



PRINCIPAL W. Z. MILLER, of the Calvert High School, reports: "We are whipping affairs into shape for a good meet in Robertson County this year. The meet will be held at Hearne."

IN the course of a recent letter to the League, W. D. Harville, principal, South Ward School, Sweetwater, says: "I am myself an ex-League participant and realized many benefits from participation therein. We are going to put the work over in our school and city."

THE superintendent of the Lueders schools, Professor R. T. Penn, sends in an order for Number Sense Test Sheets, and takes occasion to say: "We are planning to enter practically all the events in the county meet. I appreciate the work that the League is doing. It stimulates interest and holds pupils in school who would otherwise drop out."

TIVOLI, having won the county meet last year, is coming strong in League activities again this season. "We are going to put up a fighting race for the championship again this year," writes H. S. Bengel, the superintendent, in a recent letter. "Interest in the League is very strong and rivalry among the schools in Refugio keen but friendly. The county is thinly populated and it's a long ways between schools, but we are all for the League and its success."

LIVELY kicking has resulted from the change in the music memory rules this year, but comment is not all unfavorable. The following comes from Lizzie Reese Thomas, Vernon: "We have found the music memory bulletin of great help, and the pupils enjoy them very much. I am very much pleased with the changes in the contest, believing that the contest as it is to be this year is of much greater value to the students musically. Heretofore they have been too much memory and too little music."

WELLS VALLEY SCHOOL of Wilbarger County sent a senior boy to the State meet in declamation last year, and he went to the semifinals. The same school won three first places in declamation at the county meet. E. H. Tooley is now teaching his third year in Wells Valley, and he hopes to bring the school's League record even higher this year. The school issues a paper called *The Wells Valley Wonder*, copy of which was read with pleasure in the League office. "We are strong for all the League work," writes Mr. Tooley.

ENDORSEMENTS of the spelling lists are this month literally too numerous to mention. Among those who are rather more enthusiastic than usual are the following: Hermon Allen, Dilworth Ranch School, Stockdale; E. F. Neinst, principal, high school, Sweetwater; Superintendent J. W. Goens, Mabank; J. M. Williams, Route 1, Floydada; Superintendent E. W. LeFevre, Eden; G. D. Guy, Fuqua; Superintendent H. V. Robinson, Jewett; Superintendent H. E. Blythe, Loraine; Superintendent M. P. Willis, Malakoff.

WHILE some teachers are complaining of the difficulty of the music memory work this year, Miss Mary Bell Norton, of Weatherford, writes for permission to enter pupils under ten. She says: "I have three pupils in the fifth grade who are doing excellent work in music memory but are not yet ten years of age. Should these children be kept out of the contest on account of their age even though they are so capable?" Regretfully, we had to inform Miss Norton that pupils under ten on the first of last September are ineligible for any League contest except sub-junior spelling.

WE had occasion last month to correct the mistake made in a former issue of THE LEAGUER in attributing the accomplishments in League work of the Huffines school to Bivins. L. D. Stokes, who, by the way, is director general of the Cass County

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Seven Points Academy—1887



COLLIN CO. SCHOOL FOUNDED IN 1887

Seven Points Academy Serves Until Westminster Takes Its Place

(Editor's Note—The following history of Westminster Baptist Academy was written for THE LEAGUER by the following members of the senior class of the Westminster High School: Lester Wall, Lurla Wall, and Lewis West, under the supervision of the Superintendent of Schools, Earl Allen.)

Seven Points Academy was founded in 1887 by Professor James M. Harder. The name Seven Points was derived from the fact that seven roads terminated in the small town wherein the school was located. A seven pointed star was chosen as the symbol of the school. This star was used in catalogs and on the letterheads of the school until it passed from private hands.

Professor Harder raised the funds for the construction of the building by soliciting donations from the citizens of the community. Those who donated were allowed to send their children free of charge until the amount of the donation was used according to a regular monthly fee for tuition. The course of study was designed to cover grammar school, high school, and two years preparatory college work.

Interscholastic Rivalry

Seven Points was about the best school in the northeast part of Collin County, but that was not as good a compliment as it really deserved, for there were only a few small one-teacher schools, such as Rhymer and The Martin Box, in the surrounding country. Each school, however small, had its champion orator, speller, and mathematician, though; and interscholastic rivalry in these subjects aroused much interest in the surrounding countryside. Seven Points had its full quota of orators, for many of the boys who once studied here are now men who serve our State and county as lawgivers, law interpreters, and lawmakers.

Professor Harder was well loved by the people of the community. He tried to bring out all there was in every boy and girl who came under his tutelage. He was scrupulously

72 TEAMS IN 8 STATE TOURNEYS

List of All Basketball Teams Reaching State Tournament and Years

Following is an alphabetical list of schools represented in the State Basketball Tournament since its inauguration in 1920. The year or years in which a given school participated are listed after the name of the school:

- Alpine, 1927; Archer City, 1921; Athens, 1923, 1927, 1928; Austin, 1922, 1924, 1925, 1926, 1927, 1928.
- Beaumont, 1925, 1926, 1928; Blum, 1925; Bogata, 1923; Brackenridge (San Antonio), 1921, 1922, 1923, 1925, 1926, 1927, 1928; Bryan, 1922, 1924; Brownwood, 1924, 1925, 1926.
- Canton, 1926; Canyon, 1926; Carbon, 1921; Carlton, 1927; Central (Houston), 1921, 1922, 1924; Celina, 1921; Cisco, 1927, 1928; Clara, 1922; Corpus Christi, 1928; Corsicana, 1926.
- Denton, 1927.
- Estelline, 1925; Eustace, 1925; Edinburg, 1921, 1922; Eagle Pass, 1921; El Paso, 1921, 1922, 1923, 1924, 1925, 1928.

WESTMINSTER ACADEMY CONSTRUCTED IN 1908

honest in his attitude toward the students, and his fairness was appreciated. He conducted the school very successfully with the assistance of Miss Florence Kinkaid until 1894, when he sold it to Professor Rosser.

During the ownership of Professor Rosser the school was continued under the name "Seven Points Academy." During most of the time Professor Rosser taught here he was assisted by his son, Lonnie Rosser, and his daughter.

Professor Rosser kept the school three or four years and then sold it to the Methodist Protestant Church. The school, of course, now passed from private hands, and with the transaction the name Seven Points became a thing of the past. The Methodist seminary which was conducted after the purchase of the school by that church did not experience as rapid growth as had the school conducted by Harder. This was mainly due to the fact that church schools were not so popular just at that time. The school was continued until 1907 in the same building, a two-story frame structure, which Harder had built just twenty years before. Professor Rosser sold it in 1907 to the State Baptist Convention of Texas.

