



WANTS GAMES ONLY NON-SCHOOL DAYS

School Executive Outlines Arguments Against Permitting Contests on School Days

BEAUMONT had a strong entry in the one-act play contest last year, winning first place in the Houston Tournament. Word comes from this East Texas city that it will again enter the lists with a strong cast. Mrs. Ruth Garrison Francis, director of dramatics, writes as follows concerning the interest in dramatics in the Beaumont High School.

"We have done away with our club period during school hours, but notwithstanding that fact, and the fact that the membership of our dramatic club this year was opened only to juniors and seniors, I have at present a membership of 115 who are not only willing to give one hour a week after school, but who are eager to serve in any capacity in which they are needed. We meet every week, and those who have signed up for directorship take turns in giving the plays for the club programs. I hold only two rehearsals, the third one, and a dress rehearsal two days before the play is given. The actors are drawn from the group which signed up for acting. The stage setting, costuming, and so on is managed by students from those groups, and we are attempting to give every student a chance to work in all the groups in which he expressed a desire to work.

"I have a waiting list who are almost literally standing outside the doors hoping some one will give up his place so they can get in. I am hoping that the enthusiasm will be as great at the end of the year as it is now."

SUPT. A. M. LIMMER, of Desdemona, lists a few reasons why in his opinion public school games and contests should be held on Saturdays and holidays, as follows:

1. It will give the already over-worked players about fifteen percent more time for doing school work which they not uncommonly need.

2. The visiting team will be in position to bring more of its student-body, faculty members, and others. Better opportunities for decorations, streamers, colors, pep-squads, etc., will be offered since preparations for these can be done in the forenoon of the day of the game. Furthermore, gate-receipts should thus be stimulated.

3. Most towns and small cities have large numbers of trading folks on the streets on Saturdays. Many of these will attend the games if proper advertising is carried out, again increasing gate-receipts.

4. It will tend to relieve the tense discipline problem of handling the restless and anxious students who desire to go with the team but who are restrained by parents and teachers.

5. The home team will have all Saturday morning to clear the field, advertise, and otherwise get ready for the afternoon game, which can also begin much earlier than on school days.

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PRESS RIDICULES BOY SCOUT MOVE

Chief Scout Executive Tells Cleveland (O.) Lads to Mind Own Business

MUSIC memory seems rejuvenated this year with a change in the rules to include recognition of type, measure, instrumental tone, etc., and a brand new bulletin giving teachers the essentials of music appreciation in simple language, that any fifth-grade child can understand. Among many congratulatory letters from music supervisors, we find one from Mrs. Dana Taylor, of Marshall, which reads, in part, as follows: "My music bulletins just came, and I am delighted with them. Dr. Spill is to be congratulated upon her splendid work. The new plan promises many interesting developments, and we are all 'pepped up' over it."

THERE is in Texas a Speech Arts Association which many teachers of speech find helpful and stimulating. It has a large membership not con-

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BAFFIN BAY PUPIL WINS 3-R CONTEST

Dorothy Newbauer After Winning Kleberg Co. Meet Takes District Honors

THE LEAGUE 3-R CONTEST is now in its third year. It has proved to be one of the most inspiring contests in the whole calendar of League events for the one- and two-teacher schools, and a larger number of schools is entering each year. The contest is made up of three events: reading, writing, and arithmetic. The test in reading reveals the student's speed and comprehension; the test in writing is judged by the Ayres' scale; and the test in arithmetic



gauges speed and accuracy. The accompanying cut shows one of the contestants who participated in the State Meet last spring, Dorothy Newbauer, of the Baffin Bay School, in Kleberg County. She first won in Kleberg County; then at the district meet in Kingsville, defeating the representatives of all the other counties entered from District No. 26. She was trained by the principal of the Baffin Bay School, Mrs. J. L. Runnels.

One of the Pioneer Educational Institutions of Texas



View of Coronal Institute (San Marcos) in 1875

History of This Notable Southwest Texas Educational Institution Spans Period Between Civil War and World War—Many Prominent Citizens Received Education Here

By Mrs. Roberta Belvin Pritchett

ON a bright summer morning in the year 1870 an old-fashioned stage coach, drawn by four horses, rolled out of the city of San Antonio on its way to the little town of San Marcos, fifty miles distant.

The driver of the coach sat high up on the front seat and handled the lines with a skillful touch; the horses pranced, and the children within the coach chatted and laughed with a delight of youth in anticipation of a new experience—that of leaving the old home in the city to find a new one in the village not far away.

The father of the family sat beside the driver, while the mother and children were sheltered within, where they rocked and rolled with the motion of the clumsy vehicle. The oldest daughter had provided herself with a prettily woven basket, under the lid of which was stored tempting pelonchias and dark-brown pecans. Another little girl carried a box of tuberosa bulbs, given her by a neighbor to be planted at the new home. On the floor of the coach lay the

little Scotch terrier, Frisk, the playmate and property of the only boy in the family.

Stored within the boot at the back was a basket well filled with good things to satisfy the hungry ones at lunch time by the side of some stream or wayside spring.

Arrive in San Marcos

They spent the night at a tavern on York's Creek and the next day, traveling along the famous old Stringtown road, the village of San Marcos was seen in the distance.

The man who sat by the side of the driver was the Rev. Robert H. Belvin; the woman within was his wife—Caroline Wharton Belvin—and their children were the happy group by her side.

Reverend Belvin had only recently bought a piece of property known as Coronal Institute, and they were on their way to make it their home.

Just four years before this, O. N. Hollingsworth, an educator and lover of youth, journeying to San Marcos,

was inspired by the beauty of its surroundings to build there a co-educational school, with military training for the boys.

The school was successful opening with about 150 pupils, but Mr. Hollingsworth wished to engage in the practice of law, hence sold the school.

The main building was two-story and of white stone, with the living and classrooms above and a large auditorium below. Because it crowned the beautiful hill the name of Coronal was given to this place of early education.

The barracks for the boys consisted of a row of one-story rooms, also of stone, and running at right angles to the main building. They were four in number and, in addition, two unfurnished ones with walls just half-way built.

Belvin President in 1870

In the fall of 1870 the school opened with Rev. R. H. Belvin as president.

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Speech Arts Association Plans Big Time at San Antonio Soon

THE Fifth Annual Meeting of the Texas Speech Arts Association will take place during the meeting of the Texas State Teachers' Association in San Antonio, November 29 to December 1. Addresses, receptions, section meetings, luncheons, and dramatic entertainments make up a lively two-day program. The program in detail follows:

Headquarters—Tapestry Room, St. Anthony Hotel.

Thursday, November 29

8:00 P.M.—Informal Reception, Tapestry Room, St. Anthony Hotel.

Friday, November 30

7:45 A.M.—Interscholastic League Breakfast, Pan-American Room, Gunter Hotel, Dr. Edward Charles Mabie, Head, School of Speech, University of Iowa; subject, "Theater and School." Reservations for this breakfast may be made by sending \$1 to Miss Willie Thompson, Secretary, Interscholastic League, Austin, Texas.

10:00 A.M.—Formal Opening Speech Arts Meeting, Tapestry Room, St. Anthony Hotel, Dr. Edward Charles Mabie, Head, School of Speech, University of Iowa; subject, "A Teacher-Director."

11:00 A.M.—Section Meetings:
College Section, Yetta Mitchell, Chairman.
High-School Section, Bessie Lee Dickey, Chairman.
Studio Section, Jessie Millsaps, Chairman.

3:00 P.M.—Business Meeting.
8:00 P.M.—A play given complimentary to the Speech Arts Teachers.

Saturday, December 1

9:30 A.M.—Round-table discussion by Speech Arts Members, Mrs. Gladys Bates, Chairman.

1:00 P.M.—Luncheon, Ballroom, St. Anthony Hotel.
Installation of officers.
Program arranged by the San Antonio Speech Arts Association.
Adjournment.

Curious Disciplinary Rules in N. Y. School

THE trouble began with "The Star-Spangled Banner." A lubberly, stoop-shouldered, churlish boy, one Ralph Esposito, refused to sing it. So his teacher sent him to Principal William M. Rainey's office at Public School No. 9, Brooklyn, N.Y. The boy went, but would give no satisfactory explanation of his stubbornness.

"Well," said Principal Rainey, "do you want to put on the boxing gloves with one of the other boys? Or do you want me to make your mother come to school?" The boy shook his head against boxing. "See, that proves that he is yellow. He wants to hide behind his mother's skirts!" exclaimed the principal rhetorically, seeking to excite manliness in the pupil. Ralph, shamed, said that he would fight.

He and another school boy put on great, softly-padded boxing gloves; Principal Rainey stood by with a stopwatch to mark two-minute rounds; teachers acted as referee and umpire; other students watched. The boxing match began. Ralph's opponent whacked him in the ribs and Ralph cried quits before the first round was over. After school he ran home to complain to his parents. They had Principal Rainey arrested for disorderly conduct.

