



LETTER BOX and PERSONAL ITEMS

**100 Per Cent Speller Three Years.**  
A. W. Bulay, County Superintendent of Schools, Livingston: We are pleased to enclose herewith the spelling papers of Vera Platt, of the Barnum School, Barnum, Texas, which was the only perfect paper found by the judges in any division of the large number of contestants we had at the county meet held here last week. You will note that this paper is of the junior division.

We would like to say that this pupil has won, or rather made a perfect paper of 100 per cent now in three years in succession, the two previous years being in the sub-junior division. And if I remember correctly the only applicant who has made a grade of 100 per cent during the last three years. Therefore, we heartily recommend this young lady most highly to the officers of the Interscholastic League, and trust she will soon receive all of the honors that are due her.

**Add Rule in Declamation**

Frederick Abbott, Head Public Speaking Department, Main Avenue High School, San Antonio: I should like to submit the following addition to the rules for declamation. I believe it would be a good thing. Let me hear what you think about it yourself. It seems to me that sometimes cases occur where it would apply. The proposed rule is as follows:

"Further, no contestant shall be penalized in any way because of nationality; and no selection presented for competition which shall have met the requirement of 'Nature of Selection' shall be graded lower because of age or frequency of presentation."

Assuring you of my continued interest in the good work you are doing and with heartiest best wishes, believe, me, etc.

(Editor's Note.—We thought all judges took this for granted anyway.)

**Commends League**

Supt. J. A. Kooker, Arlington: I am glad to report that our faculty representative, Mrs. Mary Dent, and our contestant in typewriting, Miss Bonnie Hudspeth, are both pleased with the entertainment at the State Meet and with the meet in general.

The University Interscholastic League is having a wonderful educational, inspirational influence over the boys and girls of this State and I want to commend you and those who have charge of this great organization for the manner in which it is being conducted.

The advantages of the League can be extended by enlisting a larger number of the schools early in the scholastic year. Last year hundreds of school principals failed to pay the membership fee until the time limit had passed.

In my opinion the county organization should be carried from year to year with no changes in the officers except those that are necessary and that the county officers should be more diligent in enforcing the eligibility rules.

Familiarity with the rules, experience in administration and impartiality are very essential qualifications of a good County Interscholastic League officer.

**El Paso County Likes League**

M. W. Lackey, El Paso: I think the State Meet one of the best things that the University can put on for the boys and girls of Texas. Although we had only a track team, we are going to work hard this next year in order that we may take more than a track team to the State Meet next year.

The boys who made the trip to Austin this last meet certainly enjoyed the trip and it was really educational to them. They were busy all the time taking in new things in and about Austin, mostly the Capitol building and the University.

I have no criticisms to make concerning the handling of the State Meet. I have a suggestion to make concerning the coaches. Would it not be possible for all the coaches to

(Continued on Page Three)

## Writers Describe Picturesque Pioneer School of Hayes Co.

**Johnson Institute, Founded in 1852, Was Influential in Early Educational History of San Marcos Region. Abandoned in 1872.**

WE ARE INDEBTED to the *Kyle News* for the story of this early Texas school and for the picture of the buildings in their present conditions. The article published in the Educational Edition of the *News* last summer, follows:

One of the most picturesque places in all of Hayes County was the location of Johnson Institute, founded by Professor Thomas Johnson in 1852. It was situated about 16½ miles south or southwest from Austin, and about 50 miles from San Marcos. It may not be so picturesque now, but it was then, being located near a farm and pasture of several hundred acres, with Bear Creek running some few hundred yards away near the southern boundary of the land, and with a high hill, or small mountain just to the south of the place. It was a very beautiful place then. Here hundreds of students attended Johnson Institute, many from the immediate community for miles around, from Austin and vicinity, from Mountain City, the Blanco, San Marcos, East and South Texas communities, and many from other states. It is remarkable that so many prominent men and women attended school there in their early days.

It will be impossible, in a short account, to go into details of the early days of the school. At the time this writer knew Johnson Institute, it had just come through all the horrors of the Civil War, and was then on the high road to fame and prosperity. And so it will be impossible to tell much about the early days of the school.

T. F. Harwell, editor of the *Kyle News*, takes the story up at this point and contributes the following interesting information:

If the writer of this story will pardon the editor for doing so, some information gotten from a son of Professor Johnson, and also from the

late Mr. J. M. Nance, who attended the school when a boy, will be inserted here.

When Professor Johnson got ready to establish a school, he went to Austin, and while there was offered the present site of the State University for his school, but refused, as it was his desire to get away from the temptations of town life for his pupils. Forty students enrolled the first year, 1852, and before the death of Professor Johnson, the enrollment had grown to 200, many of them coming from other states.

The first buildings for the school were of logs, with puncheon floors and puncheon seats. A table in the center of the school room served as a writing desk.

The Johnson home which was also the home of the students, was a log building, also—one large room with a shed room on each side. The large room was a story and a half high, the upper part serving as a sleeping room for the larger boys, and was reached by means of a ladder set up on the outside. The girls and the little boys slept in the rooms down stairs. The lights were tallow dips—there were no kerosene lamps at that time. The pupils assisted with any and all work about the place.

It is remembered that the surrounding country was very beautiful and attractive. There were many hills and valleys and creeks a few miles away where students went hunting and fishing. The streams were full of fish and game of all kinds abounded—deer, turkeys, squirrels,

(Continued on Page Three)



Johnson Institute, founded in 1852. This is a recent picture of the old building.

## WRITER DEFENDS MUSIC MEMORY

**Says Contest Supplies Work in Field Often Neglected in Public Schools**

(By W. C. McKenzie, Principal, Bunker Hill School)

AN EXPRESSION of benefits to be derived from the Music Memory Contest is asked by Superintendent Charles H. Bryant, of Peacock.

I think this is one of the best of all the contests. We have had it in our school for the past two years. The first year we were the only school to enter, but this year Haskell, an independent school, entered. Both years we have entered perfect papers and this year we received a beautiful loving cup.

Every pupil in all the grades in the rural schools and all below high school in an independent school are eligible but the team can be from

three to five depending upon the size of the school.

The Interscholastic League Bureau, Division of Extension of the University of Texas, furnishes booklets containing excellent stories of each composition. This adds interest and helps the pupil to understand and interpret the selection and, therefore, appreciate the music.

This contest raises the standard of the music appreciated by the pupils and gradually will improve the quality of music found in the homes. The two years that we have had it in our school has made a difference in the class of music asked for of the local music dealer.

This contest stresses a part of the school work that is so often neglected in even the best of our schools—that is the appreciation of good music and its cultural value. It provides material upon which the pupil may exercise creative intelligence and poetic imagination, without which thorough appreciation is impossible.

The music memory selections include parts of operas, oratorios, suites, dance rhythms, overtures, art songs, folk songs, and a group of miscellaneous selections. Thus the pupil becomes familiar with the different types of music.

## MISADVENTURES OF THE NO-COUNT BOY

**Bonham Cast, After Series of Disasters, Wins First in Tournament**

MRS. BRYAN HENDERSON, of Bonham, dramatic coach of the one-act play cast, wrote the League a letter describing a series of mishaps, which is not without dramatic interest in itself. The letter follows:

I am very much pleased to tell you that the Bonham High School Dramatic Club won first place in the One-Act Play Tournament held in Commerce Saturday. Miss Anne Spivy, who took part of "Pheleie" in their play, "The No-Count Boy," by Paul Green, won first place for individual acting.

We feel very proud of our victory, due to the fact that the play was staged under the severest handicaps. On our way to Commerce, the Red

(Continued on Page Three)

## TWELVE COMPETE IN ART CONTEST

**Georgetown and Brackenridge (San Antonio) Take First Prizes**

(By Prof. Samuel E. Gideon)

THE second Interscholastic League Art Contest was held in the studio of the Department of Architecture, University of Texas, Friday, May 4, 1928. The competition was arranged in two "Still Life" groups—one to be done in color (any medium) and one to be done in charcoal. There were twelve contestants—six girls and six boys. The contest required six hours of work, the noon hour was taken out for luncheon furnished by the Texas Fine Arts Association. During the three hours of work in the morning and three hours of work in the afternoon the work was carefully supervised, no visitors being allowed, no suggestions made by the accompanying supervisors and no "visiting" permitted among the contestants.

There were some admirable results. The judges were Miss Mary Starr Taylor, Mrs. C. D. Rice and Mr. James C. Buchanan, Jr.

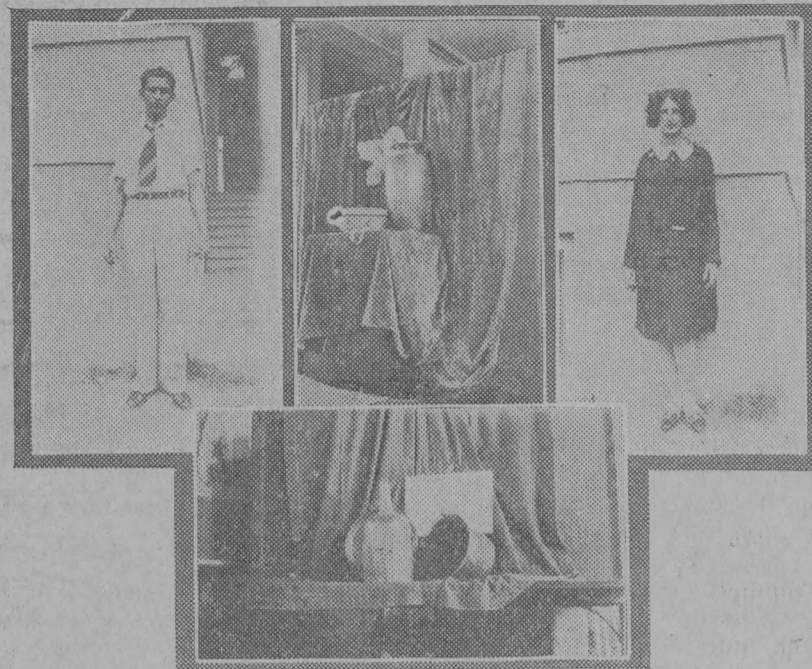
**Drawings Exhibited**

At 8 p.m. the students and friends were again assembled in a lecture room where their drawings were exhibited and talks were made by Mrs. Thos. F. Taylor, Mrs. Roger Roberdeau, Miss Fannie Andrews and several of the art supervisors and chaperones who accompanied contesting students from Dallas, San Antonio, Georgetown, and Taylor. Awards of silver medals for first prizes and bronze medals for second prizes, the gift of the Texas Fine Arts Association, were made.