Planned Big Future

The Baptists had big plans for the future of the school. They began in 1907 and completed in 1908 a splendid reinforced concrete building. School then was begun under the name "Westminster Baptist Academy." The school offered several additional studies, such as Latin, music, and elocution, besides grammar and high school subjects plus the theological studies offered as a Baptist institution. Usually more than one-half

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Flatonia, 1924; Forest Ave. (Dallas), 1928; Freeport, 1923.

Gatesville, 1921, 1924; Groveton, 1924.

Higgins, 1921.

Joaquin, 1923; John H. Reagan (Houston), 1927.

Kenedy, 1923; Kirbyville, 1921, 1922; Kirkland, 1927.

Laredo, 1924; Lindale, 1922; Lubbock, 1928; Lytle, 1924.

McKinney, 1928; Mathis, 1923.

Nacochdoches, 1921, 1925, 1926; New Waverly, 1925.

Oak Cliff (Dallas), 1923, 1924; Ozona, 1921, 1922.

Pilot Point, 1926; Polytechnic (Ft. Worth), 1922.

Ralls, 1923, 1924, 1927.

Sanderson, 1926; San Angelo, 1923; San Saba, 1928; Shiner, 1921, 1922, 1923, 1927; Sherman, 1924, 1925; Stonewall, 1921; Stephenville, 1922, 1923, 1924, 1925, 1926; Sulphur Springs, 1925, 1927.

Tabor, 1923; Taft, 1925, 1927; Temple, 1928; Tenaha, 1924; Throckmorton, 1926; Texarkana, 1922; Tulia, 1923, 1925; Tuleta, 1925; Tyler, 1921.

Waco, 1922, 1925; Weslaco, 1926; Whitney, 1923; Wichita Falls, 1923, 1924, 1928.

Yancey, 1928.

WRITER PRAISES WORK OF LEAGUE

Promotes Strong Bond of Sympathy between Teachers and Patrons

BY MISS MYRTLE TANNER
Superintendent Lorena Schools

PERHAPS in no county of Texas have the schools made more decided improvements in the last few years than in McLennan County. There are many evidences of advancement in keeping with the general spirit of endeavor and progress which might be worthy of comment, but the one phase that is being stressed today is the growth of interest and enthusiasm in the Interscholastic League work.

The League has been functioning in different activities since 1909, growing from a very weak organization of a few schools until today it boasts the largest membership of any such organization in the world. It has been tested for twenty years, meeting with both criticism and commendation. However, it has accomplished so much for the schools in their anxiety for better things that now it is recognized at home and abroad as a potential power for good.

Clean sportmanship, honest endeavor, school spirit, and the highest of ideals have been fostered through its entire existence. No school can enter the League, live up to its ideals and aims and not see results gratifying beyond expectations.

Entire Community Interested

The entire community becomes interested in the school, feels that the children who are giving so loyally of their efforts to achieve success should have the united support of all the school patrons. A strong bond of sympathy and understanding between teachers and patrons is brought about through this sort of

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CONDEMNNS 'HELPS' FOR DEBATE TEAMS

School Superintendent Believes
Effective Rules Can Be Made
Against Practice

ON the reverse side of a sheet advertising speeches on the debate question, at so much per speech and some sixty "rebuttal points" as well as tips on strategy, etc., Supt. E. B. Stover, of Orange, pencils the following comment:

In view of the proposition on the reverse side of this sheet, and of similar "materials," I favor a rule of the League to require debaters to sign a statement before entering a League debate that they have used no material not approved by the League. This statement should be signed by the coach also. Or, in lieu of this—probably a better plan—they should be required to make a list of all materials used, submitting it to the district committee. Those using "canned" speeches should then be declared ineligible.

TRUE VICTORY

Let us demonstrate to the people as a whole that victory is not all we seek. Let each of us, whether superintendent, principal, coach, player, or spectator, emphasize the point that to win is welcome, that to demonstrate superiority is one goal we are after. But let us not lose sight of the fact that the means employed are of greater consequence, and that the results we seek are not championships alone but victory of the player and the team and the school over the temptations of unfair tactics. Championships will be forgotten but character is lasting.—John Truesdale, Union H. S., Grand Rapids, Michigan.

58 Players District Number 6 In High School Over 4 Years

Writer Believes Limit on Number Semesters Player
May Attend Will Solve a Great Many
Eligibility Troubles

THE February LEAGUER contained an article by R. L. Speer, of Eastland, giving the number of football players in District No. 2 now attending school for more than four years. The study showed that forty-four of the high school football players of that district during the 1928 season had been in high school more than four years. Four of these players were in their seventh year in high school.

We have received a similar study of the records of football players of Conference A, District No. 6, from the chairman of that district, Superintendent E. C. Deering, of Marshall. He says: "I read with considerable interest the article in the February LEAGUER by Principal R. L. Speer, of the Eastland High School."

Since Mr. Speer has raised the question, I think that it will be of interest to compare his findings with the facts in District 6. Two schools did not report to me the names of players used in any game. The information which I have is based upon the total number of eligibility blanks filed with me as chairman.

	Number Attending High School 5th Year	Number Attending High School 6th Year	Number Attending High School 7th Year	Total from Each Team
Team 1	11	2	1	14
Team 2	4	0	0	4
Team 3	8	1	0	9
Team 4	8	0	0	8
Team 5	6	0	0	6
Team 6	10	1	0	11
Team 7	6	0	0	6
	53	4	1	58

There were 259 blanks filed by the seven schools. Of this number 58 players were in their fifth, sixth or seventh year, or 22 per cent of the total number. If we had accurate information on those who actually participated, I believe that at least 30 per cent would be in their fifth, sixth or seventh year in high school. It will be interesting to note that only five players would have been affected by the Ten Semester Rule. I think that the Ten Semester Rule will eliminate many of the difficulties which we have had in the past. Most of the questions of eligibility which arose in District Six would not have arisen if this rule had been in effect.

American Legion Endorses League

THE AMERICAN LEGION is a service organization. We are not only interested in measures for the benefit of our own members, but we are conscientiously endeavoring to achieve definite results for the betterment of the State of Texas. In line with this purpose Rufus F. Scott, Jr., of Paris, Texas, the commander of the American Legion Department of Texas, laid down a broad program for our organization for 1929.

One feature of it was to place emphasis on work in behalf of the boys and girls of this State. Accordingly, the executive committee of the American Legion Department of Texas at its meeting in San Antonio, October 11, immediately following the National Convention, endorsed the Interscholastic League in its aims and in its results in behalf of our school children. We feel that the activities sponsored by the League developed initiative, personality, ideals of good citizenship and splendid bodies in the boys and girls of Texas. It is a worthwhile supplement to the regular school work and really necessary in order to round out a fully developed boy and girl.

We wish the various schools would call on the American Legion Posts for aid in holding the County and District meets over the State. We want Legionnaires to visit the schools and explain the League plans. We also want our members to offer their services on committees to raise funds to conduct the County and District meets. We want them to act as speakers when necessary; as judges in the literary contest; as officials on the athletic field; in other words, we want the schools to feel free to call on the American Legion Post for any aid within their power to give to carry out the League program.