In police court the principal explained his method of school disci-

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LEAGUE HELPS IN AMERICANIZATION

Principal Declares Foreign Born Children Should be Encouraged in Inter-School Contests

"An effective means of Americanization," writes a high-school principal in a southwestern county, "is to induce the children of foreign-born



Elizabeth Champion, of South Palm Garden School

parents to participate in school contests. In the first place it overcomes the feeling on the part of the child that he or she is not quite admitted next place, it arouses the attention of the parents as nothing else can. When foreign-born parents find their

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SCHOOL PRINCIPAL WRITES OF LEAGUE

Lists Many Beneficial Results of Participation in Inter-School Contests

A WAY up in the northeastern corner of the State there is a little rural school that has won distinction repeatedly in Interscholastic League contests. The name of this school is Sand Hill. Three times in succession did Sand Hill win the all-round championship cup for rural schools in Bowie County. Moreover, during three years, this little school had entries in the State Meet each year. The principal of the school, Mr. Travis Elliott, then took charge of the Godley Prairie School, a one-teacher school that had two entries in the last State Meet. This year he has been elected principal of the Nash School in Bowie County, and we predict that the Nashites will make a strong showing at the Bowie County Meet next spring. Under the title, "Beneficial Results of the Interscholastic League," Mr. Elliott wrote the following essay as a class exercise in Education 101 a:

The University Interscholastic League has accomplished many beneficial results in Texas during the past several years. This valuable accomplishment of the League has encouraged a large membership of the schools of the State, thereby serving to help unify the general school system of Texas.

As an accomplishment of the League, we have a general system of rules and regulations for conducting school games and contests. Previous to this accomplishment of the League, competition among the schools was almost impossible on account of disagreements arising over rules and

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DEBATE PACKAGES READY FOR MAILING

Sixty Articles Mimeographed on This Year's Query Ready for Distribution

PACKAGE libraries are now ready for circulation covering the debate question for the ensuing year, and may be obtained by addressing the Extension Loan Library, University Station, Austin, Texas.

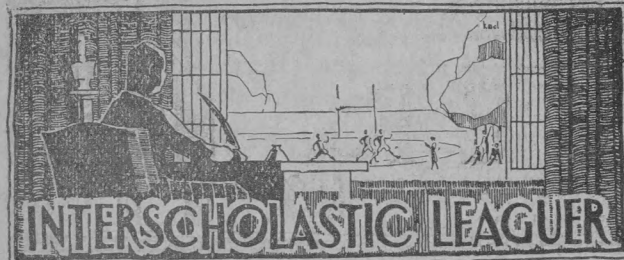
The material is arranged in four sets, and coaches are advised to order one set at a time, as there is enough material in any one package to keep students busy for two weeks.

Articles, which are all neatly mimeographed, are listed below in Sets I, II, III, and IV, respectively.

Set I

1. Con. Dig. Feb. '28: How a law is made. General.
2. Woman's Citizen, Nov. '22: Wheels of British Government. General.
3. Arena, Jan. 1900: Congress or Parliament. Negative and Affirmative.
4. World's Work, June, 1925: Balance of power in Washington. Negative & Aff.
5. World's Work, Feb. '25: Presidential leadership in Congress. Neg. & Aff.
6. World's Work, Jan. '25: Next step in Washington. Negative and affirmative.
7. Independent, 5 Sept. '25: When minorities clamor. Affirmative.
8. World's Work, Dec. '24: Next step in Washington. Affirmative.
9. World's Work, March '25: Cabinet members in Congress. Affirmative.
10. Harper's Mag. Jan. '28: The

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ROY BEDICHEK - - - - - Editor

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EXCHANGE PROGRAMS are quite feasible between and among neighboring schools. School A, for illustration, invites School B to come over on a certain day or night and put on a one-act play, a debate, declamation, or musical, or combination of these features, in return for which on another occasion that is convenient, School B will return the engagement with a program of similar nature. Practice, much good fellowship, and community entertainment may be secured by properly arranged exchanged programs.

ATTENTION of public speaking teachers is again called to changes in the rules for selecting topics in the extemporaneous speech contests. A definite source of material is prescribed, namely, *The American Review of Reviews*, and topics will be confined to material appearing in that periodical. The publication has made an attractive rate of \$1.05 for six months' subscription. It issues every month a lesson plan service which will assist teachers materially in following the trend of the news and in providing suitable topics for extemporaneous speech practice. Followed up properly, the alert teacher can kill two birds with one stone by promoting this contest: 1. He can secure interest in oral English, that is, in off-hand speaking; 2. He can arouse enthusiasm for current events study. These two objectives seem thoroughly worth while.

WE repeat that the opening of the football season in Texas should be delayed until the middle of October and the final game of the season played New Year's Day. Such an arrangement allows four big holiday games: Armistice Day, Thanksgiving Day, Christmas Eve, and New Year's. There is no sense in starting football in summer weather simply because it is done in New England and generally north of the Mason and Dixon Line. No person in his senses believes that it is good for a team to scrimmage in heavy football togs with the thermometer 90 in the shade. Permanent injury to many players results. Although this proposal has been announced in *THE LEAGUER* several times in the past two years, no one has yet advanced a single valid objection to it. Custom is so slow to change, however, that it will likely be ten years before this rational readjustment is made.

IN the last issue of *THE LEAGUER* we noted as an advertising novelty the practice of the Union National Bank of Houston of publishing original historical documents and distributing them with its "compliments." At the time the notice was written we had seen only one of these pamphlets. A copy of *THE LEAGUER* evidently found its way to the bank, for soon there came to this office a number of other similar pamphlets issued in the same form as the one previously commented upon. Titles include "The Battle of San Jacinto," "Dawson's Men and the Expedition," "The Massacre of Goliad," "The Escape of Rose from the Alamo," "The First Railroad in Texas," and "Early History of Harris County." These pamphlets range from eight to thirty-two pages, are carefully edited and printed, and present source material of great interest to students of Texas history. History teachers will find them valuable in showing their pupils the stuff of which history is made.

ADULT education is now an accepted fact. We no longer think of a person's education stopping when he is 20, 30, 40, or 50 years of age. His education goes on if he will simply continue to study. Likewise, play should go on and on in adult life. There is no excuse for one being physically unfit when he is 50, or 60, or 70. Physical decay is generally due either

to ignorance or to sheer laziness. If we could organize an adult competitive league on the order of the Interscholastic League in Texas, and put community against community and county against county in sports and games, amateur dramatics, discussions and debates, we should probably add more to the wealth of the State than if we discovered a dozen new oil fields. A man grows old and stiff, rheumatic and intellectually flaccid simply because that is his idea of getting old. Substitute for this idea another idea of the proper way to get old and he will find himself as age comes on exemplifying the new idea.

ONE of the strongest incentives to learn that the pupil has is the incentive of a natural and healthy rivalry with his mates. This is an instinctive interest which actuates not only children, but adults, to do many things that are in themselves incapable of securing passive attention. *Social pressure and the desire for school approval have been among the most potent factors in giving to the world its treasures of material and even spiritual wealth.* Those educators who deny the value of this social sanction have seen only a very small part of the total problem, and have but dimly comprehended those forces which have been instrumental in producing the civilization of the present day. For this reason school grades have a practical justification, and the giving of prizes and other marks of distinction a decided pedagogical value. Of course, it hardly needs to be added that this spirit of emulation should never become so excessive as to arouse disappointment and bitterness, and produce an atmosphere of unrest in the schoolroom. In this, as in all other respects, the golden mean must be followed. Colvin's *The Learning Process*, pp. 286-287.

ENGLISH TEACHERS should study the new essay writing rules published on pages 38-40 of Bulletin No. 2822. The plan for choosing essay topics has been changed, and unless this is thoroughly understood early in the year, the preparation for this contest will be greatly handicapped. In the two high-school divisions, topics will be chosen from *The American Review of Reviews*, which issues a monthly lesson-plan free with each subscription. This plan will be found helpful in providing topics for practice essays, and as a general guide to important features of the news. Two handsome prizes are provided in addition to the regular League prizes in essay writing. A complete set of O. Henry's works will be awarded the high school in each division whose contestant produces the best essay. Ward school and rural divisions in essay writing will secure their subject-matter for the essay contests in another publication, *The Pathfinder*, published in Washington, D.C. This is a weekly, and if a school orders five or more to the same address, they cost only 1 cent per copy. It will be a good plan for the teacher to order sent to her address a copy for each contestant. This combination of practice in essay writing with a study of current events effects a valuable economy.

IT IS the quintessence of Americanism to win unity through controversy. Controversy is essentially creative, and Debate is the mother of democracy.

"Opinions that have in them any life whatever in this country are not handed down, sealed, signed and delivered by remote authorities. They come up hot from the clash of conflicting ideas, with all the dust of the struggle still on them."

So runs an advertisement of that controversial journal, *The Forum*. There is a measure of truth in the statement, even if it is found in an advertisement. Certainly, debate is a typical American method of arriving at a conclusion of the majority, if not of "winning unity." Republicans and Democrats are now at it hammer and tongs on the tariff, prohibition, foreign policy, control of water power, etc. Only one time in our history did debate fail to settle public questions for us, and that failure was quite disastrous. It is hoped that the boys and girls participating in the Interscholastic League debates are learning not only how to debate, but are forming the far more important habit of listening to the opposing side with courtesy and of accepting decisions with genuine sportsmanship.