The contestants were:  
Group 1—"Still Life" group to be done in color:

(Continued on Page Four)

## SNAPS FROM LEAGUE ART CONTEST



Above, left to right: (1) Alfredo Guerra, Brackenridge High School, San Antonio, winner of first prize Group No. 1 (still life in charcoal) in Interscholastic League Art Contest, 1928, silver medal, presented by Texas Fine Arts Association.

(2) Still life group which contestants were required to do in color, any medium.

(3) Miss Gladys Lackey, Georgetown High School, winner first prize in Group No. 2 (still life in color any medium) silver medal, presented by the Texas Fine Arts Association.

Below: Still life group which contestants were required to do in charcoal.

## Football Schools Lined Up Ready for Opening Games

**More Than Three Hundred Have Entered Lists to Contend for Honors.**

(BY ROY B. HENDERSON)

WITH more than three hundred schools lined up on the starting mark, the ninth annual football race fostered by the Interscholastic League is ready for the gun. At this time of the year plans are made, everybody is confident, and hopes of district, regional, and State honors are high. Before the moleskins and pigskins are put away in December, disappointment and despair will have been met by a large percentage of the 300. Realization of this fact will not annoy the school-man who sees something in high-school football besides a game, a spectacle, or an advertising medium. When defeat comes he will use it to drive home lessons far more valuable than winning the State championship. It is the training to learn how to accept defeat and the wise educator will not allow such an opportunity to pass unused. Loyalty, courage, self-control, good sportsmanship, honesty, fair play, and other moral virtues, may be taught as well (perhaps better) in defeat as in victory. It is simply a matter of leadership. The superintendent, principal, and coach cannot escape the responsibility.

The 1928 plan is not very different from the one in force last year. The changes may be summarized as follows:

1. Districts 4, 5, and 8 in Conference A have been changed. Waco and Temple were taken out of District 8 and placed in 4. Denton was changed

from 4 to 5. Laredo, Harlandale, and Alamo Heights enter District 8.

2. Conference B districts have been quite generally revised. Instead of 16 districts there are now 28.

(Continued on Page Three.)

## PROGRAM

—OF THE—

### Tenth Annual Interscholastic League Breakfast and Section Meeting

Pan-American Room, Gunter Hotel, San Antonio, Texas  
November 30, 1928, 7:45 A.M.

T. H. SHELBY, Dean, Division of Extension, University of Texas, Presiding

League Section Motto: Educational Use of Interscholastic Contests.

Invocation.

Introduction of Dr. Edward Charles Mabie—Professor John Hendicks, Edinburg College.

Teaching Dramatics in High Schools.—Dr. Edward Charles Mabie, Head, Department of Speech, University of Iowa.

Discussion of League affairs.

### MENU

Orange Juice

Oatmeal

Omelette with Bacon

Long Branch Potatoes

Hot Wheat Cakes

Maple Syrup

Coffee, Milk or Tea

Rolls of Toast

### IMPORTANT

Reservations, \$1 per plate. Make sure of a place by forwarding \$1 to Miss Willie Thompson, Secretary of the League, University Station, Austin, Texas, at once. Ticket will be forwarded on receipt of price.

## PARENT COMMENTS ON STATE MEETING

**Says Assembling of Boys and Girls for Competitions Is Fine Inspiration**

OF MANY letters received at the State Office of the League from parents, teachers and contestants who attended the last State Meet, we select for reproduction the following from Mrs. Myrtle Browning, of Canton:

In regard to the State Meet, I wish to say that we had a delightful time while we were in Austin. We enjoyed every minute of the trip from the time we left home until we returned. I was very favorably impressed with the people I met while we were there. We stayed in the home of Mrs. Rowan Howard, 1000 Twenty-second and one-half Street. She gave us comfortable, clean and cool rooms and was very kind and courteous in every way. Then I particularly noticed the students of the University. Every one that I saw was very polite and all seemed glad to render any assistance they could and were courteous and glad to give any information that would make our stay more enjoyable.

I took my daughter to Austin, hoping that she would win a scholarship to the State University. She did not get a place. But as I watched the enthusiastic boys and girls and noted their manly and womanly manners I was more anxious than ever that my daughter may some day have the opportunity of attending the Texas University. We watched the students in their parade, we were then in the Capitol and could get a good view of the parade; this sight was one of the things that impressed us more than any other thing while we were

(Continued on Page Four)

## 376 SCHOOLS HAD ENTRIES 1928 MEET

**Every Section and Every Class of Public School Competed for Honors**

SOME IDEA of the magnitude of a League State Meet may be gathered from glancing over the list of schools having entries in one event or another in the last State Meet. They are arranged in alphabetical order in the list that follows. Considering the extent of territory covered the number and classes of schools represented, the variety of contests engaged in, and the actual number of contestants present and participating, the annual meet of the League is one of the greatest school functions held anywhere in the country.

The list follows:

- Abilene High, Adams (Odem), Adamsville, A. and M. Consolidated, Alamance (Atlanta), Alamo Heights (San Antonio), Alice, Alpine High, Alvin High, Amarillo High, Anaquia (McFaddin), Angleton High, Anderson High, Antelope, Anton High, Arlington, Armstrong, Artesia Wells, Ashland (Paris), Athens High, Aurora (Rhome), Austin.
- Baird High, Baffin Bay (Riveria), Ball High (Galveston), Ballinger High, Bandera, Barksdale High, Barstow High, Barwise, Bay City, Beaumont High, Bedford, Bellville High, Bennetts (Millsap), Bertram, Big Spring High, Big Wells High, Blackwell, Bledsoe, Boethel, Bois d'Arc (Montalba), Bonham High, Bowie High, Brackenridge High (San Antonio), Brady High, Branchville (Maysfield), Breckenridge High, Breckenridge Jr. High, Brenham, Bridgeport, Broadus, Brownsville High, Brownwood High, Brushie Prairie (Dawson), Bryan High, Bryan Street High (Dallas), Bryson High, Buck Creek, Buda, Burkburnett High, Byers High.
- Caddo High, Calvert High, Cameron High, Campbell High, Canyon

(Continued on Page Four)



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ROY BEDICHEK - - - - - Editor

(Entered as second-class matter November 6, 1927, at the postoffice at Austin, Texas, under Act of August 24, 1912.)

AT THE CLOSE of each State Meet there is often the impression among debate coaches, and among others who are interested in the debating contests, that the question is one-sided and that one or the other side has won nine out of ten debates, or some such proportion. On investigation these rumors have always proved to be untrue. At the last State Meet it was asserted with great confidence that the question was unbalanced and that the negative gained practically all the decisions. Records show the following in the boys' division: negative won 16 times; affirmative, 10 times. In the girls' division negative won 12 times, affirmative won 13 times.

ONE OF THE most pernicious theories that lurks in American education is the assumption that, where the great Creator failed to make all human beings equal, it is the business of the school to make them equal. To justify this procedure, the school men have found cover in the notion that this task works toward a democratic ideal; that it represents the rights of individuals; that it is necessary for the successful operation of educational machinery; that it is good for the lowly individual; that the procedure is justified by results. Each of these alibis represents a fundamental error and misconception of fact in educational procedure.

Mass production in education and recognition of the individual are two of the foremost problems in education today. They loom up large in contrast, because they seem to involve mutually contradictory principles. It is generally believed that mass methods stamp out the individual, or, conversely, that recognition of the individual prevents the use of mass methods. But mass education is forced upon us, and the recognition of the individual with his personal traits, limitations, and capacities is going to be a persistent demand. —Carl E. Seashore.

DEBATE QUERY ANNOUNCED

THE question for the 1928-29 Interscholastic League debates is:

Resolved, That the English Cabinet Method of Legislation is more Efficient in England than the American Committee System is in the United States.

This statement was tried out in summer debate classes at the University, and the instructors say it is one of the most educational queries they have ever tried.

Package library material consisting of sixty authentic articles in neat mimeographed form is now available by addressing a request to the Extension Loan Library, University Station, Austin, Texas. It's a question that requires much reading and study, and so debaters should begin early.

The following states, by arrangement with our League are debating the same question and using the same material: Missouri, Arkansas, Tennessee, and Nebraska. We hope to arrange some inter-state debates at the close of the season. Oklahoma and Kansas are debating a closely related question. Hence, schools near the Arkansas and Oklahoma borders may be able to arrange inexpensive practice debates. Since this is a question in comparative government, history and civics teachers will be particularly interested in the debating contest this year.

SCHOLASTIC RIVALRY

HARVARD AND YALE lately had a contest of brains instead of brawn—an affair between students whose tests of mental prowess were confined to English. It was a \$5,000 prize contest, the award to go, not to the team, but to the university. The prize was offered by Mrs. William Lowell Putnam, in memory of her husband, and in a sense it may be taken as a test

of Mr. Putnam's theory, which the donor of the prize states as follows:

"My husband felt very strongly that young men would take a great deal more interest in scholarly pursuits, if such pursuits could be made to seem to them of value to their college and not merely a matter of personal advantage to them. He felt that a boy's idealism is very strong and that this is shown markedly in athletic contests, where a boy will undergo an immense amount of hardship and forego a great deal of pleasure, merely to help to develop a winning team for a university, whether he personally plays on it, or only plays on a second team, whose business it is to help in the development of the winners. Academic laurels hitherto have been won only by individuals and have rebounded almost solely to their own credit. Hence I have founded a memorial prize to be won, not by individuals, but by a team of scholars competing with another team from a rival college, the prize to be won by the team, not each one for himself, but together for their alma mater, to whom they will give it for her own uses."

It is an interesting test, one to give pause, if successful, to those who scoff at college athletics as connoting no educational element in the institutions that foster them. To be sure, it contains nothing of the spectacular; there will be no immense crowds at the contests, as at a football game. But it may serve to quicken public interest in scholarship—a quickening greatly needed for its effect on undergraduates. And it may, also, provide a talking-point for those who suspect that something has been lost out of education by elimination of scholarly rivalries such as appealed to boys and girls of earlier generations. —Minneapolis Journal.