Further, the American Legion Department of Texas will offer prizes at the State Meet next May for the best all-around rural school athlete and the best all-around rural school literary contestant.

There is nothing we are asking of the League in return for this service. It is merely our contribution to Texas in the form of good citizenship through well-rounded and completely trained Texas boys and girls. We want to see a better Texas of tomorrow.

ERNEST COX, Assistant Department Adjutant.

Wild Flower Contestants Should Get Busy At Once

IT is imperative that those desiring to enter the wild flower contest begin the collection of material at once. Spring is here, and flowers will soon be in full bloom. Bear in mind that the value of the contest to the participating school does not lie so much in the contest feature as in the accumulation of a growing mass of knowledge of material—flowers themselves—authenti-

cally named and permanently kept for the purpose of enabling any member of the community to identify an interesting new flower by simply matching it with its pressed counterpart. Such a means is infinitely better than books—even though amply illustrated.

To collect the material, press it properly and otherwise carry out the directions is not hard; on the other hand it is heaps of fun. Try it! Get busy at once. Write for the labels and meantime start collections. See Constitution and Rules, pp. 62-66, and the last issue of THE LEAGUER.

CONTRARY PURPOSE IN SCHOOL SPORT

High School Football Pulled
and Hauled between Two
Opposing Forces

A TEXAS NEWSPAPER MAN wrote the League office the other day for information about the Interscholastic League. He wanted especially to know the true inwardness of the criticisms hurled by a few "sports scribes" against certain rules and regulations governing athletic contests. After due deliberation, we replied to this letter, in part, as follows:

I am sending you under another cover a copy of our latest rules and regulations, but I'm afraid you won't be able to make much out of it. In Article VIII you will find all of the eligibility rules. Other articles deal with organization, administration, etc., and after the Constitution, i.e., from page 29 on to page 88, we publish particular rules governing specific contests.

One cannot understand the present athletic problem in high school and in college unless he clearly sees two opposing camps:

Camp No. 1. Those who want to use athletics as a school activity for the education and development of bona fide high school students.

Camp No. 2. Those who are interested in athletics as a spectacle, as a thrill-giver, as a town-booster, as a money-making device, as a bulwark of community prestige.

Take the attitude of Camp No. 1 on the Age rule, for instance. It seems that the average age of the high school graduate is now somewhat under 17, hence Camp No. 1 believes in lowering the age limit for participation. But when this is done and sport is made available for a larger number of bona fide high school boys, the importance of the sport, as a spectacle, is lessened, for the younger boys simply can't play as good a game as the older ones. Hence, we find opposition in Camp No. 2 where the main thing is the game. Better game, larger crowds; larger crowds, more money, more publicity, etc.

Again, the transfer rule is calculated to defeat recruiting and is favored by Camp No. 1 since it gives the home boys a chance and prevents a ring of sports in town from importing players for the team. Camp No. 2 dislikes this restriction for it doesn't allow a town, even if it wants to, to get out and "build up the team."

Who is for a deadline date on protests? Camp No. 2, of course, because that would allow the championship machinery to work smoothly, increase the spectacular aspects, and in the language of the sports writer make "a win a win." As it is, they say, you never know who is winner. But Camp No. 1 is against this because it offers too great a chance for

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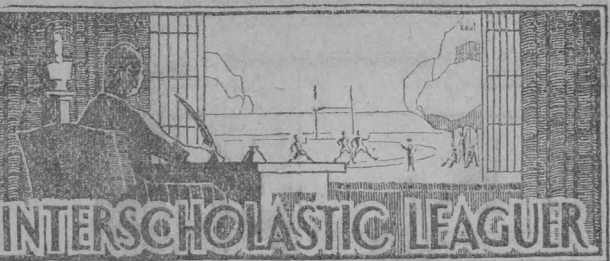
LEAGUE HELPS SCHOOL

YOU cannot know how much good these contests do us.

Pupils like games and contests of all kind, for they appeal to the pugnacious and intellectual instincts of mankind. These plain writing and spelling bulletins contain words from every subject that the pupils study, and we use them exclusively as texts in our high school. The number sense bulletins teach rapid calculations and estimations. Without the use of some such book, pupils do not get the speed in working problems that they should have in the business world. We are using these arithmetic bulletins for arithmetic reviews in high school mathematics,—Algebra I, and II, and Commercial Arithmetic.

The scholarship requirement keeps every one working to stay in the contests, both athletic and academic. In fact, there is no agency that gets children to do their school work with zest and virility like the contests in the Interscholastic League events. Our school will enter practically every event offered in Dallas County.

Yours very respectfully,
J. B. ZIMMERMAN,
Supt. Grand Prairie.



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ROY BEDICHEK - - - - - Editor

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WE regret that we cannot supply specific declamations. We are continually besought for "The Hero's Mother," "The Dying Indian," and other selections we have never heard of, but would probably take ten librarians at \$3,000 a year each to supply specific declamations to schools in the Interscholastic League. If this is an exaggeration, we are well within the truth when we say that the League's office force is much too small to undertake to furnish specific declamations. We publish a declamation bibliography, and send a copy to anyone who makes inquiry for selections. This is not much, but it is the best we can do under the circumstances.

QUITE a number of school principals have been sorely disappointed on account of the League's refusal to admit their schools after the closing date for fee payment had passed. We deeply sympathize with them, and especially with the children who are thus deprived of participation in the contests at the county meet. It seems unreasonable to refuse to consider any excuse, and still how unreasonable it would be to begin to consider excuses! In order to pass upon some five hundred different excuses and judge which were legitimate and which were not, the time of ten people for at least two months would be required. Otherwise, one would be in the position of a dictator excusing this one and refusing another on the whim of the moment. It seems more reasonable after all to make one rule for all and stick honestly to it.

INTERESTING work in segregation of English students is being done under the supervision of Professor Gates Thomas, in the Southwest Texas State Teachers College. Freshmen are divided into three sections of A's, B's and high C's; four sections of regular C's; three sections made up altogether of D's. Each group is being given as much as it can take of the regular instruction. By means of uniform grammar-composition tests, as well as by final tests at the end of the term in March, it is hoped to gain data which will throw light on the advisability of such segregation. As against the groups segregated, the advancement of the following groups will be carefully checked: (1) the group which failed at finals in the fall which is going over similar material again; (2) those who entered after the holidays; (3) and those who will have entered by their mid-year high school graduation. By giving all these the same test in grammar and composition, it is hoped that significant conclusions may be drawn. We wish to commend such work as this, as it seems to us to be a scientific approach to a difficult and important problem.