PUBLIC speaking teachers will be interested to know that the League has secured one of the foremost authorities in their field for the principal address at the League Breakfast and Section Meeting, which will be held in the Pan-American Room of the Gunter Hotel, San Antonio, Friday, 7:45 A.M. This is the tenth annual meeting of the League at the Texas State Teach-

ers' Association meeting, and it is hoped that we shall have a record attendance. Dr. Edward Charles Mabie, Head of the Department of Speech, University of Iowa, will make the address. His subject is "Theater and School." Not only should public speaking teachers hear this address, but school superintendents and principals as well. The possibilities of dramatics as a high-school student activity are not generally appreciated. Some of the more progressive high schools of the State are finding dramatics an effective agency for linking the home more closely to the school. They find that this activity attracts certain students who seem to care for no other school activity, and they find that it correlates well with studies in literature. To be assured of a seat at the League breakfast table, you should mail check for \$1 to the League Secretary, Austin, Texas, at once.

OUR villages would be improved by a little of this division of labor; for it is a great disadvantage in country life that a farmer is expected to do so many different things: he has not only to grow crops and raise stock (two separate arts to begin with, and difficult ones too), but to be a man of business, keeping complicated accounts and selling his crops and his cattle, which is a different sort of job, needing a different sort of man. And, as if this were not enough, he has to keep his dwelling house as part of his business; so that he is expected to be a professional man, a man of business, and a sort of country gentleman all at once; and the consequence is that farming is all a muddle: the good farmer is poor because he is a bad man of business; the good man of business is poor because he is a bad farmer; and both of them are often bad husbands because their work is not separate from their home, and they bring all their worries into the house with them instead of locking them up in a city office and thinking no more about them until they go back there next morning. In a city business one set of men does the manual work; another set keeps the accounts; and another chooses the markets for buying and selling; and all of them leave their work behind them when they go home.—George B. Shaw.

DEFINE SPORTSMANSHIP

IN another column of this issue we discuss an incident which the editor of a magazine instances as an example of true sportsmanship. We wish readers of *THE LEAGUER* would submit and discuss specific instances of what they consider true sportsmanship. In our opinion this word needs definition, and abundant illustration. Let us go at it in the old Socratic way, that is, describe an actual occurrence and then show wherein the action either fails to satisfy or satisfies the ideal that has been or should be set up. For illustration, it is said that Grantland Rice, playing second baseman on his college team, once corrected the umpire who called a man out at second by declaring that he did not touch the runner with the ball. One says this was good sportsmanship, that a player should never accept an official's decision in his favor when he knows that the official has made a mistake. Another says no, this is a mistaken notion of sportsmanship. The player should not usurp the referee's function, and should never dispute an official's opinion whether it is for or against him or his team. Once established such an action as good sportsmanship and praise it generally, and you will have grandstand displays of sportsmanship. Some player will try to get the reputation for being a good sport by correcting the official when the official is right. Say those inclining to this view: "It's the business of the officials to call the game as they see it; it's the business of the players to play the game and accept decisions for or against themselves without comment. Any other arrangement, they declare, will lead to hopeless confusion." What do you say?

GERMANY TAKES TO SPORT

GERMANY, forcibly relieved of the burden of military preparedness, is going forward educationally and industrially at a pace which is causing uneasiness among the late allies. Think of the anomaly of being compelled by your enemies to do what is good for you. Your bitterest foe takes you by the throat and forces upon you conditions which eventually make you prosperous and happy in the face of your most strenuous opposition. It is as if a weakling, captured by his enemies, were put through a rigorous training system which, though intended as a punishment, really develops him into a giant, capable, after a little while, of overcoming his armed captors by lambasting them with a stick or a stone or the jawbone of an ass or just any old thing that he happens to lay hand upon. On the

other hand, the late European allies, struggling under burdens of debt, high taxes, compulsory military service and consequent unemployment, discontent, trade depressions, and industrial disputes, are amazed at the progress which Germany is making in spite of the reparation payments justly required of her.

One development which is being observed in Germany by school men the world over with great interest is the recent widespread enthusiasm for organized competitive athletics. With all their traditional system and thoroughness, the Germans are undertaking a vast program of physical education with the competitive sport as one of its main pillars. "They are," says a recent observer, "building up a nationwide sport consciousness, and starting a national scheme of participation in athletics to supplant, evidently, the old gymnastic system. Their outlying parks are developing games arenas. They are building pools and beaches, playgrounds and gymnasias. Their teacher-training school on and adjoining the stadium (in Berlin) has the best layout I have ever seen for a college of physical education, with provision for work in every sport." It was noted that German students and teachers from every part of the republic attended the recent Olympic games in great numbers, studying methods and procedure and making notes. If it took the Great War to supplant that goose-stepping military training and the almost equally hideous gymnastics of prewar Germany with English and American sports, the spending of blood and treasure was not a total loss, and reparation payments may be considered in the light of tuition. And as a measure of effective preparedness, Germany's present program is better than the silly plan of maintaining a huge standing army. The trained Persian millions with vastly superior military equipment were unable to conquer a small nation of athletes.

LIVENING UP DEAD SUBJECTS

THE USE of contests, the cinema, pageantry, and other devices for injecting a little life into subjects which, if not dead, are threatening to die under ordinary class-room treatment, are illustrated in the following item taken from the *Harvard Crimson*:

Yesterday morning students in one of the largest courses in American history took part in an educational experiment new at least to most of the students concerned. With the era preceding the outbreak of the Civil War as the topic of the lecture, the professor offered a half hour's debate with two history instructors as the proponents of abolition of slavery. The two went at the subject and each other hammer and tongs, according to the purpose of the experiment—to reproduce as accurately as might be the debates of the '40's and '50's, portraying the prejudices of the times and the sectional antipathies.

It must be admitted that the orators showed themselves not only scholars but actors of no mean histrionic ability. The 30-minute harangue was enjoyed by the students. Furthermore, the causes of the Civil War now are far better understood by the class than any amount of reading could perhaps make them.

Harvard's Department of Anthropology has already entered into an agreement with the Pathe News people to make somewhat dead subjects more significant, more graphic to the amateur scientist. But compared to the latest educational experiment of the History Department, the cinema idea must be classed as sterile in promoting interest and enthusiasm. Making dead bones live on the screen is tame compared to the thrills to be had in seeing members of the History Department, in costume, reenacting the glorious deeds of the past. Consider, for instance, the possibilities of staging the Defenestration of Prague from Memorial Hall's most lofty window with some Ph.D. candidate in the featured rôle. Or the History 3 section men might, with the aid of the Department of Zoology and the Military Science staff, put on a Roman holiday in the Stadium with the chairman of the department occupying the imperial loge in Section 18, the Sargent and Radcliffe girls cast as Vestal Virgins in Section 23, and the members of the course, betoga'ed for the occasion, really "living" the period which they are studying. There is no limit to the pageants which might be staged. Not even the Congress of Vienna, staged in Sanders Theater, is impossible, though the aid of allied departments might have to be enlisted after history professors had been exhausted in filling the more important rôles.

Seriously, though, the experiment yesterday is highly to be commended. History to be really understood must almost be experienced. Time and dignity perhaps will not allow the full program outlined above, but still there is positive good to be derived from such exhibitions on a small scale. And even where this is not possible, many lectures could be greatly improved by laying greater stress on the creation of "atmosphere."

OFF-SIDES

By the Editor

WE hear much of wholesome activities. What is a wholesome activity? It is one which gives you or others enduring satisfactions.

WHAT movie actor or actress do you think is entitled to the distinction of having put the *cin* into cinema?

RADIO fans complain of an unusual amount of static this fall. Perhaps it's the "whispering campaign" trying to get on the air.

THERE is one form of leadership worse than that of the blind leading the blind—the vicious leading the immature.

POPULAR science writer for the *Universal Service*, Frank E. Mason, said in a recent article: "It takes a half a million years for a ray of light traveling at a terrific rate of speed to reach our earth after it has left the star." Time taken by more leisurely rays is not indicated.

PAPERS reported the other day that two bank robbers becoming involved in a quarrel over possession of a package of twenty dollar bills, tore the package in two and were apprehended while trying to piece the torn bills together. The item might be headed "A Rift in the Loot."

CENSORSHIP of school biologies in matters evolutionary travels on apace. It is now suggested by certain anti-evolutionists that the coccygeal vertebrae be deleted from representations of the human skeleton in school-texts, as having too great caudal suggestiveness.

MILITARISTIC sobriquets for presidential candidates are of doubtful value. The Peerless Leader conducted his forces to three disastrous defeats; the Plumed Knight was woefully wallowed; and unhappy, therefore, may be the choice of "The Happy Warrior" in the present campaign.

SHERWOOD ANDERSON'S "The Man's Story" begins as follows: "During his trial for murder and later, after he had been cleared through the confession of that queer little bald chap, I watched him, fascinated by his continuous effort to make something understood." After reading this first sentence, we waded through 287 pages of Mr. Anderson's book, also "fascinated by his continuous effort to make something understood."

MURAL mottoes in the Mormon Museum at Salt Lake City include the following:

What a piece of work is man: in apprehension how like a god.—*Shakespeare*.

My strength is as the strength of ten because my heart is pure.—*Tennyson*.

Yea truth and justice, then will down return to men.—*Milton*.

With malice toward none, with charity toward all.—*Lincoln*.

Seek ye out of the best books words of wisdom.—*Doctrines and Covenants*.

Reverence of God is the basis of morality.—*Talmud*.

God ever works with those who work with Him.—*Aristotle*.