NEW RULE IN ESSAY WRITING

AT THE last State meeting of delegates a resolution was passed recommending a change in the essay writing and extemporaneous speech rules which will confine preparation in subject matter to the field of current events. In pursuance of these instructions, the State Executive Committee altered the rule governing the selection of topics and have prescribed topics in the field of current events. Two magazines devoted to a survey of current news have been adopted as a basis for these contests:

1. The Review of Reviews for the two high-school divisions in essay writing and in extemporaneous speech, and

2. The Pathfinder, Washington, D. C., for the ward and rural school divisions in essay writing.

The former publication offers a rate of \$1.05 for six months subscription, giving a free copy of the pamphlet, "Governments of the World," and a free lesson-plan service with each subscription. This magazine offers, also, a complete set of O. Henry's works as a prize for the school library of the school winning first place in each high-school division, respectively.

The Pathfinder, a weekly, makes a rate of 30 cents for six months subscription to individual addresses, or 1 cent per copy on packages of five or more sent to one address.

The study of current events is coming more and more into the public schools. Says a writer describing a recent visit to a class in current events:

"Something unusual was happening. I knew that the moment I stepped into the classroom. The features of every pupil registered interested attention. In the teacher's chair sat a pupil and on one side sat the teacher, both of them absorbed in all that was taking place. Instead of a textbook, a magazine and a notebook lay before each pupil.

"As I slipped into a vacant seat, one of the girls passed me her magazine—'This is the day we talk about the events of the week,' she whispered.

"One after another, the pupils arose with note-book, magazine, or clipping in hand, each adding something to the class discussion.

"The subject before the class was a familiar one, the World Court; yet, from the enthusiasm and interest displayed, one would judge it to be entirely new to these young people. They had a surprising amount of information to present. One pupil gave a complete history of the Court; another discussed methods of operation; a third, the countries which had joined; a fourth, the conditions under which the United States might join. Before I realized it, the period was ended, and as the pupils reluctantly left the room, I overheard them debating among themselves as to whether the United States would ever accept actual membership in the Court.

"Do you use magazines instead of textbooks in this class?" I inquired of the teacher later.

"We use them to supplement the textbook," she replied.

OFF-SIDES

By the Editor

THE UNION NATIONAL BANK, of Houston, has an unusual method of advertising. Instead of sending out predictions and prognostications concerning the business outlook, which is doubtful if anyone knows anything, and the little that is known is probably untrue, it chooses to reprint in neat form, some piece of writing that is worth while in and of itself from a literary or historical standpoint. We have before us "Reminiscences of Early Texas," a 16-page pamphlet, being a collection from the Austin Papers by J. H. Kuykendall, reprinted from the Quarterly of the Texas Historical Association. The "recollections" include those of Horatio Chriesman, Joel W. Robinson, and Judge Thomas M. Duke. The only advertising on the pamphlet is simply "compliments of" etc. Whether the bank charges this expense to educational or advertising account, we cannot say, and being inexpert in business matters, we can't say whether or not it's good advertising; but it certainly gives one a feeling that there must be some human beings connected with this financial institution and that there must be some individuals other than those of the adding machine and cash-register type influential in its councils.

BOOKS telling us that George Washington was a drunkard; that Thomas Jefferson and Grover Cleveland were loose in their relations with women; that Sam Houston swore like a trooper, and so on, are being written and published in great profusion. The private lives of our great men are being raked and combed for salacious and diverting details. The unheroic soul gains a sort of pusillanimous satisfaction from learning that he has illustrious examples to justify his own weaknesses. It is easy to imitate the vices of the great, but difficult to imitate their virtues. The writer who picks the bones of an old scandal is valuable, perhaps, as a scavenger, but who wants to be a buzzard? "Tis shameful to think," remarks Merejkowski, "what a base joy people can find in degrading a great man." Rather, as the Good Book says, "Let us praise famous men and the fathers that begat us."

TO OUR many millionaire readers and friends we recommend earnest consideration of the casual remark of Leonardo da Vinci: "Remember that the acquisition of fame is something greater than the fame of acquisition."

Books and Magazines

*The Growth of a Nation*, Eugene C. Barker, Walter P. Webb, and William E. Dodd. Row, Peterson & Co., Evanston, Ill., 1928.

Usually there isn't much news about a textbook—because usually there is nothing new in it. The average textbook is merely a rehash of about three old ones. But *The Growth of a Nation*, a history of the United States for public schools, by Barker, Webb, and Dodd, makes news. It is the first history of the United States ever written in which that part of the country west of the Mississippi River—one could almost say west of the Allegheny Mountains—has been recognized as constituting an important part of this nation. To say that the growth of America has been westward is to be platitudinous. To say that the makers of histories for American children have not grown with the nation is equally platitudinous; they have either lived east and have regarded the trans-Allegheny country with best patronization; or they have lived west and have either been incompetent to write a good history or else have in the manner of pedagogues remained servile to their erstwhile school masters of the east.

Not that *The Growth of a Nation* is sectional; far from it. It is merely logical. For instance, here is a succinct account of how the United States acquired the western half of her territory. In treating of the northwestern territory the writers have not forgotten to picture the Oregon Trail and inasmuch as they earlier in the volume saved some space by omitting reference to bore-some bigots like Cotton Mather, they can now recognize the delightful Parkman. In treating of the south-western territory they give a revealing glance at Stephen F. Austin and in a half dozen swift pages sum up the Mexican War, not by delineation of campaigns but by analysis of cause and effect—the cause not being a plot to gain more slave territory. Yet these points of view are not so new as what follows, a consideration of

the way people have lived in this vast territory to the west.

Circuit riders; pony expressmen; the overland stage; the first transcontinental railroads; the development of the cattle industry and the great Chisholm Trail; cowboys; packeries; rangers; the six-shooter; barbed wire, as revolutionary to the range industry as Whitney's cotton gin was to the cotton industry; windmills, as important to millions of acres of American soil as canals are to Belgium; dry farming, the sweeping significance of which has never before been pointed out in any history of America; irrigation—all these social factors are logically regarded. In fact, throughout the book the emphasis is on industrial, social, agricultural, economic, cultural factors of the American people. Side by side "The Log of a Cowboy" by Andy Adams and "Political and Social History of the United States" by Schlesinger are recommended for study.

Space forbids adequate consideration of the unbiased, the unrelenting, the bold and stirring chapter on Reconstruction. But this chapter well illustrates how the South as well as the West is recognized in the book. The chapter was written by a hand as firm as that which penned the Declaration of Independence. Indeed, *The Growth of a Nation* is a new kind of declaration of independence. It declares that the people of the West and South, as well as those of the East and North, are an integral part of America. Strange and unjust has it been that a youth of any Southern or Western state—of Texas, let us say—should study the history of his nation without having the relationship of his part of the country to other parts of the country pointed out. I rejoice that now the school children of Texas and various other states that happen not to be east of the Alleghenies and north of the Mason-Dixon line need no longer study in ignorance. Undue obsequiousness is as obnoxious as undue egotism and a new point of view does not necessarily mean provincialism. *The Growth of a Nation* merely recognizes in a just and equitable way and also in a most scholarly manner the various sectional selves that make up the United States interger.

As for the individual authors, they have blended ripe scholarship and articular points of view in a most harmonious and effective manner. Dr. Eugene C. Barker, head of the Department of History in the University of Texas, has long been recognized not only as the authority on the history of Texas, which in his *Life of Stephen F. Austin* he has treated as "a chapter in the westward movement of the Anglo-American people," but as an authority on early national and constitutional history. Incidentally, his fourth and final volume of the *Austin Papers*, bringing the aggregate of these "Papers" up to over 3,500 pages, has just been issued by the American Historical Association. Dr. William E. Dodd, head of the Department of History of the University of Chicago, is known among scholars the world over for his work in Southern history. In addition to voluminous studies that have won the respect of the most academic critics, he has written without footnotes a volume on *The Statesmen of the Old South*, and he is a contributor to such magazines as *The Century*. Professor Walter P. Webb, University of Texas, gives a famous course in Western history and is now writing a book interpretative of Plains life. Like his associates he blends readability with scholarship.

To make the book more attractive it is bright with multiplied scores of significant illustrations—drawings, portraits, paintings, photographs, cartoons, maps, pictures of statues, all kinds of graphic depiction.

J. FRANK DOBIE.

Won Prize in Spelling

One of the winners of a senior spelling award, Bertha Ruck, of Denison, acknowledges receipt of her prize as follows: "I received the dictionary and think it a fitting gift for those who wish to learn the use of the English language.

"Having been in the spelling contest for five years, I feel repaid for all my work as it has taught me how to spell. It seemed that interest always lagged where spelling was concerned, for few realized that to learn spelling is the key to education in every other line.

"Thanking you for the dictionary, which will prove so helpful, and for all the good that I have derived from such, I am," etc.

Bomber Dies.—Milan Ciganovitch, who furnished the bombs for the attack on Archduke Ferdinand of Austria, the incident that precipitated the Great War, died on his estate in Uskub, at the age of 40.

The phrase "Unspeakable Turk" was coined by Thomas Carlyle.

TALKS ON TEXAS BOOKS

IX. Clyde Walton Hill's Shining Trails

By Dr. L. W. Payne, Jr.

The Cokesbury Press of Nashville and Dallas has put its imprint on the jacket of the privately printed volume of poems called *Shining Trails* by Clyde Walton Hill of the North Dallas High School, Dallas, Texas. This volume of forty-four poems is composed of the selected gleanings of about a score of years in the poetic development of a distinguished graduate and former English instructor of the University of Texas. It was during his tenure on the English faculty of the University that Mr. Hill's poetic gift was first recognized by magazines of nation-wide circulation. Upon observing the stuffed skin of a large seagull in the University Museum, he was led to compose perhaps his greatest single nature poem, "To a Sea-Bird." The editor of the *Century Magazine* accepted the poem and gave it a prominent setting in the October, 1912, number of that magazine. Another notable poem in the volume which has been closely associated with University tradition is his "University Hymn," set to music by Hans Harthan and sung at the Commencement exercises of the University in 1913 and 1914.

*Shining Trails* is introduced by a reflective poem indicating that life is made up of the following of gleams which lead down various shining trails—childhood, home-life, imagination, heavenly aspiration, work, ambition, nature, God, love, death.

"And poems like little-trails are found That catch a wanderer's sight, Lure from the valley's narrow bound To struggle toward the height, Leading aloft when all the ground Shines with the spirit's light."