SAITH JOHN DEWEY: "... the force most active in contemporary life is growth of habits congruous with natural science and till more with the technological application of its discoveries." The philosopher who announces this obvious truth concerning American life is one of the most outraged and outdone individuals in the United States over the eighteenth Amendment, and the Volstead Act. He could, perhaps, regain his philosophic calm if he saw them in the light of an attempt to foster and impose a habit (sobriety) which is congruous with technological application of the discoveries of natural science. Specifically, prohibition is not a moral reform at all, or only accidentally so. Its great basic drive comes from a realization that booze is not and cannot be made consonant with the operation intricate and high-powered machinery. The drunken cowboy's pony managed to take him home; but the drunken ranchman in a high-powered car attempting to negotiate a curve in the highway lands himself and the car approaching

him in the ditch; and, just what the drunken airman will do, we hope not to have demonstrated in our sight.

ONE morning a few years ago, we happened to meet the late W. S. Sutton on the University campus. In the course of the conversation which ensued, we suggested that THE LEAGUER should publish short biographical sketches of men and women prominent in Texas education—especially those whose years of service stretch back into the last century. The Dean declared this a fine idea, and we thereupon asked him for a list of names. He took from his pocket a small card. At the top he wrote "Elder Pedagogues," and under this heading he wrote without hesitation the following list: J. M. Carlisle, Arlington; O. H. Cooper, Abilene; S. M. N. Marrs, Austin; John W. Hopkins, Galveston; C. C. Cody, Georgetown; M. H. Moore, Ft. Worth; W. H. Bruce, Denton; J. E. Blair, Denton; C. W. Crossley, Corpus Christi; J. M. Findley, Galveston; E. G. Littlejohn, Galveston; F. W. Simonds, Austin; T. U. Taylor, Austin; R. B. Cousins, Houston; J. F. Kimball, Dallas; H. F. Estill, Houston; J. L. Pritchett, Huntsville; Mrs. P. V. Pennybacker, Austin; A. N. McCallum, Austin.

We shall be glad to receive and consider for publication a biographical sketch of either of the individuals named in the above list. Submit, if possible, a photograph along with the sketch.

OCCASIONALLY is heard a voice sounding like an echo from the dark ages in high-school athletics advocating a return to the 21-year age-limit. Recent statistics on the ages of students in the University of Texas follow:

Age of the average student enrolled in the University of Texas during the current session is a trifle over 21 years, according to statistics compiled by the registrar's office. This figure is the result obtained from records based on the ages of 5,434 students who range from the average freshman whose years total nearly 19 to the graduate student whose age, on the average, is almost 30 years.

In the College of Arts and Sciences are found the youngest students, according to the statistics on averages. The average age among academic students is found to be about 20 years and three months.

There is only one explanation to be offered for the view of an intelligent person who wants to raise the age-limit for contestants in the Interscholastic League, and that is that in certain contests, such as football, it is important to improve the quality of the playing so that the financial returns will be greater. Older boys make a better game; a better game brings out more people. This view neglects the consideration which most school men hold as the determining one: that the rules shall be so drawn that the average high-school student shall secure a maximum of benefit from the activity.

LEAGUE MEMBERSHIP IS 5,267

LAST year when the League's membership book closed for the school year 1927-28, and we were able to announce a membership of 5,000 schools, we thought the summit of membership had been reached, although we talked in boasting, chamber-of-commerce fashion about an ultimate enrollment of 6,000. We thought it would be quite a triumph this year to hold the membership up to the 5,000 mark. There was such a rush of work in the office at the closing date a month or so ago that we did not have time to check up and count the schools which have paid membership fees this year. However, a few days ago a boy was given the enrollment file and asked to count the number. He counted and counted for some several hours, and rechecked and re-counted, and finally reported as absolutely accurate the number 5,267, an actual gain of about 250 over last year. Two hundred and fifty schools had to be denied membership this year on account of making application too late, so we may say that at least 5,500 schools have applied for League membership this year, thus topping all previous records. We think this is a great compliment to the way in which county officers are conducting the county meets. The great bulk of schools join the League for county participation, and if this part of the work weakens, the membership is bound to fall off. Increase of membership shows, in our opinion, strong work in the counties. So, to the 220 county directorates of the League, comprising more than 1,500 public school teachers, congratulations!

OBJECTION is sometimes made to contests because so few participate and so many look on—a valid objection. More should participate, surely—the more the better, provided the contest is educational, and we should allow considerable latitude to the word "educational." A spelling match, a football game, a high jump, a music memory contest, all in our opinion, fall

within this category, as well as numberless other competitions. An educational contest we witnessed recently was in construction of airplanes among boys of from 10 to 14. These boys made planes that would actually fly, and the interest was intense. Information mastered in constructing these toys and the skills acquired are truly worth while. Critics of competitions, especially those critics who can see nothing good in witnessing athletic contests, are asked to pause and consider the kind of spectacles people are now crowding the balconies, shouldering their way up to the ringside, and paying literally millions of good hard money to see. Here is a list, made on the spur of the moment: (1) Two bullies mauling each other's faces into a bloody pulp; (2) Movies about gangsters, prostitutes, killings, kidnapings, seductions, marital infidelities, robberies, blackmail, and so on down the long list of every known crime; (3) Confessions of criminals; (4) Tabloid stories of ax-murders, especially those of sex-appeal. The list can be indefinitely extended. As between these forms of amusement and seeing a good, clean, hard-fought football game, let us, by all means, have the latter. As between looking-on and participation, there can be no argument. You had better play a game of golf any afternoon than howl yourself hoarse as a spectator at a football game; and your boy had better engage in a very poor sand-lot baseball game than spend the afternoon witnessing a big league contest. But it's not a question between looking-on and participation; it's nearly always a question of which entertainment is to be passively enjoyed. The more people we can, by any artifice, drag away from the character of entertainments listed above, the better.

LITTLE honest criticism of motion-pictures may be found in the daily press. Theaters are among the best advertisers, and it is natural that editorial policy should treat gently a business which contributes so substantially to the support of the paper. Along with paid advertising, motion-picture companies furnish "readers" purporting to be criticisms of their offerings, but which are really "blurbs" of no critical value whatever. It is therefore refreshing to open the *Waco News-Tribune* of December 18 and to find the following editorial which is evidently not a "reader":

News from Hollywood has it that the "star system," which has dominated the moving picture industry since its inception, is about to go on the scrap heap. With it will go a tremendous percentage of the handsome men and beautiful women who have been kings and queens in the moving picture world.

The new talking movie, of course, is responsible. Entering the queer, topsy-turvy land of Hollywood, it is upsetting all of the old values there and bringing about a return to something like sanity and order. No longer are pictures being fitted to stars. No longer is absolute dumbness a handicap that can be easily surmounted so long as its possessor has a pretty face. To win success in the talkies an actor or actress now will have to be talented and experienced enough to win success on the regular stage as well.