Faith is happiness, illumination, strength.—*Balzac*.

The gentleman is a man of truth: lord of his own actions.—*Emerson*.

What is true and just and honest, all of virtue shall endure.—*Browning*.

God created man in his own image: out of the dust of the earth created he him.—*Genesis*.

The glory of God is intelligence.—*Doctrines and Covenants*.

Too Many in College.—If, nowadays you give a boy of 18 the option of going into his father's office or of going to college, he will in almost every case choose college. In many cases a continuation of education in college is certainly preferable, often essential—if he is to be a lawyer, a doctor, an engineer, a scholar.

In a good many other cases it is, however, far preferable, if you are thinking of your sons' later success in life, that he should immediately put himself into harness and develop his sense of responsibility and begin his climb up the world's long ladder. This is what we have forgotten today. It is this simple psychological fact that is resulting in an unfortunate rush for admission. Of the 600,000 young men now in college, it would possibly have been better in nearly 100,000 cases, had they not come.—Christian Gauss, Dean of the College, Princeton University.

SUB-JUNIOR 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 list of those awarded 100 per cent by the State Grading Committee in the sub-junior division follows:

Alexander, Henry, Reagan School, Temple; Anderson, Mary Sue, Cresson Grammar School, Cresson; Andrews, Margaret, Robinson School, Waco; Archer, Ima, West Ward School, Anson; Arnold, Bernadine, Berclair School, Berclair; Ashabramner, Georgia, Avenue Ward School, Taft.

Bailey, Francis, Union School, Hempstead; Baker, Bonnie, Buckner School, Lipan; Baker, Aileen, Christoval Grammar School, Christoval; Baldridge, Dorothy, Clifton; Ball, Mildred, Chisholm; Ball, Julia, Gomez School, Brownfield; Barnett, Sarah Jim, Mabank Grammar School, Mabank; Bates, Irby D., Lone Star School, Canton; Beadle, Jewel, Brock School, Weatherford; Bennett, Percy Five Points School, Waxahachie; Blaylock, Leonard, Ada Henderson School, Cameron; Borgstedt, Hilda, Brown's Prairie School, Washington; Bost, Bill, Royse City Grammar School, Royse City; Brown, Rex, R. C. Andrews Ward School, Floydada; Brown, Vernon, Saginaw; Browning, Lorraine, Central School, Denison; Byrd, De La Vergne, Clyde Grammar School, Clyde.

Cambern, Connie, Millett; Canfield, Juliet Jane, San Jacinto School, Amarillo; Cannon, Catherine, Calvert Grammar School, Calvert; Carlson, Roberta, Gregg School, Manor; Carter, Billy, Moody, Grammar School, Moody; Center, Burnice, Central Grammar School, Temple; Chapman, Dorothy, Lisbon School, Dallas; Cherry, Nell, Kenedy Grammar School, Kenedy; Chartier, Louise, Fourth Ward School, Paris; Chewning, Margaret, San Jose School, San Antonio; Cluck, Gordon W., South Bosque School, Waco; Clynch, Robbie D., Harold Grammar School, Harold; Cochran, Harvey, Reagan Grammar School, Reagan; Collins, William, Leonard Grammar School, Leonard; Cooke, Grace, Union School, Hempstead; Cooper, Nancy, Grandview Grammar School, Grandview; Cornell, Frances, Peabody School, Denison; Cotton, Doris, Houston School, Denison; Cousins, Lee Christine, Clarendon; Cox, Marjorie, Reagan School, San Angelo; Coyel, Millicent, Bosqueville Ward School, Waco; Crane, Earlyn, Vox Populi School, Garwood; Crawford, Katherine, Bastrop; Cropper, Edna, Central School, Burk Burnett; Cummings, Bennie, Hardy School, Shallwater; Cundill, Frances, Concord School, Jewett.

Dale, Evelyn, Wolflin School, Amarillo; Danz, Barnum, Stoneville; Dial, Louise, Groveton Primary School, Groveton; Dillard, Waele, Midlothian Grammar School, Midlothian; Donald, Joffre, Karnes City Ward School, Karnes City; Donathan, Oleta Fae, Lakeview School, Floydada; Drews, Myrtle, North Palm Garden, Mercedes; Drury, Maxine, Calvert Grammar School, Calvert.

Ferguson, Doreen, Joliet School, Luling; Ferguson, Ruth, South Ward School, Eastland; Fox, Frances, Granger Grammar School, Granger.

Gault, Mildred, Placid School, Placid; Glasford, Glenn, Angleton Grammar School, Angleton; Goolsby, Lois, Groesbeck Grammar School, Groesbeck; Goodman, Ruth, Mertens Ward School, Mertens; Gratzek, Besie, Orchard; Gray, Lola, Wayland; Gregory, Laverne, Buster School, De Leon; Griffith, Mary Elizabeth, South Ward School, Olney; Griffith, Sara Lou, Granger Grammar School, Granger; Gussen, Gladys, Mackey School, San Antonio.

Hammock, Mildred, Whites School, Brandon; Hargrave, Inez, Fields Store School, Waller; Harmon, Evelyn, Cashion School, Burk Burnett; Harrell, Gussie, Chisholm; Harris, Velma, Hamrick School, Milford; Harrison, Maurine, Groesbeck Ward School, Groesbeck; Hart, Leta Grace, Parks Grammar School, Parks; Harshaw, Mary Lillian, Houston School, Denison; Hartley, Nannie Beth, Blooming Grove Grammar School, Blooming Grove; Hart, Mary, Coggin School, Brownwood; Hastings, Bernice, Thompson Ward School, Electra; Hatcher, Inez, First Ward School, Paris; Haupt, Mavis, Kyle Grammar School, Kyle; Haywood, Ethelyn, Hallsville Ward School, Hallsville; Hecton, Curtis, Buda Grammar School, Buda; Heine, Louise, Hewitt Grammar School, Waco;

Hajtmancik, Dime Box; Held, Colbert, Sumpter School, Mexia; Henslee, Billy, Grade School, Farmersville; Herald, Mary Lynn, Parker School, Vernon; Herbert, Melba, Joshua Grammar School, Joshua; Herrman, Hattie May, East Ward School, Kingsville; Hill, Yates, Hallettville Grammar School, Hallettville; Hinds, Stacy, Medina; Hoelter, Lillian, La Grange Grammar School, La Grange; Hornishu, Evelyn, Witting School, Moulton.

Ingram, Dixie, Pleasant Ridge School, Quitman.
Jackson, Peggy Ann, Central School, Abilene; James, Helen, Argyle; Jones, Mary E., Comanche Grammar School, Comanche; Jones, Willie, Fort Concho School, San Angelo; Johnson, Marcella, Meadow; Johnson, Frances, McGregor Grammar School, McGregor.

Ketchersid, Ala, Crowell Grammar School, Crowell; Key, Rosie, Boyd School, Port Lavaca; Kidd, Helen, West Side School, Yoakum; Klatt, Rudolph, Riesel Grammar School, Riesel; Klingeman, Ruth, Karnes City Ward School, Karnes City; Kocurek, Mildred, Hranice School, Dime Box; Krage, Roland, Yorktown Ward School, Yorktown; Kubitz, Anne Bell, Central School, Brenham; Ledwig, Louise, Groom School, Groom; Lindsay, Mary Elizabeth, Fourth Ward School, Paris; Lipscomb, Sarah, Bailey English School, Bonham; Lumpkin, Curtis, Adams School, Odem.

McCain, Rosa Fae, Lamar School, Denison; McComic, Daisy, Glade-water School, Longview; McEver, Royce, Travis School, Hillsboro; McSpadden, Tommy, Clifton; McWhirter, Billy, Alamo Heights School, San Antonio; Magill, Maude, Cherokee Grammar School, Cherokee; Mann, Bobbie Jo, Central School, Abilene; Manning, Rose, Wills Point Grammar School, Wills Point; Mankske, Elfreda, Fredericksburg; Matson, Dorothy, Rockdale; Melton, Cathryne, Pharr Ward School, Pharr; Miller, Jewel Mae, Central School, Burk Burnett; Moorhead, Durward, Meadow; Moore Elise, Northside School, Arlington; Morgan, Edna Fae, Kerens Grammar School, Kerens; Morton, Bernice, Academy School, Heidenheimer; Norton, Mary Jane, Coker School, San Antonio.

Oliver, Mary Ellen, First Ward School, Longview; Oswald, Doris, Crowell; Oxford, Brad, Floresville Grammar School, Floresville.

Palmer, Glynn, Mings Chapel School, Pritchett; Pate, Erma Jane, Sanborn School, Amarillo; Patterson, Wylie, Rogers; Pendaris, Benjamin, Lorena Grammar School, Lorena; Pessarra, Agnes, Freeport; Polk, Daisy Ellen, Pharr Ward School, Pharr; Powell, Ruby Lee, Red Oak; Power, Winnie Pearl, Park Place School, Yoakum; Probst, Inez, Peter's Prairie School, Katelyne; Ragsdale, Milton, Harris Avenue School, San Angelo; Raymer, Thelma, Macdona; Reaks, Dorothy, Reagan School, Temple; Reissig, Ruby, Govalle School, Austin; Reynolds, Virginia, Mart Ward School, Mart; Rhea, Milton, Forney Grammar School, Forney; Rice, Clara D., China Spring; Richards, Frances, Bailey English Ward School, Bonham; Richardson, Wayne, Central School, Denison; Riggs, Virginia Ellen, Shawnee Park School, Graham; Riley, Mary Belle, Canton Grade School, Canton; Robertson, La Nelle, Lockhart Ward School, Lockhart; Roddy, Rena Belle, Brady School, Amarillo; Russell, Treasure, South Ward School, De Leon.