The shining trails of Mr. Hill's imagination lead him to the outdoor world, to heroic days, to remembered things, to spirit land. These are the divisions of his book. There are notable things in each of the divisions, but perhaps the most humanly attractive of all the groups is the first, which deals with the outdoor world. The section opens with the poem mentioned above, "To a Sea-Bird," and contains at least three other poems that are in themselves enough to give Mr. Hill a high place among Texas poets. These are "Ship Ahoj in Main Street," "The Little Towns of Texas," and "To a Weed." The first of these tells the story of a street gamin, a little newsboy who has forgotten his papers and is engrossed in sailing a stick in the gutter waters of the city street. The last is a penetrative reflective poem based on the experience of plucking up a flowering weed from the grave of a loved one. "The Little Towns of Texas" is doubtless Mr. Hill's best known poem. Certainly it has attracted more attention in Texas than anything else he has written.

A number of the poems in the book are suitable for oral recitation. Mr. Hill is both teacher and poet, and in this double capacity he is well equipped to write poetry suitable for school exercises in reading. In addition to the poems named above "The Song of Taillefer," "The Butterflies of France," "The Traveler Chair," "The Token," and "Christ on the Battlefield" are eminently well fitted for school recitations. In addition to these several inspiring sonnets, on such heroes as Woodrow Wilson and Abraham Lincoln and on such literary figures as Milton and Byron, would make good memory passages.

Mr. Hill's poetry is in line with the standard traditional verse of the great English and American poets. He is no "new poet," no experimenter in novel and radical verse forms, but a straightforward poet who handles the old poetic patterns with skill and distinction. There is nothing commonplace or sentimental or maudlin in his work. His ideals are noble and uplifting, his ethics pure and high. Teachers will find much in the volume which may be adapted to daily school work.

For the benefit of those who may want a scrapbook clipping of the little poems which has carried Mr. Hill's name farthest, we reprint

THE LITTLE TOWNS OF TEXAS

The little towns of Texas  
That nestle on her plains,  
That gather close the inland roads,  
The homing trails and lanes,  
The little towns of Texas  
That sleep the whole night long,  
Cooled by a scented tropic breeze,  
Lulled by its drowsy song!

The little towns of Texas  
Will ever seem to me  
Like stars that light a prairie sky  
Or isles that dot a sea;

Like beads that sparkle here and there  
On Texas' flowered gown;  
Like figures on its rich brocade  
Of purple, green and brown.

The little towns of Texas  
Seen through the prairie haze,  
How fair and fresh and free they lie  
Beneath the golden days!  
Not crowded in deep valleys,  
Not buried in tall trees,  
But open to the sun, the rain,  
The starlight, and the breeze!

The little towns of Texas,  
What pretty names they bear!  
There's Echo, Garland, Crystal Springs,  
Arcadia, Dawn, and Dare;  
There's Ingleside, and Prairie Home,  
And Bells, and Rising Star.  
God keep them childlike, restful, clean,  
Pure as the prairies are!

COUNTY OFFICERS

AS MODELS of promptness, whose officers are reported below. If your county officers have been elected, please report them for publication in THE LEAGUER. The list appearing below will not be printed again, but those received before the October issue goes to press will appear in the October issue, and so on. If any errors occur in the following list, please send in corrections so that we may make corrections on our permanent records.

Anderson County

Bonner Frizzell, Palestine, Director General; (Director of Debate not given); Geo. H. Irocks, Tennessee Colony, Director of Declaration; Julian P. Greer, Montalba, Director of Spelling; Thos. Gatin, Slocum, Director of Essay Writing; T. B. Blackstone, Elkhart, Director of Athletics; Mrs. H. G. Lassiter, Elkhart, Director of Music Memory.

Fayette County

W. W. Few, La Grange, Director General; E. H. Patton, Schulenburg, Director of Debate; H. C. Simon, Flatonia, Director of Declaration; M. F. Eichler, Fayetteville, Director of Spelling; Miss Baird, Schulenburg, Director of Essay Writing; R. E. Frenzel, La Grange, Director of Athletics; Ben F. Siebel, Round Top, Director of Music Memory.

Grayson County

A. E. Boyd, Whitesboro, Director General; Miss Gladys Ray, Whitewright, Director of Debate; Mrs. Nina Campbell, Denison, Director of Declaration; Mrs. Ethel Shumate, Tloga, Director of Spelling; Miss Pauline Yeasley, Sherman, Director of Essay Writing; Cecil Griggs, Sherman, Director of Athletics; Mrs. Eazy Brown, Whitesboro, Director of Music Memory.

Harrison County

J. C. Armstrong, Hallsville, Director General; R. B. Sparks, Marshall, Director of Debate; H. Grady Shivers, Washon, Director of Declaration; Miss Minnie Keeler, Haskins, Director of Spelling; Mrs. Edna Wilson, Harleton, Director of Essay Writing; Bent Funnell, Hallsville, Director of Athletics; Mrs. Edna Taylor, Marshall, Director of Music Memory.

Jasper County

L. G. Hilliard, Buna, Director General; Mrs. J. H. Winton, Kirbyville, Director of Debate; J. H. Slack, Evadale, Director of Declaration; H. C. Darden, Call, Director of Spelling; Miss Ruth Adams, Jasper, Director of Essay Writing; J. H. Bunch, Jasper, Director of Athletics; Mrs. W. H. Herndon, Kirbyville, Director of Music Memory.

Kleberg County

Director General, not given; H. T. Vaughn, Kingsville, Director of Debate; Miss Ruth Kemp, Kingsville, Director of Declaration; Miss Nora Morgan, Kingsville, Director of Spelling; Miss Erma Faulk, Kingsville, Director of Essay Writing; J. L. Harrison, Riviera, Director of Athletics; Mrs. J. M. Scarborough, Jr., Riviera, Director of Music Memory.

Nacogdoches County

Z. B. Crump, Nacogdoches, Director General; Mr. Huis (initials not given), Nacogdoches, Director of Debate; J. H. Love, Etoile, Director of Declaration; Miss Maeyl Hamrah, Woden, Director of Spelling; Mrs. Wanda Griffin, Garrison, Director of Essay Writing; Mr. Tomlinson (initials not given), Chireno, Director of Athletics; Mrs. Mabel Justice, Martinsville, Director of Music Memory.

Potter County

Mrs. John J. Shires, Box 2556, Amarillo, Director General; Eugene A. Butts, Rushland, Director of Debate; Miss Dot Spear, 701 Arthur St., Amarillo, Director of Declaration; Mrs. A. E. Smith, 2202A Tiltmore St., Amarillo, Director of Spelling; Miss Maurine Fletcher, San Jacinto Station, Amarillo, Director of Essay Writing; Harmon Seales, Amarillo, Director of Athletics; Mrs. Freda Ernel Hudson, 208 Alabama St., Amarillo, Director of Music Memory.

Dentist Condemns Cigarettes

Discussion of various phases of dental work at the meeting of the American Dental Association at Minneapolis in August covered a wide range of subjects.

At cigarette-smoking dentists, Dr. Isador Hirschfeld of Manhattan stared reprovingly. Cigarette smoking, he stated, has a deleterious effect on the tissues of the mouth, predisposing them to "trench mouth" (Vincent's Disease). He linked together the recent increase of this infectious disease with the increase of U. S. cigarette smoking (8,000,000,000 cigarettes in 1910; 97,000,000,000 in 1927). Women cigarette smokers, according to him, are falling sick in more and more numbers. Kissing spreads the disease. But more usual than smoking or kissing as predisposing causes are fatigue, systemic disease, dental irregularities, insufficient chewing, lack of hygiene, injury to the gums.

## SPELLING WINNERS 1928 ANNOUNCED

Results Indicate Hard Work  
by Thousands of Pupils  
Entering Contests

IN the spelling contests of 1927-28 exceptional showing was made in the number of perfect papers produced. The lists of those awarded 100 per cent by the State Grading Committee follows:

**Senior Division**  
Atkins, Kathleen, Christoval.  
Becker, Andrew, Coupland; Buchanan, Laura, Sweetwater.

Chatmas, Evangeline, Marlin; Conlee, Elaine, Olney; Cotten, Frances, Ballinger.  
Evans, George, Kerens.  
Fojtik, Delphine, Fayetteville; Fletcher, Lorene, O'Donnell; Fulton, Linnie, Calvert.

Goodwyn, Jack, Bardwell; Griffiths, Velma, Dayton.  
Harrison, Horace, Electra; Hill, Mable, Kaufman; Hughey, Inez, Millsap.

Johnson, Grace, Cotulla; Johnson, Mable, Kenedy.  
Klinke, Alice Mary, Amarillo.  
Mason, Mary Alice, Brackenridge High, San Antonio; Maxwell, Everett, Marlin; Millikin, Helen, Sabin.

Naylor, Leota, Midlothian; Nettles, Ruby Lee, Lexington.  
Perkins, Denis, Brackenridge High, San Antonio.

Raschke, Mary Louise, Lexington; Raney, Nell, West Columbia; Robbins, Relda, Groesbeck; Ruck, Bertha, Denison.

Sebastian, Daisy Ruth, Miles; Scholz, Barbara, Main Avenue High, San Antonio; Shaw, Utus, Masonic Home and School, Fort Worth; Shoemaker, Vallie L., Robstown; Jewel Sorrels, West Columbia.

Timmerman, Lillie, Rockdale; Tindol, Leona, Mikeska.  
Varner, Kathleen, Milford.  
West, John Key, Floydada.

**Junior Division**  
Aber, Birdie Mae, West Side Ward School, Jacksonville; Allen, Hassie, Bradshaw; Alves, Ellen, Seguin Central School, Seguin; Armstrong, Mamie, Eastland.

Barnes, Mary Lois, Hondo; Barron, Louise, McGregor Grammar School, McGregor; Beard, Norine, Eddy; Becica, Lillian, Glidden; Becker, George, Jr., Lone Oak School, Kaufman; Bell, Ruth, South Marshall School, Marshall; Bennett, Velma, Whitewright; Biskup, Lillie, Ada Henderson School, Cameron; Fissett, Kenneth, Tivoli Grade School, Tivoli; Braden, Evelyn, Columbus; Brady, Mildred, Carrizo Springs; Bryant, Pearl, Pleasant Hill School, High.

Chaffin, Weldon, Lorena Grammar School, Moody; Collier, Virginia, Lockney; Conwell, Elizabeth, Van Alstyne; Coughran, Ina Belle, Travis School, Abilene; Crain, Frances, Tyler Ward School, Belton.