It was a long time in coming but it is happening at last. The great reign of bunk and pretense is coming to an end. Hereafter, praise heaven, it will take real ability to win fame and fortune, and some of the conceited morons who drive about Hollywood in lavender-colored Rolls-Royces may have to go back to selling ribbons and driving taxicabs.

Probably it was high time that this happened. Hollywood had, for years, stood as an irritating symbol—a supreme symbol of the triumph of bluff and make-believe. It was pre-eminently the place where merit was not necessary to success. It was a direct contradiction of all the homely aphorisms about determination and ability and honesty. It was inefficiency, stupidity and bunk grown rich and successful.

But it was too good—or too bad—to last. The various geniuses who devised and perfected the talking film succeeded unintentionally in bringing the world of moving pictures under the hard, unyielding laws that govern the rest of the business and professional world.

The ordinary man who tries to make his way through the workaday world soon learns that no matter how much some people may say about "pull," "luck" and "bluff," there is no real substitute for conscientious work. To advance, he has to know something about his job and be willing to devote himself to it with all his energy. And Hollywood, where one utterly without acting ability could win wealth and fame as an actor, where one knowing nothing about the drama could become a great director where one ignorant of literature could prosper as a writer—well, it was a bit hard to contemplate.

But it looks as if this were about ended. And whatever you may think of the talking movies as a form of entertainment, you must admit that they have done all of us a good turn, whether we ever patronize the films or not. They have extended to the world of the movies the application of the old truths about work, ability and success. They have conquered the capital of hokum.

PRIDE (pardonable, we hope) is taken in the fact that the University Interscholastic League has beaten the whole country to a model list of eligibility requirements (with the exception of one rule) and is actually enforcing them. That one exception, the eight-semester rule, will soon be written into Article VIII, unless we misread the sentiment of the school men of Texas.

From the Kansas State High-School Athletic Association Bulletin, Vol. I, No. 4, page 7, we quote:

Commissioner H. R. Townsend, of Ohio, chairman of the committee appointed to report at the annual meeting of the National Federation of High-School Athletic Associations in February on "A Model Constitution," gave to the meeting the ten fundamental requirements of a model constitution that the committee intended to recommend at the Cleveland meeting. They are:

1. Eight-semester attendance rule. This would limit all athletes to participation during the first eight semesters of their high-school attendance.
2. Twenty-year age limit.
3. One-semester transfer rule. This would require that a student transferring from one school to another attend one semester before being eligible for athletics, unless parents move to the new district.
4. Three-subject scholastic eligibility requirement.
5. Previous semester, or consecutive semester, rule. This would require that a pupil have to pass in three subjects the semester previous to that in which he is competing. This would eliminate the privilege of dropping out and resuming competition after a semester or more intervenes.
6. No make-up rule. This would fix the close of the semester as the limit on the completion of scholastic work. No make-up work would be permitted after the close of either semester.
7. Undue influence rule. This would penalize schools for employing undue influence on students or parents to get students to transfer from one school to another.
8. Amateur rule.
9. Rule limiting time a pupil may enroll after opening of the semester.
10. Physical examination and parental consent.

We have enforced Nos. 2, 4, 5, 6, 8, and 9 for several years. We are double-strong on No. 3, since we have a year transfer rule. Of course, we do not have No. 7, and no other organization has, so far as we know. We doubt if such a hazy rule could be enforced with any degree of effectiveness. No. 10 is, of course, desirable, but comparatively unimportant.

"THE EYES OF GEN. LEE"

THE EYES OF TEXAS EDITORIAL (November issue) was copied and commented upon extensively by newspapers here and there over the State. The SMU rosters, it will be remembered, sang the song at the SMU-Army game, where it was mistaken by the sports writer of the *New York Times* for "I've Been Workin' on the Railroad," and so recorded in his paper. The *Dallas Journal* points out that the composition has been appropriated as a State song, and suggests that offers of prizes for a State song will likely be fruitless, for the people have a way of singing what they please and it is only by universal and informal adoption that a song can become a state song.

Since it is quite evident that "The Eyes of Texas" is in process of becoming our State song, we wish to record another bit of information concerning its origin for which we are indebted to Mrs. W. E. Darden, 2424 Austin Avenue, Waco, Texas, a daughter of President Wm. L. Prather, author of the phrase upon which the song is built. She is the author of an article published May 23, 1926, in the *Dallas News*, and republished in the *Alcalde*, February, 1927, the opening paragraphs of which follow:

The old auditorium of the University of Texas was crowded that September day in 1899 with new students and old, gathered from the Red River to the Rio Grande, all eager for the new session just opening before them. The fact that a new president was to address them aroused more than the accustomed interest. Their curiosity was piqued; would he have anything interesting to say, judged by the stern standards of youth?

The address was heard—a serious fatherly talk as befitted the occasion. One incident that President Prather related took hold of them. It was this:

"On one occasion during the Civil War it fell to the lot of a Texas troop to be reviewed by Gen. Robert E. Lee. The officer in charge gave this command: 'Forward, men of Texas, the eyes of Gen. Lee are upon you!'

"I would like to paraphrase that utterance," said the speaker, "and to say to you, 'Forward, young men and women of the University, the eyes of Texas are upon you!'

"You see," says Mrs. Darden in a recent letter to THE LEAGUER, "the phrase certainly traces back to General Robert E. Lee. It was one of my father's greatest sources of pride that he attended Washington and Lee University while General Lee was president of that institution, and that he was one of the two students pall-bearers at the funeral of General Lee."

Thus are the names of great men perpetuated in song and story. It is peculiarly fitting, we think, that the inspiration for our State song should have been derived from an incident in which General Lee was the central figure, that the phrase was popularized in Texas by one of his old students while serving as president of the University of Texas, and finally written into a song by a native son of Texas and graduate of the University of Texas, John Lang Sinclair.

High-School Press

By DeWitt Reddick

Instructor in Journalism, University of Texas

On February 21 the gates were closed for entrance into the I. L. P. C. for this year; and the membership stands now at 62. The last enrollment came by telegram from Elizabeth Morris, editor of *The Tattler*, Mineral Wells High School. Representatives from *The Tattler* were in Austin at our meeting last spring and helped us to get the I. L. P. C. under way; so we are glad the paper enrolled again this year before it was too late.

We have been thinking quite a bit of another development of the I. L. P. C. What about an organization of the sponsors of the papers enrolled in the Conference? During the meeting in Austin this May, the sponsors could get together and discuss among themselves the problems of their papers. Representatives of the Department of Journalism could meet with them and help them with these problems. Think about this idea, and then tell us what you think, if your paper wins in the district and you get to come to Austin.

A "Headline Schedule" I wonder how many papers in the Conference have a "headline schedule"? Do you have certain types of headlines which you use in each issue of your paper? One of the most essential elements in contributing to the good appearance of a newspaper is that it have a set of headlines which it uses not in just one issue but in every issue.

Some of the papers have been appearing each time with a different series of headlines. Others have changed three or four times throughout the year.

