chapter VIII) and another (Part II, Section VI), both of which deal with problems arising from the teacher's personality, are probably the most valuable of the book, although the chapter on securing pupil cooperation (Part II, Section IV), especially the part dealing with the discouragement of dishonesty, is illuminating.

The book is logically and conveniently arranged, two prime requisites in a reference book for teachers. It is easy to find a type difficulty and to apply the practical suggestions offered for its solution. There are no vague theories, since the book developed naturally as a result of collecting the classroom experiences of a large number of teachers and supervisors; hence its value as a handbook.

—L. G. B.  
*Music Appreciation for Every Child*, Mabelle Glenn and Margaret De Forest, Silver Burdett & Co., 1928.

This series of seven books, four for the pupil and three accompanying manuals for teachers, covers an entire course in music appreciation from the kindergarten through the junior high school. Such an attractive and convenient series as this tends to bring about uniformity of method and content and thoroughness of treatment with a great saving of the teacher's time.

—L. G. B.  
*What We Hear in Music*, Anne Shaw Faulkner, Victor Talking Machine Co., Camden, N. J.

The sixth revised edition of this standard work on music appreciation is handsomely bound and illustrated and richer than ever in material for use in the classroom. Teachers of public school music and of folk dancing have long made use of the book. Teachers of foreign languages who are beginning to use French and Spanish records in their classes and language clubs will be delighted with the text of the songs and the accompanying explanatory notes. English teachers in Austin High School have for several years used the Victor records of famous poems which have been sung. Classes which are reading "Lady of the Lake" are thrilled by the "Ave Maria" of Schubert, for instance. There is a wealth of material here, too, for teachers of the social sciences. A well-chosen record often arouses the interest and curiosity of the young student as nothing else does, since many are earmarked rather than eye-minded.

—L. G. B.

*New Plays for Every Day the Schools Celebrate*, Minnie A. Nie-meier, Assistant Principal, New York City Schools, Noble and Noble, New York, 1928.

Occasional plays are rarely satisfactory. Here are some which according to the publishers have been actually tried out under the most adverse conditions and found most successful.

—L. G. B.  
*One-Act Plays*, Goldstone, Allyn and Bacon, 1926.

No high school which pretends to keep abreast of the times has failed to make use of the great new interest the whole nation has in the drama. In high schools everywhere students are demanding and receiving instruction in dramatics. Mr. Goldstone's collection is one of the most popular texts used in the high-school classroom and in dramatic clubs.

—L. G. B.

Former League Declaimer Wins Many College Honors

AS an inspiring example for youthful declaimers, the case of Miss Natalie Sherrill, formerly of Kerens, is worthy of attention. The first year she entered declamation without success in the local meet at Kerens. The next year she won the local meet and made second place in the county meet. The third year she won both local and county meets and represented her county in declamation at the district meet. Her fourth year in Interscholastic League competition she won her way through the local, county, and district meets and represented her school in the State Meet, in which she went to the second preliminary.

Miss Sherrill entered the University of Texas in the fall of 1923. In 1924 she won the Wilmot declamation prize of \$25. During her career in the University she has won many other honors. She was elected to represent 321 girls of the Scottish Rite Tournament at the Feast of Seven Tabernacles banquet in 1925; she made the Curtin Club and the Glee Club; is a member of the Y.W.C.A. cabinet; represents the School of Education in the Students' Assembly; was freshman cheer leader; captain of the Stadium Drive; and won the Cactus Team Drive in 1923-24. She is now a senior, and student assistant to Dr. Frederick Eby, Professor of Education.







## Press Conference for High School Journalists, May 4-5

### Each School Paper Urged to Send Representatives to Meet

DELEGATES to the High School Press Conference to be held at the University of Texas May 4 and 5 during the Interscholastic League Meet, will be guests at the annual All-Publications banquet, which is scheduled for one of the two nights, according to Burt Dyke, president of Sigma Delta Chi.