Daniels, Edwin, Lamar School, Denison; Dube, Edna, Dime Box.  
Evans, Aldeen, Hutto; Evans, Mary Lynn, Miles Grade School, Miles.

Fehrenkamp, Isabel, Columbus; Foyler, Graham, Junior High School, Ballinger.

Garcia, Gilbert, Jr., High School, McAllen; Glasgow, Maybelle, Bloomington; Good, Thelma, Lockney; Gott, Katherine, Tyler Ward School, Belton; Grady, Effie, Fulshear; Graham, Lamsolm, Graham; Greer, Frances, Decatur Grammar School, Decatur; Griffin, Fred, Grapevine.

Hanover, Ruth, McGregor Grammar School, McGregor; Hardin, Edith, Central Ward School, Denison; Hardy, James, Calvert; Harshaw, Gladys, Houston School, Denison; Heimann, Musebach Creek School, Fredericksburg; Henderson, Eleanor, Colorado; Henson, Margaret, John C. French School, Cuero; Hurt, Joyce, Fanny Finch School, McKinney.

Jones, Dorothy, Southside School, Arlington; Jones, Jodie Lu, Anderson; Justice, Jessie Belle, Medina.  
Kadanka, Frank J., Kostoryz School, Corpus Christi; Kennedy, Fern, Denison; Kennemer, Estella, Peabody School, Denison; Kinkaid, Elta, Bailey English Ward School, Bonham; Kneupper, Florence, Selma School, San Antonio; Kramer, Anna, South San Antonio School, San Antonio.

Lee, Bertha, McGregor Grammar School, McGregor; Lievsay, Ava Lee, Houston School, Denison; Little, Edna, Volga School, Lovelady; Loughmiller, Wiley, Canton.

McClain, Neleen, Lorena; McCrocklin, Joyce, Independence; Maxwell, Florene, Siloam School, Simms; Mayo, Charles Henry, Green Avenue Ward School, Taft; Meyers, Elaine, Peacock; Miller, Ophelia, Eagle Pass; Moore, Floyd, Lamar School, Denison.

son; Morgan, Margaret, Maverick School, Norton.

Naumann, Rosa, Glidden; Nelson, Edna Pearl, Loraine; Nemir, Lucile, Navasota; Nettles, Mildred, Weslaco. Pare, Jeanette, Royse City; Pence, Eloise, Whitesboro; Platt, Vera, Barnum; Poteet, Essie, Midlothian; Powers, Annabel, Denison; Price, Thelma, Central Ward School, Denison; Probasco, Hazel, Floydada.

Reat, Maude, Dime Box; Reed, Corinne, Thompson Ward School, Electra; Retzlaf, Olie, Lenz School, Karnes City; Riddle, Avis Opal, Denison; Robbins, Wendell, Groesbeck.

Scott, Birdie, Jefferson; Sevcik, Mary, Buckholts; Sewell, Addison G., Willis Point; Sneed, Margaret, Calvert; Sollock, Lenwood, Devine; Sowell, Waldine, Carlton; Stahl, Darline, Duncan Ward School, Bonham; Stallings, Louise, First Ward School, Paris; Strelsky, Lorena, Bethlehem School, Rockdale.

Teer, Edith, West Side School, Jacksonville; Tunnell, Amelia, Quitaque; Turner, Hazel Lee, Groveton.  
Walter, Leona, George West; Warren, Linada, Carrizo Springs; Weber, Annemarie, Reagan School, Temple; Weichmann, Annie, Ray Point School, Three Rivers; West, Lynda, China Springs High School, Waco; Williams, Thelma, First Ward School, Paris; Willman, Lillian, Kingsbury; Wilson, Margaret, Mexia; Winkins, Lucille, Gonzales.

(Editor's Note.—Winners in subsequent division will appear in the next issue.)

## WEST TEXAS ONE-ACT PLAY TOURNAMENT

By Antoinette Sparks

APRIL 14 dawned ill-favoredly with a deluge of rain and sleet. This being the day set for the West Texas One-act Play Tournament, the six participating casts arrived in Brownwood with spirits untouched by the elements. All through the air tingled the excitement of the plays soon to be presented. Each cast confident that their play must win.

At 6:30 o'clock in the Fine Arts Auditorium of Howard Payne College, the contest opened with Comanche High School presenting "Dust of the Road," by Goodman. The play showed careful and meticulous workmanship on the part of the director, Mrs. Walker, and the actor. With the initial play creating an impression so forcibly the way was blazed and challenged for the succeeding plays.

Plainview was second with the "Valiant" and they succeeded in making the conquest of the silver shield. To have seen the presentation and to feel its dramatic power, motivated by the heroic valiant, Mr. Melio Hankins, is explanation enough why they placed first, not to mention, in the background, the untiring little director, Miss Ferguson.

Following this tense play came "Figureheads," a riot of color and rhythm. Weatherford High School was the contestant in the performance and Mrs. Hutchison was their director. Manifestation of beautiful voice and diction, as well as gesture work was the outstanding contribution.

The Tulla cast, Miss Carmack directing, delighted us all with, "Not Quite Such a Goose," a buoyancy, freshness and abandon was the keynote of the performance.

Seymour High School placed second with O'Neill's "Where the Cross Is Made." Miss Taylor and her cast revealed to us what depths and emotional powers high-school students might portray.

The curtain parted on the final play of the evening, "Trial," a North Carolina folk play. Brackenridge High School, of San Antonio, with Miss Dickey as director, gave us splendid characterization, atmosphere and insight into the strange, dramatic forces imbued into the lives of these queer mountain folk. It was a well balanced cast which intelligently and feelingly conducted the spectators throughout the "Trial" centering around one of the rudimentary principles of life.

Miss Eral Thompson, of Brownwood, acted as judge. Miss Thompson, who was graduated from Howard Payne College, studied in the American Academy of Dramatic Art in New York and worked with the Carolina Playmakers at the University of North Carolina. Her role was the most difficult of the evening with such amazing odds confronting her, such a play, players and director deserved merit. We are grateful to all who so diligently and with such good "cricket" made the tournament at Howard Payne a success.—Texas Speech Arts Magazine, May 15, 1928.

## COLLEGE FOSTERS PLAY TOURNAMENT

Commerce Proves Popular Center for Competition in High School Dramatics

THE EAST TEXAS STATE TEACHERS COLLEGE interest in Little Theater work was recognized by the State educational leaders when Mr. Roy Bedichek, manager of the Interscholastic League work, designated our college as one of the places to hold the regional contest in the High School Interscholastic play contest.

Under the able direction of Miss Maude Webster this contest has been successfully conducted and everyone pleased with the outcome. The first year quite a group of outstanding one-act plays were given by the contestants. Forney won first place with "The Valiant," Farmersville took second place with "The Boor," while Mineola ran them a close second with "Beau of Bath."

Beside the three winning plays the Dallas players gave "The No Count Boy," Denison "The Noble Lord," and Celeste "Neighbors" in creditably manner.

The first place for individual acting was given to the Forney boy who played the lead in "The Valiant," while first place for girls went to the leading play in "The Beau of Bath," given by the Mineola players.

This year the group of plays given was not as strong as that of the preceding year. The plays were lighter and gave but little chance for outstanding acting on the part of individuals; however, the plays as a whole showed efficient coaching on the parts of the directors. One encouraging note in this year's contests is that some of the smaller schools in the State are entering the contests, showing the growth of drama among the schools.

The players from Bonham did an unusually smooth piece of work with Paul Green's "The No Count Boy," and were awarded first place, but upon returning home the Superintendent of the Bonham schools found that he had not thoroughly understood the rules governing the contest and had played an ineligible play. The first place was then awarded to Celeste who gave "Trifles," second place was awarded to Pecan Gap who gave, "Not Quite Such a Goose," while third place was won by our own Commerce High School players who presented "The Florist's Shop." First place for boys went to the leading man in "The Florist's Shop," while first place for girls went to the leading lady in "Trifles."

The interest shown by the neighboring schools in dramatics is quite encouraging and it is to be hoped our own Little Theater will be benefited by some of these players coming here and casting their talents with us.—The East Texan, July 28.

## MISADVENTURES OF THE NO-COUNT BOY

(Continued from Page One)

Ball bus, in which we started, turned over near Greenville. No one was injured, but everyone was frightened beyond expression. We left our scenery in the ditch and were carried by passing cars into Greenville. There we called a service car to take us on to Commerce.

We were becoming rather calm and beginning to anticipate our arrival when we were suddenly turned completely over again. A car ahead of us turned across the road. Our driver did not see his signal, so he was forced into the ditch, while driving at a fast speed. Several occupants of the car were bruised severely and received minor scratches. Miss Anne Spivy's finger was cut to the bone. We rushed her on into Commerce and to Dr. Allen's office. The cut required several stitches.

At 8:15 o'clock the cast was on the stage, bruised, cut, and nervous, but full of vim and vigor. The result was a victory, for which they received a beautiful loving cup.

I might tell you, too, that at Celeste, we barely escaped being hit by a train. This ends our list of tragedies and is the beginning of our victories.

[Editor's Note.—But the end, alas! was not yet. It turned out that an ineligible player had been inadvertently used, which disqualified the cast.]

"Man," says science, "is the only animal that inhales cigarette smoke voluntarily."

## WRITERS DESCRIBE PICTURESQUE PIONEER SCHOOL OF HAYS CO.

(Continued from Page One)

and rabbits. Students now spend their energy in athletics of all kinds, while the students roamed the woods and climbed hills for fun and exercise. If you talk with students of that day they will tell you of the fine times they had at school. And, what is more, they always received the fundamentals of a good education. Professor Johnson was a fine teacher.

But the buildings on the Institute grounds were rather old-fashioned when compared to the educational buildings of the present day. But they were commodious enough to house the young men and women who went to school then. Before the death of Professor Johnson he erected a large two-story rock building to house and take care of the young women who might attend the school. Of course, the young men were housed in separate buildings erected for that purpose some two hundred yards away. No complaints were ever heard from students about the food given to them, which was that raised on the farm and meat from hogs and cattle of the pasture.

And the teaching by Professor Johnson was superb to the last degree. The habit of analyzing and parsing the great productions of former years was common then—the fine poems and other literary productions of great writers and speakers. And then some students would spell through Webster without missing a word. It seems that students of the present day are deficient in the fundamentals of spelling and grammar. But Professor Johnson also taught the higher branches as taught in the schools of today.