One issue of *The Bow Wow*, Plainview High School, appeared with step-line headlines; the next appeared with a combination of step-line and inverted pyramid style headlines; while the third issue appeared with a single line for the top section of a headline. *The Bow Wow* is a good paper, but it would be better in appearance if a certain set of headlines were selected and used consistently in issue after issue.

Two other papers, ones which are otherwise very good papers and which rank with the best in the State, seem also to be doing a little too much experimenting with their headlines. *The Laredo High School Journal* has changed from headlines of all capital letters to headlines of capital and lower-case letters and then to an issue that combined all-capital headlines and capital and lower-case headlines, and has changed its type from condensed type to clear-face type and then to bold face type.

The Abilene High Battery, though using the same kind of type for the heads in each issue, has changed the size of its heads too often.

Some Experimenting Necessary

Of course the object of experimenting with headlines is to secure the best-looking set of headlines possible for our papers. Some experimenting is necessary. But I wonder if, next year, we couldn't do all of our experimenting during the first month of school, then try to settle on a definite system of headlines and use them consistently in each issue?

What we should like to recommend is this: That those of you who win the chance to come to Austin for the contests come here with all the questions you can think of in regard to your headlines and the kind of type to use for them. Then, while we are together, let us try to work out a headline schedule for your paper for next year. At least we could form a tentative schedule that would give you a good basis for starting to work next year.

Those of you who do not get to come to Austin can ask your questions by mail, and we can try to work out a schedule by correspondence.

Do you have any trouble getting cuts for your paper? Is the treasury of your paper rather low on funds? One paper enrolled in the Conference has found a fruitful source for the obtaining of cuts. It secured this year the use of all the cuts that were used for the yearbook of the school last year. Maybe, if you have not already secured them, you can get from the yearbook many cuts that will make attractive illustrations for your paper.

Don't forget to begin training for the contests in Austin. Do you know how to read copy? Do you know how to write headlines? Somebody is going to win some silver cups in Austin, and it might as well be you and your paper.

Wanted Contrast

OLD BLACK JOB.—Say, Rastus, dat dere new wife ob yours sure am light complexioned—regular high yeller. Do you like dem light? RASTUS.—Yessah; when I gibs her a black eye Ah wants to see it.



Substitutes on Debating Team
 Joe McGuire, of the Alamo Heights High School, addresses the following inquiry for interpretation of rules:
 "Can I so arrange it so that A and B girls debate the affirmative, and let A and C girls debate the negative. All three of the girls are good, but I can easily see that B is a better first affirmative speaker than C and that C is a better first negative than B. I want to know if it would be all right if I used this combination of three girls in the county and district meet."
 We replied as follows: "So far as we know your plan for use of an alternate has never been followed in our debates. There is nothing in the rules, however, so far as we can find, to prevent your substituting an alternate at any time prior to the beginning of a given match, provided of course that the alternate has been duly certified, as provided in the rules."

Eligibility of Declamations
 Please note paragraph 3, page 32 of the Constitution and Rules for description of eligible selections for senior division, and paragraph 4, page 33 for junior division. Note, also paragraph 5, page 33 for length of selections. Also read in this connection paragraphs 12 and 13 on pages 34 and 35. In case selections of the prescribed character are not chosen, the judges shall disregard such selections in the grading, and the decisions of the judges shall be final. (Please note that hereafter the judges in the various contests are to pass upon the matter of the declamations, and selections are no longer to be submitted to the State Office for approval.)

Junior High Competes as Unit
 Question has arisen concerning classification for competition of sixth and seventh graders in a junior. It has been contended that they should be allowed to compete as a grammar grade. This, however, is not allowed. They cannot compete in any divisions specifically set aside for ward or grammar grades. This bars such students from ward school essay writing, but does not affect their participation in arithmetic and music memory, in which events eligibility is placed on a grade basis.

"Cutlery" Misprinted in List
 Miss Sybil Guthrie, principal of the Priddy school, writes January 30, as follows: "In the list of words for spelling and plain writing contest in column 44 of the junior list, 'cutlery' appears. Is this not an error?"
 (EDITOR'S NOTE—Yes, this is an error. In this connection, read Instruction No. 3, page 43, Constitution and Rules: "In case any word is misspelled in any edition of the spelling list, that word is not to be considered in grading the spelling papers.")
 A letter dated January 29, reaching us a day later, came from Miss Clara McGill, of Berclair, calling attention to the same error.

Number-Sense Notice
 Keys are furnished county directors of arithmetic to grade the test-sheets by. Those problems readily susceptible of exact estimate require exact answers; others allow five per cent error. Contestants are directed to give the exact answer if they can; if not, give as nearly the exact answer as they can. No indication is given on the test-sheets of which problems require exact answers and which do not.

Tests have been shortened to five minutes in all county meets. The Director will do well to give contestants a preliminary warming up, or the individual coaches may attend to this.

Music Memory Notice
 Much confusion appears in the minds of instructors in music memory concerning the records which will be furnished from the State Office. Read carefully Rule 6 (c), and Rule 3, p. 51, Constitution and Rules, and it will be seen that the unfamiliar records are furnished only for contest purposes, and then only after the deposit of two dollars has been made. These records are not furnished anyone except County Directors in Music Memory, and they come under seal which is not to be broken until the contestants are assembled and ready to begin.

Inquiries are received concerning the composer, of Amaryllis. This is a folk song and so, naturally, there is no place on the score-sheet for checking the composer.

Notice for District No. 20
 The District Meet will be held in Georgetown on Saturday, April 13.

Books and Magazines

(Editor's Note.—We have listed the Dallas office for a number of the books noticed in this column, rather than the publications office, to indicate that the book may be obtained there without delay.)

Cabinet Form of Government, compiled by Julie E. Johnson, New York, The H. W. Wilson Co., 1928, 90 cents.

The number of the Reference Shelf entitled, *Cabinet Form of Government*, contains quite a bit of material that can be used in working up a debate on the Interscholastic League question. However, the briefs, the bibliography and the articles included in the little book all go beyond the argument on the efficiency of the legislative systems in England and the United States and include the whole field of discussion of the Cabinet System in all its phases as against the Presidential System in all its phases. But of course the legislative phase is one of the biggest points in the discussion of the two systems, and in both the briefs and the articles quite a bit of information directly in point on the workings of the legislatures in the two countries may be garnered easily from the briefs and with a little more careful reading from the articles included.

Several of the articles deal with the possibility of allowing cabinet officers in America to sit in Congress. Now the reason for a "committee system of legislation in the United States" is the separation of our executive and legislative branches; consequently, the discussions of the proposal to allow cabinet officers to sit in the Congress bring out the advantages and disadvantages of direct cabinet participation in legislation which is material that is relevant to the debate question, even though the question of whether cabinet officers should be allowed to sit in Congress is not directly involved.