Sakamoto, Seichi, South San Antonio School, San Antonio; Schubert, Estella, New Berlin School, Seguin; Shackelford, Mariana, Jefferson Grade School, Jefferson; Shaw, Kathryn, Masonic Home Grammar School, Fort Worth; Simms, Doris, Rockdale; Simpson, Roger, Joshua Grammar School, Joshua; Slayden, Ina Fae, Red Oak; Smithson, Pauline, Whitesboro; Spaniel, Frankie, Witting School, Moulton; Stewart, Virginia, Bosqueville Ward School, Waco; Stout, Louise Aline, San Jose School, San Antonio; Strouhal, Emilee, Watkins School, Wills Point; Sullivan, John Lewis, Sanger.

Taylor, Frances, Mabank Grammar School, Mabank; Thompson, Frankie, Wayland; Throver, Bonnie, Lakeview School, Waco; Todaro, Gloria, Central Grammar School, Temple; Tool, Marion, Abbott Grammar School, Abbott; Trout, Ella V., College Heights School, Abilene; Tut-schke, Irene, Morrill Ward School, San Antonio.

Umphres, Ellen, Wolflin School, Amarillo.

Vaughan, M'Liss, Jefferson Avenue School, Seguin.
Wade, T. G., West Side School, Yoakum; Walker, Sibyl, Valley View School, Iowa Park; Waller, Iland, Millsap; Wallis, Fred, Peabody School, Denison; Walton, Cleo, Stamford Ward School, Stamford; Warren, Mary Louise, Valley View School, Iowa Park; Weathers, Alice, Central Ward School, Tahoka; Webb,

Drama in the High School Curriculum

By FLORENCE E. WILBUR
Director of Drama and Play Production in the University of Oregon

MY PLEA for drama in the schools is a plea for the opportunity to develop the creative ability of youth: not to commercialize the activity, but rather to build the use of drama on educational principles; to make drama an integral part of the school curriculum, with the goal the desire to know, to do, and to enjoy. Drama is on the crest of the wave and as never before is becoming a part of educational life. At the first meeting of directors held last year at the Carnegie Technical Institute, Pittsburgh, it was found that over nine hundred centers of drama in universities, churches and communities were actively engaged in producing plays.

It is interesting to note that the commonwealth of Massachusetts, maintaining its lead since the days of Horace Mann in things educational, was the first state to recognize the ethical and educational values of drama by rating the Repertory Theater of Boston as an educational institution.

Educational and Cultural Training

Former President Eliot of Harvard said, "The theater holds a trust second in importance to none for the education of American youth and therefore for the intellectual and moral welfare of our country." "Why does the study and production of plays mean so much in the lives of the students taking part?" one may ask. In answer may we say that education in the academic world has been based on the development of the intellectual world, and the student has been left densely ignorant of the emotional world. Drama trains the student in the emotional world; for he who has lived through scenes in Shakespeare, Shaw, Molnar and other good drama has gone a long way toward understanding human nature. Jane Addams expressed the same thought when she said, "That the person of highest culture is the one who is able to put himself in the place of the greatest number of people."

All that is essential for any amateur group to produce plays is the desire plus space and two screens for exits and entrances. The simplicity of production was stressed in the High School Drama Tournament held at the University of Oregon the first week in May.

"What is a drama tournament?" you may ask. Briefly, it is an opportunity for every high school in Oregon to do what the Greeks did for ancient Greece: establish standards and develop tastes in the oldest art in the world. One of the important values received in school productions is the development of discriminating audiences for the future. The value of this goal was especially evident during the tournament.

The High School Drama Tournament pioneered in Oregon, where adventurous young people, willing to align themselves with an untried movement and through their cooperation establish the Annual High School Drama Tournament.

First Two Tournaments Successful

In the choice of plays, the acting, staging, lighting, properties, costuming and make-up, these young Thespians have aroused a feeling of optimism in regard to the status of drama, the creating of appreciative audiences for the future and the possibilities which that future may reveal. In Granville Barker's words, "The perfect theater could never exist without the perfect audience, and the amateur movement is giving an ever increasing number of men and women an acquaintance with the art of the theater, and a capacity for the keenest critical appreciation is providing that audience."

In the fullest development of youth today, dramatic training, with special attention to pantomime, diction, and stage technique, deserves a recognized place in the curricula of our schools.—*Extension Monitor*, University of Oregon.

CURIOUS DISCIPLINARY RULES IN N. Y. SCHOOL

(Continued from Page 1)

plined. "I believe we have the best method of character training here in Brooklyn. When a boy is insolent to his teacher or is anyway unruly, we give him his choice of bringing his parents to school or putting on the boxing gloves and fighting a boy his own weight. We have been using the plan for more than fifteen years and it has had an amazing effect on discipline. Until five years ago it was the practice of the poorer boys to band together and actually waylay the children of wealthy parents and steal their lunches, fruit, and money. The last time one of our boys was beaten and robbed . . . I rounded up the ruffians and made them put on the eight-ounce gloves with boys of their own weight. That ended the banditry. Of course, the effect is entirely psychological."

The police magistrate dismissed the disorderly conduct case against Principal Rainey. But William J. O'Shea, superintendent of New York schools, ordered him to cease his ordeal-boxing at once.—*Time*.

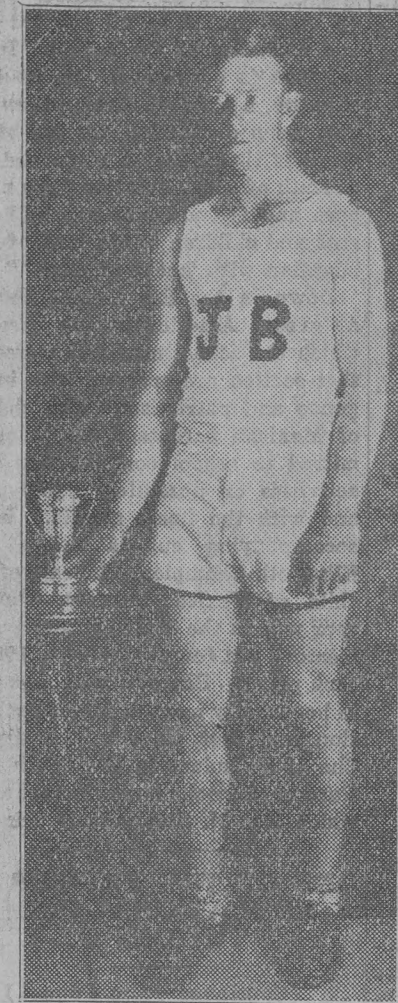
Gladys, Sinton Grammar School, Sinton; Webb, Barbara, Ladonia Ward School, Ladonia; Welch, Truman, Weldon; Well, Dorothy, Mayfield School, Itasca; Whitley, Frances Hall, Clear Creek School, Menard; Williams, Jessie Belle, Point Enterprise School, Mexia; Williamson, Lillie Mae, Harold Grammar School, Harold; Wilson, Laura Lee, Giddings Grammar School, Giddings; Wilson, Billy, Twelfth Street School, Taylor; Winn, Hinchie Guss, Marquez Grammar School, Marquez; Withers, Margaret, Santa Rita School, San Angelo; Woods, Mary Elois, Alba.

Yarbrough, Agnes, Kaufman Ward School, Kaufman; Yeager, Martha Jane, Claxton School, Rochelle.

Zirjacks, Waldine, North Heights School, Victoria.

Wins State Championship In 1928 Rural Pentathlon

THIS BOY won the State championship in the Rural Pentathlon at the State Meet at Austin on May 4 against a field of fifteen district champions. He won first in the 100-yard dash, the broad jump, and hop-step-and-jump, and placed second in



R. L. Wall, of the Joe Bailey School, Wise County

the shot put, which placings gave him 19 points out of a possible 25. The Joe Bailey School, under the direction of Mrs. E. C. Jameson and Miss Alice Patterson, won the all-county championship for rural schools at the county meet and the work of Wall was a big factor in that winning.

Wall is the 16-year-old son of Mr. and Mrs. Bob Wall, of the Joe Bailey community south of Decatur. He is a quiet, modest youngster and will be heard from again. Since the closing of the Joe Bailey School he has entered Decatur High School, where he is completing his work in the ninth grade.

meets. In the State meets the most talented and ambitious boys and girls are associated. In our county meet this year approximately eight hundred boys and girls engaged in lively competition. The value of bringing our best boys and girls together in association is inestimable.

The League work offers an opportunity for the boys and girls who are to be our leaders in the future to develop qualities of leadership and to develop their talent in certain subjects. It is quite probable that from the winners of our State debating and declamation contests will emerge our future statesmen.