Once each year, the reporters, editors, writers, business managers, and advertising men of the publications of the University and all of the journalism students assemble at a banquet. Here, all good journalists get together for an enjoyable time.

As a special courtesy to the delegates who will attend the Texas High School Press Conference, the Board of Publications of the University has moved the date of the banquet forward two weeks in order that these delegates may attend.

Invitations have been sent to most of the high-school papers of the State asking that two representatives from the paper or the annual of the high school come to Austin for the Conference.

"If the editors of any papers have through an oversight not received an invitation," Dyke said, "let them be assured that they, too, will be welcome at the Conference, and let them send their names to the Press Conference officials of the Interscholastic League."

A program for the high-school delegates is being planned with two ideas in view: First is that the high-school journalists will be interested more than anything else in the problems they have to face with their own paper. A general discussion of these problems will be held. Second is that most of the visitors will be debating whether or not to choose journalism as a life work.

"We are going to try to show for our visitors just what journalism offers them," Dyke stated. "We want them to know something about the life of a reporter on a daily paper, something about the life of a country editor, of the opportunities for women in the field of journalism."

"Most of the delegates will be either seniors or juniors in high school. They will be beginning to wonder what kind of work they should take in college, what they should choose as a life profession. We want to help them make that choice."

Several prominent newspaper men will speak to the delegates.

"Even in the speeches we want to emphasize the practical side of journalism," Dyke said. "We are not going to lecture to the representatives. They have enough lecturing in the classrooms. We want to have some friendly practical talks that will give the delegates some worthwhile ideas to take back and put into effect on their papers."

Friday morning, May 4, delegates will report to Room 139 B. Hall, on the campus, where they will register and will receive a program of the day's activities. Registration will begin at 8 o'clock, and the program will open about 9.

All representatives who have not sent their names to THE LEAGUER are asked to do so at once in order that arrangements may be made to give them a place to stay in Austin. Communications should be addressed to DeWitt Reddick, B. Hall, University of Texas, Austin, Texas.

The first delegation to announce their intention of coming to the Conference was from New Braunfels. Vera Elizabeth Eikel, editor of *The Oasis*, New Braunfels High School, wrote that she and the business manager, Kearney Starr, were going to make the trip. Carter Johnson of the *Brackenridge Times*, San Antonio, promises that his school will have a delegation at the Conference. A number of other replies to invitations have been received.

Railroads are offering special rates to Austin for delegates to Interscholastic League meets. Those who are coming to the Conference are asked to write to DeWitt Reddick for identification slips in order that they may get the special rates.

#### Motivates Spelling

Supt. J. H. Kannenberg, Coahoma: The enclosed check is to pay for three dozen spelling lists which are to be used in this year's spelling contests. I have found this a very satisfactory device in the teaching of spelling, for it gives them a two-fold motive for studying the words.

### UNION BUILDING WILL HELP LEAGUE

(Continued from Page One.)

while other spaces will be used for trophy rooms, offices of coaches and directors, etc.

Leaguers will also get lots of use of the Students' Activities Building. Here will be a smaller auditorium, to seat about 1500 persons, a patio which will be used as a meeting place and lounging quarters, smaller "committee" rooms, reading rooms, game rooms, offices of the Ex-Students' Association, and all the facilities of a college club house.

The third building in the project will be a women's gymnasium and activities building. It is designed to care for the strictly feminine organizations on the campus and to provide adequate facilities for the physical training department for women.

#### Romantic Interest

The project has its romantic side too. It is the outgrowth of a movement started twenty years ago to raise \$50,000 for a gymnasium at the University. It was thought that sum would be ample to provide for all time to come. Mr. Gregory was asked by the President of the University to undertake that task and worked at it for some time before he was called to Washington to take charge of the Nation's legal affairs.