The bibliography is especially a complete one. This number of the Reference Shelf takes the place of Reference Shelf, Vol. 1, No. 6, which is now out of print and which was the one which was recommended in the debate bulletin for the bibliography it contained.

C. EDWIN DAVIS.

Practical Speech-Making (The Ex-tempore Method) by Edwin DuBois Shurter and Charles Almer Marsh, Houghton Mifflin Co., Dallas, 1929.

Making no attempt to cover the entire field of speech, this new book of about 250 pages professes to deal only with the problem of practical speech-making in everyday life. With the great interest now evident among Texas high schools in extemporaneous speech, this book should find a ready welcome.

R. B.

The Fundamentals of Argumentation and Debate by J. Walter Reeves (Revised) D. C. Heath & Co., Dallas, 1928.

Exclusion of detail and simplification in the presentation of general principles with an eye to the needs of students in secondary schools is the distinguishing feature of this work, the title to which is indicative of the field which it attempts to cover. In less than 100 pages, the author touches in outline and in a stimulating and suggestive way Evidence, Reasoning, Persuasion, Preparation of Brief, Debating both formal and informal. While not of sufficient magnitude to form a basis for any elaborate course, there is substance there for a semester's work for high school pupils.

R. B.

The Oxford Handy Dictionary of Current English, compiled by F. G. Fowler and H. W. Fowler, American edition revised by George Van Santvoord, Oxford University Press (American Branch: 35 West 32d Street, New York), 1927.

Here are a thousand pages of sound scholarship bound so compactly that it may be slipped into the side pocket of a man's coat (we have tried it), and still printed in clear type, with vocabulary in bold-faced, which facilitates finding your word. "The King's English" made the name of Fowler famous, and these are the same Fowlers. We are grieved to learn that "F. G." is now dead, and it is no idle tribute to say that we believe he came nearer making a lexicon human than any other person who ever lived, with the exception, of course, of Dr. Johnson. We have reviewed heretofore in these columns the witty and scholarly "A Dictionary of Modern English Usage" by the other (H. W.) Fowler. Of course, the information in all these Fowler books is derived from the great Oxford Dictionary, less than a tenth of which remains unpublished, representing half a century of the most scholarly research, to which, by the way, the Fowlers have made notable contribution. The binding of this "big, little" volume is substantial—so substantial in fact, that it might serve sometime as a juvenile missile

without much danger of disintegration. In short, it's among the best handy school dictionaries that we have examined.

R. B.

Gray's Public Speaking Test, prepared by J. Stanley Gray, The College Book Co., Columbus, Ohio, 1928.

Here is an attempt to reduce public speaking judging to an exact science, and in the hands of the ideal judge (who is likely in heaven since we have never met him on earth) it would be serviceable. In inexperienced hands, however, it will render confusion worse confounded, if we are able to make a prediction from mere examination rather than from actually trying the scheme out. The work is in tablet form containing probably fifty sheets, each of which contains ten questions concerning the speech which is to be graded. Under each of the ten questions are five true and false statements, and space is left for the grader to check the statement which applies. A grade table is furnished with which to arrive at a percentage from these checks. The tablet contains, also, summary blanks. According to the author, the test "is designed to accomplish two ends—first, to scientifically measure the degree to which a speaker is effective, and second, to diagnose his speaking process to determine the points of strength and the points of weakness."

R. B.

Forty-Minute Plays from Shakespeare, by Fred G. Barker, The Macmillan Co., New York, (order from Dallas office), 1926.

Dramatic impersonation is growing in interest among high schools everywhere. The so-called "auditorium period" is furnishing a stimulus for school clubs, classes or other organizations to "strut their stuff" before the entire school as an audience. If selections are well chosen these performances are like charity in that they bless those that give and those that receive. A Shakespearean play is too long and too elaborate for the average high school cast, and so Mr. Barker has condensed twelve plays so that each may be presented in forty minutes or less. This is just what some dramatic coaches have been looking for. We believe that many of these books will be ordered when teachers realize their usefulness not only for dramatic clubs, but as an aid in oral reading and in the study of dramatic literature. Not only dramatic teachers and coaches are interested in these selections, but teachers of reading and teachers of literature.

R. B.

How to Produce Amateur Plays, by Barrett H. Clark, Little, Brown & Co., Boston, 1927.

This book is designed as a primer in play production, and was first published in 1922. The author has used the English edition of this practical manual for revision, and now offers it to the director of amateur dramatics with more confidence than it is possible to offer the average book in this field. As a matter of fact it has been tried, weighed in the balance and not found wanting. A glance at the chapter headings indicates the scope of the work, if it is remembered that the treatment is simple and one for beginners: "Choosing the Play," "Organization," "Choosing the Cast," three chapters on "Rehearsing," "The Stage," "Lighting," "Scenery and Costumes," and so on.

R. B.

Short Plays from Great Stories, by Roland English Hartley and Caroline Marguerite Power, The Macmillan Co., Dallas, 1928.

Teachers of literature have long been aware of the fact that a story can often be rendered much more interesting to a class by throwing certain parts of it into dramatic form and by having the pupils act it out. This tip has formed the basis of a good book. The authors have dramatized a few of the great stories and have done the job very cleverly. Stevenson, Daudet, De Maupassant, Barrie, Kipling, Hawthorne, Pushkin, Irving, Cable, Coppee, Bret Harte, Poe, Merimee, Bunner, Hardy, and Hale are the authors whose stories form the basis for these short plays—a list which is sufficient guarantee of the classic character of the work. While intended primarily for use in the classroom, these plays may be used in school and other amateur performances with good effect.

R. B.

We do well to free ourselves from the pressure of advertising and promotion to increase the use of alcohol for commercial profits. Social compulsion to drink and the physiological bondage of habit which it creates, are at least as real as is legal compulsion for abstinence. We have not the choice of freedom or compulsion, only a choice between compulsions. Society has the right to seek relief from old as well as from new kinds of pressure.—President Morgan, in *Antioch Notes*, Feb. 1, 1929.

Old Friends and Associates Pay Tribute to T. G. Harris

Career Passed in Review by Men Who Knew Work First Hand and Value Splendid Service to Schools of this Veteran Texas Educator

WE TEACHERS are often told by the Mayor of the Town who welcomes the institute or the teachers convention that our influence and responsibilities are great. The merchant, we are assured, handles goods, but the teacher influences the soul of the living child. His influence goes on and on forever, or words to that effect.

Of course, we get rather tired of all this, but there is, nevertheless, a kernel of truth in it all. It is brought forcibly to our minds when we contemplate the life work of some great teacher. The very field of the teacher's activity allows so many more human contacts than that of the other professions that his words and example are multiplied a thousand fold where those of the average person are multiplied only a hundred fold. Moreover the



T. G. HARRIS

preacher, the lawyer, the physician, the banker all come into contact with human beings whose characters are for the most part already formed. The teacher deals with human material in its plastic state.