It must be understood that nothing, perhaps, could have been accomplished by Professor Johnson without the assistance of his wife who managed all the household affairs and who was so kind and considerate of the students of the school.

Thomas Johnson was born near Norfolk, Va., on October 8, 1805. When grown, he moved to Missouri, where he met and married Catherine Hyde. He taught for five years at Jefferson City, Mo. They came to Texas about a year before its admission into the Union. They stopped at Huntsville for awhile. He taught school at several places in Texas, among them being Lockhart and Weberville. About 1852 he bought land in Hays County and founded Johnson Institute. He died in 1868, and fifteen years later Mrs. Johnson died. They are both buried near their old home at Johnson Institute, there to rest until the resurrection day.

Mrs. Catherine Johnson was born in North Carolina on March 17, 1810, and came from a distinguished family. She was one of the best women ever known in any community. One reason for the powerful influence of husband wife for good was that both were very religious and died in the triumphs of a living faith.

After the death of Professor Johnson in 1868, his son, Benjamin F. Johnson, conducted the school some years, but in 1872 Johnson Institute was abandoned as an educational institution. It went the way of many other schools in Texas, such as Ruter College at Rutersville, Soule University at Chappell Hill, and McKenzie College at Clarksville. They all have been superseded by a thousand public schools, colleges, and universities in every part of the State.

Editor's Note.—THE LEAGUER is anxious to get photographs and historical data concerning early Texas educational institutions, especially of those antedating the Civil War.

## High School Press

By DeWitt Reddick

PLANS for the High School Press Conference of 1928-1929 have been announced in the Interscholastic League program.

Every high school in Texas publishing a paper and belonging to the Interscholastic League is invited to enroll its paper in the conference. The year's work among the high school papers will be ended with a meeting of high school editors and assistants in Austin in the spring and with state contests in reporting, copy reading, headline writing, editorial writing, and proof reading.

Send Copy of Your Paper  
Each high school wishing to enter the Conference is asked to send a copy of each issue of its paper beginning with the first issue of the year and continuing through the last issue in March. These papers will be graded and ranked according to their grades.

He who uses his lung tissues for a smoke filter'll lose his lung tissue, The state will be divided into four

sections and the high school papers in each section will be grouped into three classes according to the size of the school. By April 10 the leading paper in each class in each division of the state will be announced. From the staff of each winning paper two members may be sent to Austin for the state meeting in the spring with the privilege of the railroad rebate allowed other Interscholastic League contestants.

The staffs of the other papers are invited to send two delegates to the Austin Conference. Though these delegates will not get the railroad rebate, they will be secured lodging through the Interscholastic League.

For the delegates from the district winning papers contests will be held in Austin in headline writing, reporting, editorial writing, copy reading, and proof reading.

The delegates from the other papers lectures and discussions will be planned to fill in profitably the time taken up with the contests. All of the sponsors of the papers are urged to attend the Conference with the student delegates.

Sigma Delta Chi, men's honorary journalism fraternity, and the Department of Journalism of the University of Texas are sponsoring the High School Press Conference. Throughout the fall rules and regulations regarding the writing of news stories, editorials, and headlines, and for copy reading and proof reading will be sent to high school editors and the members of their staffs.

Helps Offered  
Many of the high schools that publish papers have no courses in journalism. The members of Sigma Delta Chi intend, by the mailing of these mimeographed copies of rules and regulations, to supply the students in these schools with instruction in the principles of journalism. The principles outlined on the mimeographed sheets will be those which are accepted throughout the country as being the highest standards of journalism. All of the papers submitted to the Interscholastic League will be graded according to the way in which they measure up to these standards.

The Texas High School Press Conference does not consist merely in a meeting every spring. It is an all-year affair. From the opening of school in September until June a program of work will be carried out with the high school papers to help the editors make better publications out of their papers and make better journalists out of themselves.

Each month a column entitled "High School Press Talk" will be printed in the Interscholastic Leaguer. In this column will be discussions of the problems of various high school papers, suggestions for improvements, news items about the papers and their editors, new ideas which have been tried successfully by some of the papers, answers to questions submitted by high school journalists, and any other kind of information that might be helpful to the staff members of high school papers.

In addition the members of Sigma Delta Chi hope to send personal criticisms of the papers to the editors, offering whatever suggestions possible for improvement. They intend also to get in personal touch with the sponsors of the papers to aid them in establishing uniform standards for high school journalism over the state.

Press Conference Officials  
In their work the University of Texas journalists will be aided by the officers of the Texas High School Press Conference. Miss Vera Elizabeth Eikel, editor of The Oasis, New Braunfels High School, is student director of the Conference. Hal Sayles, business manager of The Battery, Abilene High School, is assistant director. They were elected at the meeting of the Conference held in Austin last spring.

At that meeting last spring about 80 delegates were present. That was a good beginning for the first year of the Conference, but this year every high school paper in the state should be enrolled in the Conference. Just how many high school papers there are in Texas is not known, but the number is probably close to 125.

To start the year off right, every high school paper should send its first issue, hot off the press, to the Interscholastic Leaguer for grading and criticism. The sooner all of the papers are enrolled, the better the Conference will serve the high schools.

Any paper, big or small, mimeographed or printed, weekly or bi-weekly, may be enrolled in the Conference if the editors will send a copy of each issue to the Interscholastic Leaguer and write to the High School Press Editor of the Leaguer asking that his paper be enrolled.

He who uses his lung tissues for a smoke filter'll lose his lung tissue,

## PRIZES PROVIDED FOR SCHOLARSHIP

Scholastic Competitions Between Harvard and Yale Endowed

INTERCOLLEGIATE competitions in scholarship, long the dream of those who have insisted that colleges have put too great emphasis on athletic rivalry, will become a reality under the terms of a \$125,000 fund given Harvard University by Mrs. William Lowell Putnam, of Boston, a sister of President Lowell of Harvard.

The first competition for prizes under it will be on April 30, when ten picked students from Harvard and a similar number from Yale meet in a three-hour English literature test.

Each member of the victorious team will receive \$500 worth of books and a medal, and the judges will be three professors from neutral colleges, Professors Charles G. Osgood of Princeton, J. Q. Adams of Cornell, and A. K. Potter of Brown.

There will be simultaneous Harvard-Yale contests here and at New Haven. The examination will be compiled by two professors each from Harvard and Yale and one from Princeton. Names of students of the competing teams will not be made known until two days before the contest. This is designed to prevent "craming."

The income from Mrs. Putnam's fund will be used to promote a series of similar competitions in which other leading American universities and colleges will join.

Objects to Barring Pupils In 1-Act Play from Debate

PUPILS engaging in one-act play are barred from other public-speaking events because the play tournaments conflict with county meets. They are held at places different from county centers, and hence, since no one person can be in two places at once, we have failed to see how to make the two events available for the same contestant. It seems good policy to engage as many different pupils as possible, irrespective of the practical difficulty just mentioned. However, there is a good deal of sentiment against the rule, and we select a typical letter from Superintendent H. D. Thompson, of Strawn, for reproduction:

"There is one rule in the bulletin that I do not like and I think I am not alone in my opinion. The rule is concerning the counting the one-act play contest as one public-speaking event and barring all contestants who take part in the one-act play from the public-speaking events in the county meet. As we see it, the rule would be just as reasonable to bar an athlete from some of the track events because he played football the preceding fall or to eliminate them from essay writing because they have taken part in the typewriting tournament. It penalizes the smaller schools in that they do not have a wealth of material and desire to compete in all events for which they are eligible. The same person is possibly the best for both places that the school can find, the student and the faculty desire that he be permitted to enter the play contest for the training he will receive in that line and to enter debate, declamation, or extemporaneous speech in order to help the school toward an all-round championship. The rule does not provide a way to use that talent for "points" if the participant has been used in a contest that does not count toward a championship. As it is said, "The hit dog howls." This statement is certainly true with reference to us, for it has hit us twice in the same place.

LETTER BOX AND PERSONAL ITEMS  
(Continued from Page One)

be allowed to go on the field and be kept in a pen and in that way the boys could come to this pen and talk with their coaches and not have to climb up into the stadium. The coaches would be away from the regular crowd. The coaches could have a badge to permit them inside of the track and then if found outside of the pen be expelled from the track. The reason for this suggestion is that every year many new boys come to the meet and as soon as they leave their coach up in the stands they lose all their pep and get

least,

## FOOTBALL SCHOOLS LINED UP READY FOR OPENING GAMES

(Continued from Page One)

Conference B competition will be carried to regional championships.

4. Inter-district games with participating teams do not count on district percentage.

5. Five per cent of Conference A inter-district games that lead to the State championship will be collected to maintain a fund in the State Office for the support of football.

This is the third year that the district championships have been under the direction of district executive committees. All disputes and questions of eligibility arising inside a district must be settled by the District Committee. The decisions of the District Committee cannot be appealed to the State Executive Committee. The following is a list of the District Chairmen:

**Conference A Chairmen**  
1. Superintendent C. E. Davis, Quanah.  
2. Superintendent R. F. Holloway, Ranger.  
3. Principal W. H. Adamson, Oak Cliff High School, Dallas.  
4. Principal W. H. Norwood, Corsicana.  
5. Superintendent L. C. Gee, Greenville.  
6. Superintendent E. C. Deering, Marshall.  
7. Principal R. P. Waltrip, John H. Reagan High School, Houston.  
8. Superintendent J. F. Howard, Alamo Heights Public Schools, San Antonio.

**Conference B Chairmen**  
1. Principal Law Sone, Panhandle.  
2. Superintendent C. R. Owen, Crosbyton.  
3. Superintendent R. E. Brewster, Iowa Park.  
4. Principal Stanley H. Peavy, Graham.  
5. Principal Rufus C. Ward, Arlington.  
6. Superintendent J. F. Kilpatrick, Farmersville.  
7. Superintendent H. L. Foster, Longview.  
8. Superintendent J. E. Gregg, Marfa.  
9. Principal L. W. Johnson, Stamford.  
10. Superintendent D. M. Russell, De Leon.  
11. Superintendent A. H. Smith, Winters.  
12. Principal Leroy Williams, Brady.  
13. Superintendent C. L. Kuykendall, McGregor.  
14. Principal S. M. Brown, Mexia.  
15. Superintendent Paul Baker, Belton.  
16. Superintendent F. L. Moffett, Center.  
17. Superintendent R. A. Franklin, Kerrville.  
18. Superintendent J. K. Barry, Smithville.  
19. Superintendent Robt. F. Broadway, Trinity.  
20. Superintendent L. G. Andrews, Navasota.  
21. Superintendent L. B. McGuffin, Yoakum.  
22. Superintendent L. J. Berry, San Marcos.  
23. Superintendent Roy Whisenhunt, Bay City.  
24. Superintendent O. A. Fleming, Freeport.  
25. Superintendent J. P. Buck, Sour Lake.  
26. Superintendent Sterling H. Fly, Crystal City.  
27. Principal J. P. Manning, Robstown.  
28. Superintendent E. H. Poteet, Mercedes.