Naturally, he dropped his project. But when he was elected President of the Ex-Students' Association in 1926, he revived the idea and asked faculty members and students to express their ideas of the most urgent building needs of the school at this time. The three buildings planned as the University Union were named. Last fall the movement for funds to erect these buildings was started. The intensive part of the campaign is just now starting, but already considerably more than \$100,000 has been donated to the project by interested men and women. One former student who has been out of work for several months and says he does not expect to find work until the fall season scraped together \$1 and sent it in as his contribution.

Mr. Gregory declared it one of the greatest gifts to be made. Mr. Will C. Hogg and Mr. Jesse H. Jones, both of Houston, each subscribed \$25,000 to the Union. Another man with three children in the University sent in \$500 for each of them.

Though nothing definite has been said as to when actual building operations will start, it is not at all unlikely that students in high school now will appear once or twice in one or more of the new Union buildings.

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### Brackenridge Boys-Main Avenue Girls Win Debates

#### JAY SAM LEVEY AND VIVIAN BERNHEIM WIN IN DEBATES

The right to represent their respective schools in the district oratorical contests to be held in San Marcos on April 14 was won by Vivian Bernheim and Jay Sam Levey in the annual Main Avenue - Brackenridge speaking contests held Friday afternoon. Miss Bernheim and Naida Hensarling, representing Main Avenue Senior School, were victorious over their Brackenridge adversaries in the girls debate, while Levey and Frank Knapp, Brackenridge representatives, won the boys debate from Main Avenue. "Resolved, That Congress Should Enact Farm Relief Legislation Embodying the Principles of the McNary-Haugen Bill" was the subject of both debates.

Winners in the elimination contests to be held at the district meet will compete in the State Meet to be held in Austin May 3, 4, and 5 under the auspices of the University of Texas Interscholastic League.—(San Antonio) *Jewish Record*.

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### THIS TEACHER HAS A HELPFUL HOBBY

(Continued from Page One.)

Prof. Eddins, however, has augmented the "Uncle Remus" stories, modestly characterizing them as the tales that Joel Chandler Harris overlooked or discarded.

For instance, there is his story of Brer Fox who cooched Sis Goose as she swam on the pond. Sis Goose maintained that she had a right on the pond as same as Brer Fox had a right to lie in the weeds.

"And so dey went to cote, and when dey got dere, de sheriff he was er fox, en de judge he was er fox, and der tourneys dey was foxes, and all de jurymen dey was foxes too."

When Professor Eddins tells this story he drops into the dialect so well known to residents of the South. Sis Goose and Brer Fox and all the characters that he tells about assume almost tangible form before the eyes of the listeners of his stories.

"End dey tried old Sis Goose," Professor Eddins continues, "en dey 'victed her en dey 'scuted her, and dey picked her bones. Now, my chilluns, listen to me, when all de folks in de cotehouse is foxes and you is jes er common goose, dere ain't gwine to be much justice for you pore nigger."

#### Brer Coon Gets Mess of Frogs.

There is another delightful animal story in the Eddins collection that relates how Brer Coon got a nice mess of frogs. Brer Coon's life had fallen in hard lines. His cupboard was empty and his old woman was mad at him and the frogs had all got wild. Brer Rabbit suggested that he play like he was daid, which he did. Brer Rabbit spreads the news and eventually the frogs come up to bury him in the sand.

Finally in a deep bass the big frogs declare that the hole is "Deep enough. Deep enough. Deep enough." All the little frogs call out in a high treble, "Deep enough. Deep enough. Deep enough."

The upshot of it is that the frogs dig a hole so deep that they can't get out of it.

"Rise up Sandy and get your meat," cried Brer Rabbit.

"An Brer Coon had meat for supper dat nite."

In negro folklore, the rabbit—the most helpless of all the wild folk, and a great table delicacy with the negro—is made to triumph by his wits. There again might be called an interpretation of the earlier negro's station in life, forced to resort to his wits.