The lively competition that is fostered by the League in the contests affords the best ethical training that can be given boys and girls today. Sportsmanship is a paramount quality in all athletic games. A poor sport is readily pointed to with scorn by the other members of the competition. He at once sees that it is necessary that he be a good sport and play fair with his opponents. A competitor revealing good qualities of sportsmanship is readily commended and admired for it. The literary contests are conducted in such a way that honesty is not only necessary to win, but is also a very desirable quality. Dishonesty is severely penalized; the rules provide for the disqualification of a contestant for dishonesty in the contest. Fairness to opponents in debate is taken into consideration in judging debates. In fact, the student learns that honesty and fair play are essential to good competition, and that he must adopt the policy, "Do unto others as you would have them do unto you."

Endorses Change

Texas Interscholastic League has adopted an amendment to its constitution requiring that "in extemporaneous contests, the topics shall be on current news rather than subjects selected from a printed list issued prior to the contest." An excellent amendment, as it will encourage students to keep informed on current events. School children—it might be said in passing—usually are better informed along this line than are adults. Too many of the latter engage in extemporaneous speaking on current events concerning which they have but little information, and that frequently incorrect.—*San Antonio Express*.

MANAGING A GIRLS' PLAY DAY

(Paper read before the Western District, October 22, 1927, by Margaret A. McClennahan, of the University of Pittsburgh.)

FIRST of all I might state that the purpose of a play day is to provide for the boy or girl a more desirable type of athletic competition than is found in intercollegiate or interschool competition. It is a plan to gather contestants together from various schools and have them compete in all forms of games and sports. Contestants play with each other on chance teams rather than against each other on regular school teams. This arrangement does away with that too-often bitter interscholastic feeling and replaces it with a spirit of hearty cooperation and fun. It is really a new form of athletic meet.

Began in California

Play day, or all-sports day, first had its inception two or three years ago in the Far West; as far as I can find out, at the University of California, southern branch. The schools of the West, loathe to accept the extensive program of intercollegiate competition as carried on in the East, quickly took up the idea as a splendid substitute for varsity. All the advantages of athletic competition and social contact as found in intercollegiate and interschool competition can be retained in this new type of meet.

And all the disadvantages and evils, such as intense physical and emotional strain, which is a detriment to girls; elimination of intensive training which requires many hours per week and which leads to a tendency to neglect school work; and the danger of training a few at the expense of the mass, are done away with.

This new idea of modern socialized play can, to my mind, be adapted to all ages and groups. Playgrounds, industrial groups, churches, community houses, scouts, and camps could easily provide for their groups all the competition desired, at the same time furnishing wholesome fun and a delightful period which would not be easily forgotten by the mother, father, brother, or small sister participating.

Realizing a very definite need for just this type of play, and being at the time on the verge of abolishing varsity teams in favor of an entirely intramural program, we of the Physical Education Department at the University of Pittsburgh, presented to the administration a plea for help, and were given their moral and financial backing. The play day we held was more or less an experiment, as it seemed impossible to get definite facts concerning play programs held in the West in the limited time at our disposal.

Three Weeks Preparation

Within less than three weeks, which I might say is too short a time for such a big undertaking, after the granting of permission, our play day was held, May 4, 1927. Without the help of 104 interested girls on campus, organized into definite committees which without exception performed every duty assigned at the designated time, it would have been impossible to have put on such a program so quickly. Our play day, I believe, was not as complete as it is possible to make one, but it is my purpose to bring before you all details relative to our play day in the thought that the experience may serve as a basis for future consideration.

Our first move was to secure a date suitable to both contestants and those authorizing the use of the stadium and the activities building on the campus, the Heinz House, the first for the sports events, the latter for the formal banquet in the evening; our second, letters of invitation to colleges in the vicinity, explaining to them the purpose and general plan. We asked each of them to send a selected group of girls—approximately twenty-five—to Pitt, to play with a group of girls—approximately twenty-five each—from Pitt, Tech, P.C.W., Geneva, Westminster, Slippery Rock, Grove City, Thiel, and Allegheny. We stressed the necessity for sending girls who were all around athletes, who would be willing to indulge in any form of game. We explained that we would take care of all the expenses of the day but that it would be necessary for them to pay their own travelling expenses and any costs incurred should they remain in the city overnight. Definite details, of course, were sent later, upon acceptance of the invitation. And third came negotiations to secure a speaker for the banquet.

The Campus Organization

Realizing the advantages in training to the student on campus, committees were at once organized under three main heads; namely, hospitality, activities, and banquet. Hospitality was divided into four committees with, of course, subcommittees, namely: Transportation, which took charge of meeting the visiting contestants, coaches, guests, speaker, etc., getting them to and from the assembling point, which in this case was Trees Gymnasium; checking, which attended to the baggage, clothing, etc., and made all arrangements for the contestants to dress, furnishing necessary toilet articles and using the en-

tire Trees Gymnasium building; field, which took care of hospitality throughout the stadium; hostess, which made comfortable the guests during the evening, receiving and welcoming them at the Heinz House.

(Note.—This article will be concluded in the November issue.)

College Work of High School Grade

PRESIDENT LOWELL, in his highly significant and suggestive annual report, is certainly justified in the conclusion which he reaches that a change in university methods, in the direction of purely graduate work, cannot be made suddenly. It is no new discovery of his—nor would he claim it is such—that American colleges, as compared with European institutions, are doing a great deal of work that belongs to the secondary schools. The question is whether, the difference in American life and American practical requirements being considered, this grade of work properly belongs to the secondary schools. Our high schools, and beneath them the elementary schools, are by these fundamental American conditions, which are very practical conditions, compelled to carry as heavy a load as they can bear. Our educational system includes, and apparently must continue to include, scientific, industrial, and commercial instruction which is in no distinct sense a part of the systems of Europe. It is universally admitted that, in all matters related to language, to literature, to purely social culture, the French lycées, for example, carry their graduates as far as does the sophomore year in our colleges. But the education, truly admirable in its kind, which the French lycées give, is almost purely literary. In order to match it in this country, we should have to present everywhere in our secondary schools the division into separate interests such as that represented by the Boston Latin School on one hand and the English High and the various industrial and technical preparatory schools on the other.

Our secondary schools are loaded so heavily with requirements outside the practice of the European lycées because our life, our industry, our practical achievements demand and exact that condition. Nor can we change the situation so long as this difference between the European and the American culture exists. Perhaps the relief for the colleges to which President Lowell looks forward will have to rest, as he suggests on the commencement of serious teaching at a younger age—on the carrying on of early instruction at a more rapid and intensive rate. And here, once more, we come into conflict with the American psychology. As a people, we are very tender of our children's minds. We regard life as a severe struggle—as a battle of the strong. And we want our children to be strong enough to sustain it before they begin it. The solution of the problem thus presented seems to rest on the development of means to train the very young mind without menace to its health and happiness. In other words, the problem is one which we have to work out for ourselves. We cannot borrow the method from Europe, where the conditions peculiar to our life have not arisen.—*Boston Transcript*.

Colored League Flourishing

Negro schools to the number of 413, members of the Texas Interscholastic League of Colored Schools, participated last year in literary and athletic events in county and district meets in the State. The organization is under the supervision of the State farm-extension work among negroes, and has for its purpose the promotion of academic and physical education through interschool contests.—*McKinney Courier-Gazette*.

Why hats anyway?—The college lad who saunters about hatless even in inclement weather is not endangering his health, according to Dr. W. A. Mowry, head of the student health department, University of Wisconsin.

The bareheaded students seem to be as free from colds as the canopied ones. Although the fad may not be beneficial, it is comfortable, he says.