(NOTE.—The numerals in above lists represent in each case the number of the district.)

a little scared, while the boys who have been there before know the game and have a decided advantage. This plan of allowing the coaches in the pen is followed by the Big Ten and other big meets throughout the North.

The League work in general is taking very good in El Paso County. This last year we followed Interscholastic rules in all contests that we promoted and found it a decided benefit to all who took part. I don't think that League work is overemphasized even in the athletic line, we are using it as a means to an end.

I would like to have our district a little more active in promoting the district meets. Again thanking you for the refund and all that you have made possible, I am,

(Editor's Note.—Thanks for the suggestion. We think we shall pen the coaches next year.)

Of the tobacco evils, chews ye the least,

## PADDOCK TAKEN TO TASK BY MAGAZINE

Editors of Sportsman Condemn Sprinter for Planning Trick to Win

CHARLES PADDOCK, joint holder of the world's record for the 100-yard dash, recently made a speech over the radio telling of an incident at the Olympic Games in 1924. Said he:

"It was suggested that the American who drew the inside lane that day, the moment that he was set, should start running. The rest of us would know what to expect and could save ourselves. But Abrahams, the Englishman, in order to protect himself would have to go, too, expending his energy. Of course if the first American was not called back he would undoubtedly win. But if he did not get away with it, then the next American would try, and the next, until each American would have started twice, while Abrahams would have had to start hard eight times. In that many chances it was very probable that one American would get away. But if no one did, it would not make any difference, because Abrahams would be so worn out from his eight trials that an American would win anyway.

"It was a grand idea. It could hardly fail. The four of us left our tent and went to the starting line, confident that Abrahams would be beaten. . . I drew the inside lane. The moment I looked at the number I knew that the scheme was off. And my team-mates seemed to sense it too. For the training that we had had in American athletics prevented us from seizing that kind of an opportunity. . . .

"We were called to our mark. We were set. The gun was fired. We were off together the first time. Slowly Abrahams pulled away, and he broke the tape well ahead. He deserved to win, because he was the best man that day. . . .

That beautiful magazine, *The Sportsman*, which is impeccable in taste and sportsmanship, printed Runner Paddock's remarks in its June issue. Editor Richard E. Danielson made the following comment:

"That four members of the American team should conspire to a trick like as dishonorable as tripping or knocking down a superior opponent, that they should go to the mark prepared to carry out their miserable plot, that, when at the last moment some shred and tatter of decency stopped them, they should glory in their sportsmanship—all this reads like a bad dream, like something impossible and unreal. It is as if they said, 'We planned to win by sticking a rake handle between Abraham's legs at the fifty-yard mark. It was a good scheme and it seemed sure to succeed. But at the crucial moment we didn't do it. This is real sportsmanship.' No, all this seems frankly incredible. Heretofore we have naively believed that the protests of the English in 1908 and of other foreign teams in later Olympics against the morals and manners of the American delegation were inspired by nothing more than the chagrin of defeat, but now our faith begins to falter.

"One need not be particularly incensed with Mr. Paddock. He is probably no better and no worse than the system which produced and exploits him. He is unfit to represent the sportsmen of the United States, and he should not go to Amsterdam; but obviously he will—if fast enough in his trials.

"That there is something unhealthy in the organization of amateur athletics in America today we are profoundly convinced. There is too much zeal for winning, too much record breaking, too much top-heavy, permanent, overhead organization, too obvious an emphasis on the technical minutiae of strictly defined amateurism, and too little feeling for the inward meaning of sport."—*Time*, June 11, 1928.

### Nicotine Harmful

The effect of poisonous, tobacco derivatives upon the nervous system are well known. Nicotine causes a brief stimulation of the brain and spinal cord, which is quickly followed by a period of depression. The effect of tobacco upon the nervous system is not, as many think, that of a stimulant, but that of a narcotic.

There is, too, a popular idea that tobacco stimulates the cerebral centers and increases, therefore, the capacity for mental work. The great mass of experimental evidence disproves this. Quite to the contrary, it has been shown conclusively that there is greater mental efficiency among non-smokers than smokers.

## TWELVE COMPETE IN ART CONTEST

(Continued from Page One)

Gladys Lackey, Georgetown High School, first prize.

Mary Webster, Sunset High School, Dallas, second prize.

Mark Storm, Austin High School. Gertrude Shuback, El Campo High School.

Richard Malone, Forest Avenue High School, Dallas.

Dorothy Horton, Oak Cliff High School, Dallas.

Group 2—"Still Life" group to be done in charcoal.

Alfredo Guerra, Brackenridge High School, San Antonio, first prize.

Virginia Edwards, Austin High School, second prize.

Mary Jane Shuback, El Campo High School.

Lovan Hall, Sunset High School, Dallas.

Barton L. Davis, Georgetown High School.

Dan Morgan, San Jacinto High School, Houston.

The students' drawings were taken out to Ney Museum where a special exhibition was arranged for them.

### Wants More Entries

The Director of the Art Contest was disappointed that there were only twelve contestants, the same number as last year. Four additional contestants, however, were on their way from Seguin and one from Dallas, who failed to appear. This would have made seventeen had they come. One supervisor from Dallas complained that she did not get word of the contest until a few days before the date set. She phoned that she had a group of five students to chaperone. It was then Thursday 7 p.m., but she was under the impression that the contest was on Saturday. She was told that the contest was on Friday, so she jumped in her car, gathered up what students she could and arrived in Austin at 5 a.m. with two boys having driven in the rain all night. Somewhere on the road they were thrown into a ditch, one of the boys having fallen asleep at the wheel. Except for that moment's nod neither of the boys had a wink of sleep and worked heroically throughout the day. This supervisor was most disappointed that the Fine Arts meeting was not to be held the following day as was done last year. Each of the girl contestants was accompanied by her mother or a chaperone and some of the boys by their superintendents. This might have been "good business" for the Fine Arts Association had the annual meeting been held the following day and it would have been a great treat for the winners as it was last year.

It was no fault of the Director of the Interscholastic League headquarters that there was not a greater number of student contestants this year. A full account of the contest appeared in THE INTERSCHOLASTIC LEAGUER three consecutive months, March, April and May, and several times was the story sent broadcast over the State through the University Publicity Bureau. Letters were sent to the superintendents of schools asking them to call the attention of their art supervisors and art teachers to the contest and the Director wrote many letters, but last year posters were sent out—gotten up at the expense of the Interscholastic League which must have made more of an appeal than the circular letters sent out this time. It would be better to send out posters for this next year's competition.

### Modeling to Be Added

It was fortunate anyhow that not more students competed this year as the studio was crowded. Modeling is to be added this coming year and Mr. Borglum has been asked to donate the prize for this group, which will be an antique fragment. The Texas Fine Arts Association appropriated \$50 to be used for medals, luncheon and incidentals; \$22.77 was spent for medals and \$6 for luncheon, leaving a balance of \$21.23 still unspent. The Interscholastic League furnished the materials for the students' work.

Mrs. Morris Schwartz, a member of the Association, Mr. Melvin Rotsch and Mr. J. C. Buchanan, Jr., students in the Department of Architecture, are to be thanked for their excellent services in supervising the students during the day.

The medals awarded are of stock design but of an attractive pattern. They are, in themselves, cheap but the engraving costs. It is the hope of the Director that in the course of a short time funds may be found for the designing and casting of an individual medal—to be used exclusively for this contest and that only the finest available sculptor be commissioned to execute this medal, which in itself would be worthy of the effort

of the students in the modeling contest. It is hoped that a pamphlet may be published giving an account of this year's contest with reproduction of the photographs of the Still Life groups, the contestants at work, the winners and the medal along with the program and the date for next year's art contest.

Editor's Note.—For subjects used by students in the 1928 contest, see the cut page one by this article. Similar subjects will be used in the 1929 contests. For rules governing the 1929 Art Contest, see Constitution and Rules (Bulletin No. 2822, page 67).

## 376 SCHOOLS HAD ENTRIES IN 1928 MEET

(Continued from Page One)

High, Carrizo Springs High, Castell, Center (Ropesville), Center City, Center Point, Central High (Fort Worth), Chatfield, Chillicothe High, Christoval, Cibola, Cisco High, Clarendon High, Clifton High, College Mound (Terrell), Colorado High, Columbus High, Comanche High, Commerce High, Cooleidge High, Corpus Christi High, Corsicana High, Crabbs Prairie (Huntsville), Crockett High, Crosbyton High, Crowell High, Crystal City High, Cuero High.

Dangerfield, Daisetta High, Dalhart High, Damon High, Dan Horn (Cisco), Dawson, Dayton, De Leon High, Denison High, Deport High, Desdemona High, Devine High, Dickens High, Donna High, Dorn (Colorado).

Eagle Lake High, Eastland High, East Mountain (Gilmer), Eden, Edgewood, Edna High, Edinburg High, El Campo High, Electra High, El Paso High, Elwood (Edgewood), Estellene.

Farmersville High, Farwell, Finley, Flatonia High, Flomot, Floresville High, Floydada High, Follett, Forest Avenue High (Dallas), Fort Hancock, Fort Stockton High, Francitas, Franklin, Fredericksburg High, Freeport High, Friendship (Terrell), Frost High, Fulshear.

Gainesville High, Ganado High, Georgetown High, George West High, Gilmer High, Girard, Godley High, Godley Prairie (New Boston), Goldthwaite High, Goose Creek High, Grand Prairie High, Granger High, Grapeland High, Greenville High, Groom, Gustine High, Guthrie.

Hallettsville, Hamilton High, Hamilton Chapel (Rockdale), Harriett, Harrisburg (Brenham), Hartley High, Haskell High, Hawley, Henrietta High, Hereford High, Hermleigh, Highland Park High (Dallas), Hillsboro High, Hillsboro Jr. High, Holland, Honey Grove High, Hubbard High, Humble High.