Professor Eddins can relate ever so many instances to show how Brer Rabbit gets away by his keenness of wits. Another case in point is where he rented land from Mr. Bear. The first year Brer Rabbit was to get what grew in the ground and Mr. Bear was to get what grew above. Mr. Bear changed the contract next year, but Brer Rabbit planted wheat. The third season Mr. Bear was to get what grew in the ground and at the top. This time Brer Rabbit planted corn, and gathered his crop between the two.

#### Negro Folklore Disappearing.

The old time folklore of the negro is disappearing as the influence of modern times is felt by these people, Professor Eddins said. In the last seven or eight years since he has lived in San Antonio he has become interested in the ancient folk tales of the Mexican people, handed down from generation to generation. Instead of devoting themselves to the affairs of animals, these deal more with stories of heroism and sacrifice, or with buried treasure, he said.

In dealing with children in schools in Mexican sections of this city, Professor Eddins has come across a number of legends that are well established in the folklore of Mexico. One or two are purely local, for instance the story of the underground passage from the Alamo to San Pedro. Again, there is always the reference to the Alamo as "Santa Anna's house" by the Mexican children.

Professor Eddins has written a number of folklore stories for the Texas Folklore Society's annual publication, and for other periodicals.—*San Antonio Express*, February 29, 1928.

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### EIGHTEENTH ANNUAL STATE MEET OF UNIVERSITY INTERSCHOLASTIC LEAGUE

(Continued from Page One.)

ticket agent before leaving for Austin. Rebates will be calculated on the reduced rate basis, except that one-way fare from home of the contestant or delegate will be taken as a basis for computing the rebate due those contestants and delegates who come by automobile.

2. Headquarters for the meeting will be at the University Y.M.C.A. Building, corner Twenty-second and Guadalupe streets. Reception committees will attempt to meet all trains. If no one meets you, take a Main or Twenty-seventh Street street car and report at headquarters, where the reception committee will attend to registration, affixing badges, assigning accommodations, and issuing track numbers. Lodging will be furnished the delegates free of charge, as far as possible. Do not offer to pay for lodging assigned by us. Those lodging on or near the Campus may secure meals at the University Cafeteria, or at restaurants on Guadalupe Street and Speedway.

NOTE.—Friends and relatives of contestants are heartily welcome, but it is impossible to furnish them with free lodgings.

3. Remember, all contestants in track and field events must be properly entered on "Official Entry Blank." The fact that your contestant qualified at the district does not enter him. Get your entries in on time.

4. Each contestant in the track and field meet will be required to wear a number on his back. These numbers should be secured at the Y.M.C.A. during registration. Those arriving Friday morning may get them at the Texas Memorial Stadium.

5. Remember, there is one ironclad rule. It is this: No entries shall be allowed for the final meet which are not mailed to the State Office on or before the tenth day before the first day of the meet. Entries postmarked after this date will not be considered. We are compelled to adhere strictly to this rule, since there are so many entries that it takes at least ten days to get them into shape for preparing the programs, assigning numbers, etc.

6. Admission charge of 50 cents will be made to the preliminary and final track meets. No charge to those having delegates' badges or contributors' tickets.

7. The progress of the meet—that is, the results as rapidly as they are reported, may be obtained at the University Cooperative Society, 2210 Guadalupe Street. Results will not be given by telephone, but will be posted on a bulletin board provided for the same. Mr. Ed C. Rafter, Manager of the University Cooperative Society, is chairman of the Progress of the Meet Committee.

8. Be sure that you are registered at the Y.M.C.A. Your friends may inquire for you there, and unless you are registered we cannot refer them to you.

9. We cannot agree to lodge delegations of more than two in the same house. It is rare that one house can accommodate a large number. It is therefore necessary to split delegations, and assign part to one house for lodging, and part to another.