DEBATE PACKAGES READY FOR MAILING

(Continued from Page 1) American Political System. Affirmative. 11. Fortnightly Rev. Feb. '27: The defects of parliament. Negative. 12. National Republic, Aug. '28: Inside machinery of Congress. Negative. 13. Outlook, 9 July '10: Congress and the popular will. Negative. 14. Sat. Eve. Post, 6 Aug. '27: Law upon Law. Affirmative and negative. 15. North American Rev., March '22: Conference committee legislation. Affirmative. Set II 1. Literary Digest, 11 Oct. '24: Other governments compared to ours. General. 2. Contemporary Rev. Jan.-Dec. '26: Constitutional system of England and U. S. Affirmative and negative. 3. Independent, 7 May '08: Congress and the president. Affirmative and negative. 4. North Amer. Rev. Aug. 1894: House of Representatives and Commons. Affirmative and negative. 5. Sat. Eve. Post, 30 Dec. '22: Committee land. Affirmative and negative. 6. Literary Digest, 19 March, 1927: Filibuster at its worst. Affirmative. 7. Harper's Mag. June, 1923: Is Democracy stagnant? Affirmative. 8. World's Work, June, 1913: A responsible government. Affirmative. 9. Living Age, 28 Aug. '20: American constitutional conflict. Affirmative. 10. North Amer. Rev. March, 1894: House of Representatives and the House of Commons. General and negative. 11. Contemporary Rev. July-Dec. '26: Parliament in 1926. Negative. 12. Fortnightly Rev. July '27: Decay of parliament. Negative. 13. Sat. Eve. Post 11 Dec. '26: How Congress works. Negative. 14. Outlook, 28 June, '16: Why Congress is slow. Affirmative. 15. Rev. of Rev. Dec. '25: The filibuster defended. Negative. Set III 1. Liv. Age, 28 July, '06: Evolution of an act of parliament. General. 2. Independent, 24 May '06: Administrative influence on legislation. Negative and affirmative. 3. Woman Citizen, 23 Feb. '24: Legislative gauntlet. Negative and affirmative. 4. Atlantic M. Dec. '17: Cabinet in Congress. Negative and affirmative. 5. Contemporary Rev. Nov. '06: Reform of parliamentary procedure. Negative. 6. Forum, April, 1909: The power of the speaker. Negative. 7. Living Age, 10 Oct. '02: The parliamentary machine. Negative. 8. Fortnightly Rev. Oct., 1906: Is the party system honest? Negative. 9. Woman Citizen, Jan. '22: Seniority Rule. Affirmative. 10. Rev. of Rev. Aug. '22: Leadership in the House. Negative. 11. Atlantic M. April 1886: Responsible government. Affirmative. 12. Independent, 5 Jan. 1924: Parliament shakes off the cabinet. Negative. 13. Independent, 5 June, 1913: Government by committee. Affirmative. 14. Nation, 13 Dec. 1919: The breakdown of government. Affirmative. 15. Forum, Dec. '25: What is the senate? Negative and affirmative. Set IV 1. Nation, 3 April 1873: Should the cabinet have seats in Congress? Negative and affirmative. 2. North Amer. Rev. Dec. '25: Seniority Rule. Negative and affirmative. 3. Woman Citizen, 9 Feb. '24: Government by committee. Negative and affirmative. 4. Literary Digest, 8 July '22: Shall cabinet members talk? Negative and affirmative. 5. Independent, 23 May '25: Government by paralysis. Affirmative. 6. Edinburg Rev. Oct. '15: Cabinet government. Negative. 7. 19th Cent. Dec. '20: The machinery of government. Negative. 8. Scribner's, May '11: Leadership in the House. Negative. 9. Literary Digest, 29 Dec. '23: New bosses in Congress. Affirmative. 10. World's Work, May '20: Cabinet members on the floor. Affirmative. 11. Atlantic M. Oct. '23: Government at the cross roads. Affirmative. 12. New Republic, 28 April '17: Leadership in Congress. Affirmative. 13. Ladies Home Jour. June '20: \$10,000 an hour. Affirmative. 14. North Amer. Rev. June '16:

LETTER BOX AND PERSONAL ITEMS

(Continued from Page 1) English democracy in war times. Negative. 15. Forum, June, 1901: Place of the senate in our government. Negative. children representing the school in an inter-school contest, they begin to realize that the great American slogan of 'equal opportunity for all, special privileges for none' is not only an idea held aloft by political orators, but is at least partially a reality insofar as the school life of on equal terms to all the interests and activities of the school. In the children is concerned. If, as often happens, a child of foreign-born parents wins distinction for his school, there is that glow of pride and that warmth of congratulation from neighbors and friends that ties both parents and children to the land of their adoption with 'hoops of steel.' Down in the Rio Grande there is a great Americanization problem which the school men and women of that section are meeting with intelligence and patriotism. The children of Mexican parentage are being admitted to school contests and other activities on absolutely equal terms and with the finest results. In the accompanying cut is shown little Elizabeth Champion, 11 years of age, child of Mexican parents, who last year won in the State contest a music memory pin for producing a 100 per cent paper. She also won first place in her county meet in junior declamation and first place in the district. She is a student in the South Palm Garden School, near Mercedes, of which Eva N. Stapleton is principal. ONE OF THE PIONEER EDUCATIONAL INSTITUTIONS OF TEXAS (Continued from Page 1) and his family domiciled in the four barracks rooms. In front of this wing of the building grew a cluster of live-oak trees with wide-spreading branches, under which the children played. Having been accustomed to a plentiful supply of water in San Antonio, they were wide-eyed with amazement to learn that a barrel underneath one of these oaks contained their only supply of drinking water, which was hauled from the river across the town. Hardships of this kind were forgotten, however, when they looked out upon the enchanting view of wide-spreading fields of corn and cotton, dotted with farm houses, which could be seen from the front door. On the west were the cedar-crowned hills, and to the east the limpid waters of the San Marcos River flowed downward through the fertile valley. Rev. R. H. Belvin was president and owner of this school for five years. He was a graduate of Davidson College, North Carolina, and a man of great refinement and culture. Under his management the school grew and wide-spreading fields of corn and cotton prospered wonderfully, and he gained the confidence of the community as a school man and otherwise to the extent that when San Marcos got her first "free school" money it was turned over to him, those children of the free school age receiving free tuition a few months each year. Church Buys School At the end of five years, in 1876, the Methodist Church, considering the school a paying proposition, bought it from the Reverend Belvin and later in the same year it became the property of the San Marcos District Conference, with Prof. J. H. Bishop as president, which position he held three years. He was followed by Dr. E. S. Smith, of Alabama, who served as president one year. Prof. R. O. Rounsavall, the stepson of Dr. Smith, took charge of the school the following year, 1880. His was a very successful administration, in which he was ably assisted by his wife. Mrs. Rounsavall was a woman of charming personality and rare culture, in addition to having great musical ability. Together they developed a school that was modern and progressive in every respect, growing each year in numbers and popularity. In 1883 Prof. Rounsavall resigned to take charge of the Waco Female College, and was succeeded by Prof. John E. Pritchett, of Glasgow, Missouri. Prof. Pritchett was supported by a strong faculty, and under his business-like management and fine executive ability the institution continued to grow and prosper as a boarding and day school. Having decided to take up the practice of law, Prof. Pritchett resigned in 1885 and was succeeded by Prof. W. J. Spillman, who gave up the work at the expiration of two years. It was then, in 1888, the leadership of Coronal passed into the hands of her first graduate, Prof. A. A. Thomas, who for a number of years conducted the school with great success. Fire Destroys Building During his administration, on March 1, 1890, the building was destroyed by fire, but with his fine administrative ability and the help of a

LEAGUE HELPS IN AMERICANIZATION

(Continued from Page 1) devoted board of trustees, without the loss of a day the school was carried on in the churches of the town, while the citizens, with their well-known hospitality, opened their homes to the boarding girls and boys. The burned building was replaced with a larger and more modern one on the old foundation and a mansard roof was added. Later, in 1896, the Rosa Kendrick Hall was built, through the generosity of Mr. John B. Kendrick, of Wyoming, in memory of his sister, Miss Rosa Kendrick, who was a member of the faculty several years. Mr. Kendrick is now United States Senator from Wyoming. When the new building was opened, September, 1899, Mrs. David Combs took charge of the boarding department, conducting it several years. Mrs. Combs was a woman of remarkable judgment, tact and sympathetic understanding in guiding the young lives committed to her care. Many are those who "will rise up and call her blessed." When Prof. Thomas resigned in 1901, to take charge of a school in San Antonio, Prof. John E. Pritchett was again elected president and held this position until 1903, when he was appointed as head of the Latin department in the Southwest Texas State Normal School, now Southwest Texas Teachers' College. Another graduate of Coronal, Rev. Sterling Fischer, succeeded Prof. Pritchett as president and remained at its head until 1916. It was during his administration that a two-story brick addition was built on the east and also a boys' dormitory, Fischer Hall, was erected on Belvin Street (named for Rev. Belvin). Rev. Fischer was succeeded by Rev. V. A. Godbey, D.D., who conducted the school very successfully. But, preferring the ministry to school work, he gave it up at the end of one year. War Closes Institution Following Dr. Godbey, two young men, C. W. Moore, of Wesley College, Greenville, and Prof. Jarnigan, leased the property from the Conference. This was in 1917. The United States had entered the World War, which took many young men out of all the schools of the country. In addition, the State Normal School and the San Marcos Baptist Academy were both strong competitors and Messrs. Moore and Jarnigan were unable to overcome the obstacles and were compelled to close the doors in January, 1918—and Coronal Institute, for many years the pride of Southwest Texas—was no more. During 1918 the War Department rented the property and used it as barracks and drill grounds for the student army training corps. Following the close of the war it was turned into an apartment and rooming house, and is still used as such. Some years ago the Conference deeded the school to the San Marcos Methodist Church, which assumed the indebtedness. Two years ago it was purchased by the San Marcos public school board and they expect, when normal conditions return, to build a modern school plant to take care of the entire public school system of the city. Trustees Give Faithful Service For about fifty years Coronal Institute was the most popular Protestant educational institution in Southwest Texas. It drew patronage from a large territory, and the old school is dear to the hearts of the many prominent men and women of all denominations all over this section of the State who were educated within its walls. Coronal's success was due in large measure, to the men who served as trustees during the years of her usefulness and who gave their time, laboring unselfishly in her behalf. Among those are the familiar names of O. A. Fisher, J. N. Richardson, C. C. Mitchell, S. R. Kone, C. S. Cocke, Dr. J. H. Combs, Lucius Dailey, B. W. Smith, Sr., John P. Kellum, D. R. Cokerham, I. B. Rylander and G. G. Johnson, who were appointed as the first board of trustees in 1875 and most of whom remained on the board till their deaths. One of these, I. B. Rylander, served continuously until Coronal closed her doors. All honor to those noble souls who gave of their best as president, teacher or trustee, that this institution might prosper! The old oaks still lift their heads as if to defy the passing years; the old building still stands, silently awaiting the day when its portals shall again resound with the laughter of merry youth. And then the purpose for which it was built shall be fulfilled: "That our sons may be as plants grown up in their youth; that our daughters may be as stones polished after the similitude of a palace." (Editor's Note.—We are indebted to T. F. Harwell, editor of the Kyle News, for this account of Coronal Institute and for the cut which illustrates this article. THE LEAGUER will welcome similar accounts of other early Texas educational institutions or of early educators. Pictures are especially desirable.)