Idalou High, Independence, Iola, Iowa Park High.

Jacksonville High, Jefferson, Jefferson Davis (Houston), Jewett High, Joe Bailey (Decatur), John H. Reagan (Houston), John T. White (Arlington), Jourdan High.

Karnes City High, Kaufman High, Kenedy High, Kingsville High, Kirkland High, K. P. Home (Weatherford), Knox City High, Kyle High.

Ladonia High, La Grange High, Lakeland, Lampasas, Laredo High, Liberty High, Little Cypress (Orange), Littlefield High, Livingston High, Llano (Claude), Llano, Locker, Lockhart High, Lohm, Lolita, London, Lone Tree (Perryton), Long Tail (Cooper), Long Mountain (Streeter), Los Angeles, Lubbock High, Lufkin High, Lyford High.

McAllen High, McKinney High, McQuency.

Mabank High, Madisonville High, Main Avenue High (San Antonio), Malakoff, Marfa High, Marlin High, Marshall High, Mart High, Mason High, Masonic Home (Fort Worth), Maydelle, Memphis High, Mercedes High, Miami, Midland, Milby High (Houston), Miles High, Mineola High, Mineral Wells High, Mission High, Montell, Mount View (Indian Gap), Murray.

Nacogdoches High, Navasota High, New Boston, New Hope (Lubbock), New Lynn (Tahoka), Neocoma High, Nolan, Normangee, Norse, North Dallas High, North Side High (Fort Worth), North Palm Garden (Mercedes), Norwood (Palestine).

Oak Cliff (Dallas), Oakland High, Oklahoma High (Farwell), Olton High, Ozona.

Paint Rock, Palestine High, Pampa High, Panhandle High, Paris High, Pawnee (Kenedy), Pearsall High, Pecos High, Perryton High, Pharr, Pittsburg High, Plainview High, Pleasant Valley (Lamesa), Polytechnic High (Fort Worth), Port Arthur High, Post High, Prairie Lea High, Quana High, Quitaque.

Ralls High, Ranger High, Rankin High, Raymondville High, Richland Springs, Rio Frio (Uvalde), Rising Star High, Robert Lee High, Robstown High, Rockdale High, Rockwall High, Rogers Ranch (Lockhart), Ros-

coe High, Rosenberg High, Roxton High, Sabinal High, Sabine Harmony (Kemp), Salt Creek (Paducah), Sam Houston High (Houston), San Angelo High, San Augustine, San Jacinto High (Houston), San Saba High, Saratoga, Schulenburg High, Sealy High, Sells (Honey Grove), Selma (Bracken), Shamrock High, Sherman High, Sinton High, Slater (King), Slaton High, Smithville High, Snook (Somerville), Somerset High, Somerville High, Soney (Amarillo), Sonora High, Sour Lake High, Spur High, Stamford High, State Home (Corsicana), Stephenville High, Stockdale, Strawn High, Stuart Place High (Harlingen), Sunny Hill (Happy), Sunset High (Dallas), Sweetwater High, Sylvester.

Taft High, Taylor (Bowie), Taylor High, Temple High, Tenaha, Terrell High, Texarkana High, Tivy High (Kerrville), Trinity High, Truby (Anson), Turkey, Turkey Peak (Zephyr), Unity (Atlanta), Uvalde High, Valley View (Pharr), Vernon High, Victoria High, Violet, Votaw (Karon).

Waco High, Walhalla (Round Top), Wall, Waxahachie High, Webster High, Weimar (Weimar), Wellington High, Wells Valley (Tolbert), Westlaco High, West Columbia High, Wharton High, White Deer High, Whitesboro High, Wichita Falls High, Willis Point High, Winnsboro High, Winters High, Woodville High, Wright (Dorras), Wrightsboro High.

Yancey High, Yoakum High, Yorktown High, Ysleta High.

Ysleta High.

Ysleta High.

Ysleta High.

Ysleta High.

## Descriptive List of League Publications Now Available

Teachers Are Invited to Go Over This List Carefully for Helps in Preparing Students for Interscholastic Competitions

BULLETINS and other publications now available for distribution to teachers interested in Interscholastic League contests are listed below, and a short description is given of each publication. Please note that some of these bulletins are sent free to member-schools when fee is received, others are sent free only on request, while for others a small charge is made. Much time and expense will be saved if those who wish copies of any of these publications will note carefully and follow the "directions for ordering."

### DIRECTIONS FOR ORDERING

Those ordering bulletins from the League should read carefully the description of the bulletin given below and the terms upon which it is distributed. Much correspondence will be saved thereby.

Stamps are not accepted in payment for bulletins, and bulletins are not sent C.O.D. or on account. Cash in the form of money order, express order, currency, or personal check must accompany order.

Do not expect the bulletins to travel as rapidly as first-class mail. Wait a reasonable time before sending in an inquiry concerning an order previously given.

If it is necessary to telegraph an order, the money should be telegraphed also, as otherwise the order must surely be held up awaiting remittance.

When the term "League School" is used in this circular it is meant to refer to a school which is a member of the University of Texas Interscholastic League.

### BULLETINS

Constitution and Rules of the Interscholastic League (1927), No. 2822, 93 pages.

Contains rules and regulations governing nearly all contests. Free copy is sent to the person remitting the fee for a school.

"The League of Nations" (1923), No. 2329, 87 pages, 10 cents.

Contains briefs and arguments pro and con concerning the following query: "Resolved, That the United States should join the League of Nations." Excellent for literary society and community debates. No free copies.

"Independence of the Philippines" (1924), No. 2429, 80 pages, 10 cents.

Contains briefs and arguments pro and con on the following query: "Resolved, That the United States should grant the Philippines their independence at the end of a period of five years. A live question and one which interests intensely high school debaters. The bulletin is carefully prepared. No free copies.

"The Child Labor Amendment" (1925), No. 2529, 150 pages, 20 cents.

Contains arguments pro and con on the following query: "Resolved, That the Child Labor Amendment to the Federal Constitution should be adopted." This is a question which interests intensely high school debaters. The bulletin is carefully prepared. No free copies.

"A Federal Department of Education" (1926), No. 2629, 70 pages, 20 cents.

This bulletin is carefully prepared, presenting the very latest material available on the subject at the time of issue. No free copies.

"Farm Relief Legislation" (1927), No. 2729, 89 pages, 20 cents.

Contains briefs, bibliography, and arguments pro and con concerning the following query: "Resolved, That Congress should enact farm relief legislation embodying the principles of the McNary-Haugen bill." No free copies.

"The Cabinet vs. The Committee System of Legislation" (1928), No. 2829, 125 pages, 15 cents.

Contains briefs, bibliography, and arguments pro and con concerning the following query: "Resolved, That the Cabinet Method of Legislation is more efficient in England than the American Committee System is in the United States." This is the bulletin to be used in the 1928-29 League debates. No free copies.

"Music Memory Stories" (1923), No. 2337, 112 pages, 20 cents.

Written by Frank Lafors Reed, sometime Professor of Music in the University of Texas. Invaluable for music supervisors who are ambitious to stimulate an appreciation of the best music in their pupils. This bulletin has been widely distributed over the United States and has received the warm commendation of the greatest music authorities of the country. Treats appreciatively and in a delightful style fifty classical selections. Makes an excellent supplementary reader for sixth, seventh, and eighth grades. Only a few copies are available. No free copies.

## EXPLANATION OF BULLETIN SERVICE

THE LEAGUE'S appropriation for printing does not cover more than one-tenth the cost of printed material issued each year. It is necessary, therefore, to make a charge for many of the bulletins. This charge is calculated on a cost basis. Since so many copies of bulletins are used, it is possible to cut down the cost per copy to a much lower figure than would be possible if only a small number were issued. The printing is all done at the University of Texas Press which produces University printing at cost. It may be said, therefore, that the printing done by the League is on a service basis strictly and that no one makes any profit out of it. On the other hand, we find a tendency to waste bulletins for which no charge whatever is made. For illustration, until the beginning of this year, we have advertised two free copies of the debate bulletin (always an expensive publication) to all member-schools. As a result, many schools which had no intention of entering the debating contests ordered these free copies, and hence they were wasted, insofar as the League was concerned. The cost of these unused bulletins had, of course, to be added in to the cost of the ones that were sold. We have abandoned this policy in the distribution of the debate bulletin, choosing to discontinue free copies and reduce the cost. Last season the debate bulletin of 89 pages was sold at 20 cents; by discontinuing free copies, we are able to issue this year a bulletin of more than 100 pages at 15 cents per copy. We believe that this will meet with the approval of those who actually use the bulletin.

We do not wish to limit the circulation of the Constitution and Rules, but we do not wish more copies ordered than can be used to advantage. The larger schools naturally need more copies than the small schools. A free copy is sent to the person remitting the fee for a school, and extra free copies in reason are supplied. However, the League reserves the right to make a charge of 10 cents per copy to any school when a reasonable limit of free copies has been reached. The necessity of this reservation is obvious in view of the fact that we recently received an order for sixty free copies of the Constitution and Rules from one school.

Much trouble and time will be saved if teachers ordering bulletins will kindly observe "Directions for Ordering" printed at the head of the list.

Blank forms for contracts between schools competing in athletic games, eligibility blanks for football contestants, and eligibility blanks for debate contestants, blanks for reporting football games, mimeographed copy of list of suggested plays for one-act play tournaments—any or all sent free on request to member-schools.

OTHER PUBLICATIONS

Music Memory Score Cards, numbered in duplicate.

Convenient for giving practice tests. One cent per copy; 35 cents for 50; 50 cents per 100. Free copies to county directors of music memory only on careful estimate of the number that will be required in the county meet. None furnished free for county meets prior to March 1.

Declaration Bibliography.

A list of forty-one books containing declarations. This circular is sent free.

The Interscholastic League.

Monthly publication, official organ of the League, mailed free on request to any teacher in Texas who is coaching or training pupils for participation in League contests.

Circular of Information.

This is a six-page folder giving in condensed form essential information concerning the conduct and functions of the University Interscholastic League. All contests are listed and classified. Schedule of fees is given, and the entire organization outlined. Any number of this folder is sent free on request.

All orders for bulletins or other League publications should be addressed to

UNIVERSITY INTERSCHOLASTIC LEAGUE

AUSTIN, TEXAS