10. Don't fail to see Wild Flower Exhibit, Room 224, Biological Laboratory, north of Campus.

11. This program will be supplanted by General Program in circular form to be issued about April 20. Always go by the latest program issued.

tempting to arouse greater interest in the work throughout the county.

### Makes Study of Salaries Of Wisconsin School Men

Milwaukee (Wisconsin) pays its city superintendent of schools \$10,000 and five of its high-school principals \$5,000 as contrasted to the lowest salaries in the state for these grades of \$2,200 and \$1,495, according to compilations made by the municipal information bureau of the University of Wisconsin Extension Division.

Of 89 superintendents included in the data, 50 receive from \$3,000 to \$4,000, 19 get from \$4,000 to \$5,000, 9 range from \$5,000 to \$6,000, and 6 are paid from \$2,500 to \$3,000. Thirty-eight of the 104 principals whose salaries are listed get \$3,000 to \$4,000, 30 receive \$2,400 to \$3,000, 19 are paid \$2,000 to \$2,400, and 15 range from \$4,500 to \$5,000.

### Jefferson County Heard From

Z. A. Williamson, Principal, South Park High School: I am herewith inclosing a list of the officers of the Interscholastic League of Jefferson County. Our meet will be held on March 23 and March 24 at South Park High School, Beaumont, Texas.

We are looking forward to an unusually good meeting this year, however the three years I have been in this section of the State have convinced me that the League does not hold the interest of the schools here as it does in other sections of the State. We believe that the League work is very important and are attempting to arouse greater interest in the work throughout the county.

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### Teachers Appointment Committee

By Miriam Dozier

THE work of the Teachers' Appointment Committee is generally well-known throughout the State, but it seems not amiss here to call the attention again of those teachers intending to attend our Summer School that its services are available throughout the entire summer session to those seeking positions as well as to those who are seeking teachers. In fact, June and July are two of the months of the year in which a large portion of our year's work is done. Teachers seeking places will find this a most advantageous time to interview school officials as many of them are here in person attending the Summer Session.

The calls for teachers which come to this office are of all kinds, ranging from the kindergarten to the college and university. The largest number, of course, is for high-school teachers, though every year shows an increase in the number of calls for teachers in the colleges and universities. This increased number of calls is due, in part, to the widely scattered movement in favor of the establishment of junior colleges. For the high-school teachers as a general rule, the minimum requirement in the way of scholarship is the bachelor's degree, while some school officials are now asking that their high-school teachers be equipped with the master's. In the junior colleges and teachers' colleges, especially, the minimum requirement is the master's degree, while some are now asking that their teachers have the Ph.D. or its equivalent. Recently the committee has been called on to recommend for positions on the faculty of a teachers' college in one of the Eastern states five professors with the Ph.D. Such calls are no longer out of the ordinary. College teachers in the fields of the languages, sciences, and mathematics are more in demand at present for the reason that the other lines of work are being undertaken by larger numbers of graduate students than these three.

The increased facilities for graduate study and the larger emphasis which is being put by both the faculty and the Regents on graduate study have attracted large numbers of students to our Graduate School. Many of these students are planning to teach. It is well to bear in mind that through this committee there may come just the opportunity which they are seeking. During the past year out of over five hundred placements, nearly one-fifth, directly or indirectly, were on college and university faculties.

Many of our calls are for superintendents and principals. Such places, however, are filled earlier in the season and it behooves applicants for these places to list their names with the committee early in February.

The calls for high-school teachers and for the grades continue throughout the summer term; hence, early registration is not so important for these types of positions.

On the whole, the committee has been able in the past to render an invaluable service to teachers in all fields of educational endeavor.

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### LEAGUE STARS STILL SHINING

(Continued From Page 1)

dent of the Y.W.C.A. She was president of the senior class in 1927, vice-president of the Students' Association, and a member of the Woman's Building Honor Council.

Miss Brooks is teaching history in the Llano High School this year.