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 November issue goes to press will appear in the November 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. Previously published: Anderson, Fayette, Grayson, Harrison, Jasper, Kleberg, Nacogdoches, and Potter counties. Angelina County D. W. Weeks, Huntington, Director General; G. E. Day, Manning, Director of Debate; J. B. Daniel, Crockett, Director of Debate; Lester Ball, Crockett, Director of Debate; Miss Agnes Linger, Crockett, Director of Spelling; Mrs. Karl Lediker, Crockett, Director of Essay Writing; John A. Long, Lovelady, Director of Athletics; Miss Samie Woodard, Grapeland, Director of Music Memory. Archer County E. W. 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tor of Athletics; Miss Pearl Kreuz, Seguin, Director of Music Memory. Hartley County Lem L. Sone, Channing, Director General; Mrs. Florence Greene, Middlewater, Director of Debate; Miss M. Griffith, Hartley, Director of Declaration; Miss Golla King, Hartley, Director of Spelling; Miss Louise Walker, Channing, Director of Essay Writing; B. D. Younger, Channing, Director of Athletics; R. E. Hamilton, Channing, Director of Music Memory; Mrs. Ruth Mood (address not given), Secretary. Hill County L. A. Mills, Innes, Director General; L. L. Wilkes, Hubbard, Director of Debate; E. O. Posey, Mt. Calm, Director of Declaration; Mrs. C. F. Miller, Hillsboro, Director of Spelling; Miss Ben Tarpley, Hillsboro, Director of Essay Writing; John P. Cox, Aquila, Director of Athletics; Miss Lillie Colville, Hillsboro, Director of Music Memory. Hood County L. D. Moore, Granbury, Director General; D. T. Gilliam, Granbury, Director of Debate; W. S. 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Chisholm, Littlefield, Director of Spelling; Miss Lorna Mae McFarland, Amberst, Director of Essay Writing; Mrs. J. A. Arnold, Littlefield, Director of Athletics; Miss Edna Tomlinson, Littlefield, Director of Music Memory. Lavaca County W. A. Ehlers, Hallettsville, Director General; Joe R. Schwartz, Schulenburg, Director of Debate; (Director of Declaration not given); Mrs. Chas. Chovanetz, Shiner, Director of Spelling; Miss Columbia Van Vetterman, Hallettsville, Director of Essay Writing; R. F. Smothers, Moulton, Director of Athletics; Miss Hedwig Moch, Hallettsville, Director of Music Memory. Live Oak County H. B. Nevilles, Three Rivers, Director General; Mrs. Grace Houghton, Simmons, Director of Debate; Raymond Black, Three Rivers, Director of Declaration; Miss Thelma Lindholm, George West, Director of Spelling; Mrs. H. B. Nevilles, Three Rivers, Director of Essay Writing; J. W. Buzard, George West, Director of Athletics. No Music Memory Director given. Madison County Robert A. 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troit, Director of Essay Writing; De Witt Mefford, Bagwell, Director of Athletics; Miss Lola Wolf, Annona, Director of Music Memory. Reeves County W. A. Lewis, Balmerhor, Director General; Miss Lee (first name not given), Toyah, Director of Debate; John Y. Yoe, Toyah, Director of Declaration; (Director of Spelling not given); Mrs. J. W. Brooks, Pecos, Director of Essay Writing; Oscar W. Thurston, Pecos, Director of Athletics; Miss Virginia Runkles, Pecos, Director of Music Memory. Refugio County Jno. C. Bridgwater, Woodboro, Director General; Mrs. P. C. Thomas, Woodboro, Director of Debate; Miss Louise Denton, Austretwell, Director of Declaration; Mrs. Lula C. Shivers, Refugio, Director of Spelling; Miss Louise Long, Tivoli, Director of Essay Writing; H. S. Binge, Tivoli, Director of Athletics; Miss Willodine Gissler, Refugio, Director of Music Memory. Robertson County E. T. Robbins, Hearne, Director General; R. D. Washington, New Baden, Director of Debate; J. H. Wilson, Wheelock, Director of Declaration; D. L. Turner, Wheelock, Director of Spelling; Mrs. Mattie McClurg, Calver, Director of Essay Writing; B. A. Timm, Hearne, Director of Athletics; Mrs. J. V. Stegall, Franklin, Director of Music Memory. Rannels County A. H. Smith, Winters, Director General; J. B. Pace, Jr., Ballinger, Director of Debate; T. V. Crouse, Wingate, Director of Declaration; M. J. Weaver, Ballinger, Director of Spelling; Miss Lucile Smith, Winters, Director of Essay Writing; C. R. Smith, Winters, Director of Athletics; Miss Jette Lury, Miles, Director of Music Memory. San Patricio County R. A. Lewis, Taft, Director General; E. W. McDonald, Gregor, Pass, Director of Debate; H. T. Faulk, Odem, Director of Spelling; Miss Josie Lumpkin, West Sinton, Director of Essay Writing; B. C. Davis, Taft, Director of Athletics; Miss Una Craft, Sinton, Director of Music Memory. Swisher County L. E. Horn, Happy, Director General; Miss Leslie A. Horn, Happy, Director of Debate; Miss Florence Neal, Canyon, Director of Declaration; Miss Lonnie Bith Weaver, Umbarger, Director of Spelling; Miss Neely (initials not given), Canyon, Director of Essay Writing; Gas Jennings, Canyon, Director of Athletics; Miss Helen Burtz, Canyon, Director of Music Memory. Tarrant County Wm. Campbell, Grapevine, Director General; R. C. Ward, Arlington, Director of Debate; Mrs. W. A. Bates, Keller, Director of Declaration; Miss Allene Stephens, Saginaw, Director of Spelling; Mrs. W. B. Love, Crowley, Director of Essay Writing; W. H. Remmert, Masonic Home, Ft. Worth, Director of Athletics; Sam Losh, Ft. Worth, Director of Music Memory. Upton County R. V. Patrick, Rankin, Director General; C. V. Compton, McAllen, Director of Debate; Miss Edna Weyerts, Rankin, Director of Declaration; (Director of Spelling not given); Miss Georgia Holland, Rankin, Director of Essay Writing; W. C. Williamson, McCombs, Director of Athletics; Miss Cloma Davis, Rankin, Director of Music Memory. Uvalde County James Maddox, Knippa, Director General; M. J. Scott, Utopia, Director of Debate; Henry Sullivan, Sabin, Director of Declaration; Miss Ione Jones, Montell, Director of Spelling; Miss Ima Whitley, Sabin, Director of Declaration; Miss Augusta Buller, Pettison, Director of Spelling; G. A. White, Waller, Director of Essay Writing; C. G. Campbell, Hempstead, Director of Athletics; Miss Nell Cooke, Waller, Director of Music Memory. Walker County J. B. Monroe, New Waverly, Director General; C. L. Phillips, Riverside, Director of Debate; H. M. McDonald, Huntsville, Director of Declaration; M. D. Lockey, Richards, Director of Spelling; Miss A. Faye Flynt, Huntsville, Director of Essay Writing; Kelley McAdams, Huntsville, Director of Athletics; Mrs. Copeland, Huntsville, Director of Music Memory. Williamson County C. S. Smith, Granger, Director General; R. H. Brister, Taylor, Director of Debate; Mr. Dickinson (initials not given) Jarrell, Director of Declaration; Miss Annie Purl, Georgetown, Director of Spelling; (Director of Essay Writing not given); Z. B. Cooper, Granger, Director of Athletics; Miss Zelma Phillips, Georgetown, Director of Music Memory. Wise County R. S. Vestal, Alvord, Director General; Mrs. Oma Cartwright, Decatur, Director of Debate; T. H. Jenkins, Heidelberg, Director of Declaration; Miss Bell Ford, Decatur, Director of Spelling; Miss Sue Braxton, Brownport, Director of Essay Writing; A. B. Brown, Boyd, Director of Athletics; Thos. F. Glosup, Decatur, Director of Music Memory. Zavalla County W. F. St. John, La Pryor, Director General; S. H. Fly, Crystal City, Director of Debate; Mrs. F. G. Eppright, Batesville, Director of Declaration; Mrs. Obets (initials not given), Crystal City, Director of Spelling; Miss Agnes Robertson, La Pryor, Director of Essay Writing; W. R. Lawrence, La Pryor, Director of Athletics; Miss Enorma Leslie, Crystal City, Director of Music Memory.

COUNTY OFFICERS

A boys' chorus of 160 voices has been organized in the Santa Ana (Calif.) schools. Members are selected on the basis of musical ability, scholarship, and citizenship rating. Their ages range from 9 to 16 years, and unchanged, changing, and changed voices are included. The costume of the chorus was designed by the director of art of Santa Ana schools, and follows somewhat the Russian design, having a smock of orange-colored material, to suggest Orange County, white trousers, and black ties. The boys have acquired a large repertoire of selections by standard composers. They have sung in concert on several occasions and have given five programs over the radio.