PHILLIP WALLACE of Cookville, district winner in track in 1926, graduated from the Cookville High School in 1926. The following fall he entered Lon Morris College at Jacksonville, Texas. He plays football, basketball, and baseball at that college.

DUFF KOOKEN of Arlington, winner in declamation in 1920, graduated from North Texas Agricultural College in 1923. He is now head of the mutton and veal department of Swift & Co. in Denver, Colo.

DEWEY SMALLEY of Yorktown, State championship winner in tennis in 1919 in both singles and doubles, received his B.B.A. degree from the University of Texas in 1927. While in the University he was a star

player on the baseball team for three years, and during his senior year he was elected a member of Alpha Kappa Psi, honorary business administration fraternity, because of his high scholastic standing in that school.

JAMES CAPPS of Arlington, winner in debating in 1920, received his LL.B. from Vanderbilt University. He is now associated with the law firm of Weeks & Weeks in Wichita Falls.

WAYNE R. HOWELL of Corsicana, State championship winner in boys' debate in 1913 and 1914, received his B.A. degree and LL.B. degree from the University of Texas in 1921. Howell is now an attorney in Corsicana.

FRANK KILLOUGH, three years district winner in declamation and two years winner in tennis, is a student at the University of Texas and he is a member of the University intercollegiate debating team.

TROY HICKMAN, district winner in boys' debate from the Tuleta High School in 1920 and 1927, was one of the seventeen debaters for the intercollegiate debating teams at the University of Texas in 1927.

WILLIS MORGAN MORGAN, State championship winner in boys' debate in 1912, received his LL.B. degree from the University of Texas in 1921. He is now an attorney in Fort Worth.

SIDNEY HARRIS of Austin, winner of the University Interscholastic League scholarship and bronze medal in declamation in 1922, is a senior in the University of Texas. He graduated from the Austin High School at 15.

He is a member of the University Debate Council, vice-president of the Engineering School, an assistant in the physics department, and a member of Alpha Phi Epsilon, honorary public speaking fraternity.

HENRY LEE TAYLOR, winner of second place in boys' debate at the State Meet in 1914, received his LL.B. degree from the University of Texas in 1919. He is now an attorney in San Antonio.

LOUIS THALHEIMER, State winner in boys' tennis, singles and doubles at the State Meet in 1921, received the national championship in tennis with Louis White in 1926.

Thalheimer was a student in the University from 1922-1926 in the College of Arts and Sciences. He was a member of the University intercollegiate tennis team.

### Believes Academic Work Needs Greater Emphasis

(By Hattie O. Prewitt, Director of Tests, Fort Worth)

In my letter of December 2, I promised to attempt a short article for THE LEAGUER on the Kansas Every Pupil Scholarship Contests. After carefully reading the article in THE LEAGUER which you sent to me, I decided that anything which I might write would be repetition, so far as the tests were concerned.

There are several details of administration which were not explained in that issue. The general plan is similar to the plan of the Latin Tournament in which our schools have been participating. In the first contest, all pupils remained in their respective schools and took the first series of tests. The cost of this test material was borne by the local authorities. From the contestants in the first series, pupils were selected to represent their schools and subjects in a district contest. The transportation and entertainment of these contestants were usually made possible by a local organization, such as the Parent-Teachers' Association, Rotarians, Lions, or some other men's luncheon club. In several instances, the boards of education considered it just as much their obligation to provide transportation for these winning pupils as for the athletes who were winning. Following the district meet, the winners in the different subjects entered a final contest at one of the state institutions.

The influence of these scholarship contests on the student body can do much toward arousing the pupils to an appreciation of leadership in academic work and toward setting higher values on scholarship and academic superiority. I see no reason why we cannot feature the results of mental activity in our schools as much as we feature the results of physical activity.

I hope that you are succeeding with your plans for beginning a series of contests in our schools next year. I shall be quite glad to not only cooperate but really to do something that will help the cause.

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