We have heard this a thousand times, but it loses none of its truth by repetition.

When we encounter a specific example, we want to tell it all over again to everybody we meet. So, in contemplating the long service to education of T. G. Harris, the value to the community of a teacher of such stalwart courage, unimpeachable integrity and high intelligence is so manifest as to arouse the enthusiasm of even the most pessimistic.

He touched Texas education at many points. He was a classroom teacher, a high-school principal, a city superintendent, an editor, and a college president. In each of these fields he left the impress of his forceful and upright character.

THE LEAGUER asked three of his former associates to write a short sketch of him, covering, of course, different periods of his life. Each of these three men are themselves distinguished in Texas education. Thomas Fletcher, Superintendent of the Masonic Home and School, Fort Worth, has built a model institution of its kind for the whole country; J. E. Pearce is Professor of Anthropology in the University of Texas; and A. W. Birdwell is President of the Stephen F. Austin State Teachers College at Nacogdoches. Each of these men knew Harris well and worked with him, and we publish below what each one has to say.—THE EDITOR.

HARRIS IN AUSTIN (By J. E. Pearce)

Superintendent Winn of the Austin schools died in 1895 and T. G. Harris was chosen as his successor. The principalship of the Austin High School became vacant at the same time and the writer of this article was chosen to fill that place, so that Harris's and my terms of service in the Austin schools began at the same time, viz., in the fall of 1895. We collaborated until he was elected to the presidency of the State Normal College at San Marcos in 1903.

Harris was an experienced school man when he came to Austin. I was a young M.A. graduate of the University of Texas with only two or three years of teaching experience behind me. What I lacked in experience was filled in doubtless with assurance and the older man must have found me rather trying at times. Harris believed in a rather vigorous system of discipline. I, as a young idealist, not to say vision-

aries for the sake of securing a higher grade of intelligence in the teaching profession. One legislator denounced the teachers of the public schools as "tax-eaters" in connection with a measure looking toward an increase in salaries and Harris never forgave the insult. He attacked the legislator who used the phrase so sharply in his editorials as to make a bitter life-long enemy of him. Later this legislator became Governor and succeeded in having Harris dismissed from the Presidency of the State

to do his best. This, I think, was the secret of the complete loyalty which he commanded so far as the faculty was concerned. He was just in his treatment and constructive in his advice.

Second, Mr. Harris was exact in pupil discipline, and yet he was always just. He commanded the utmost respect of every student, but he had no patience with bad conduct or with sloppy methods of study.

Third, Mr. Harris had the rare ability to distinguish between things permanent and things temporary. In the field of education he always put the emphasis on the main things. While he enjoyed the "passing show" he always insisted on genuine attainments. He stayed in the main road so far as education is concerned, paying comparatively little attention to the by-paths. He thought that the main business of a college student was to master subject matter, and the most improved methods of presenting it to children.

Fourth, his personality influenced the entire college community. He thought accurately, judged justly, and executed fearlessly. Personally I have never worked with a finer character. I have never known a man who was more absolutely honest both mentally and morally, and who exercised more courage in the discharge of his administrative duties. These qualities he imparted to those who worked with him.

CHARACTER BUILDER (By Thomas Fletcher)

Most men who have reached maturity can look back over their formative years and pick some individual who stands out as an ideal—someone whose life and conduct helped to crystallize notions of right and wrong.

In September, 1893, I entered the Houston High School. On the opening day, the late W. S. Sutton introduced to the pupils a large, robust man who, while somewhat short on hair, impressed me as having plenty of vigor and vitality, both mental and physical. We were told that this competent looking person was T. G. Harris and that he was the new principal.

It was my good fortune to have Mr. Harris as my teacher in mathematics. He was an exacting and skillful instructor. However, it is not classroom technique that I desire to discuss. It is the influence of the man as related to the moral fiber of his students I wish to emphasize.

T. G. Harris did not know the meaning of compromise when it came to principle. His word was as good as his bond. When he said no, he meant no. The doting parent of a spoiled youngster, no matter how influential the parent, could neither by wheedling nor threatening secure special consideration for the misunderstood darling. The pupil soon learned that a lesson assigned was a lesson to be learned. Promotion depended absolutely upon performance. A pupil could not stay out of school and be excused on some trivial plea. Punctuality was a fundamental. Mr. Harris has been an active teacher for more than fifty years. I doubt if he was ever tardy. Pupils exposed to such an example were either consciously or unconsciously deeply influenced in the formation of their habits.

T. G. Harris was never, at any crisis in his life, an opportunist. He had no hesitancy in opposing school boards, city officials, or powerful politicians, when a matter of principle was involved, even though it meant the loss of position. He was fair and honest in every relation with his pupils. Pampered pupils did not always like Mr. Harris, but they always respected him and could not help but admire his courage.

I count myself most fortunate to have come in contact with such a man in my youth and to have had the opportunity for the moral training that resulted from such contact.

To the subject of this sketch, more than to any other human being, I owe my ideals and habits of conduct. Whatever success I have made in life is largely due to the influence of the teaching and the ideals of T. G. Harris, a real man.

ENGLAND TO ITALY

All the four great Masters of our Song
 Stars that shine out amidst a starry throng,
 Have turned to Italy for added light,
 As earth is kissed by the sweet moon at night;—
 Milton for half his style, Chaucer for tales,
 Spenser for flowers to fill his isles and vales,
 And Shakespeare's self for frames already done
 To build his everlasting piles upon.
 —Leigh Hunt.

Gay Venice

I have seen in Venice more liberty to sinne in IX days than ever I heard tell of in our noble city of London in IX years.—ROGER ASCHAM.

LIFE OF T. G. HARRIS IN OUTLINE

Thomas G. Harris was born on May 27, 1854, in Monroe County, Tennessee.
 Attended the rural schools of Monroe County.
 Attended Carson-Newman College of Jefferson City, Tennessee, 1872-1876.
 Received A.B. degree 1876. Received A.M. degree 1880.
 Taught his first school at Ellijay, Georgia.
 Came to Texas 1879. Taught in Weatherford, Mansfield and Plano.
 Married Miss Lou Oglesby at Plano, December, 1886.
 Principal Dallas High School 1887-1891.
 Superintendent Dallas City Schools, 1891-1893.
 Principal Houston High School 1893-1895.
 Superintendent Austin Schools 1895-1903.
 President State College, San Marcos, 1903-1911.
 President Baptist Academy, San Marcos, 1911-1916.
 Head, Mathematics Department, Sul Ross State College, Alpine, 1920-1923.
 Superintendent City Schools, San Benito, Texas, February, 1927, to July, 1928.
 Now retired and living at San Marcos.

Teachers College at San Marcos, a position which he had been filling with signal success for a number of years,—a piece of outrageous injustice which was never later corrected.

Intolerant of Graft

At another time he had on the Austin School Board a man who was Chairman of the Building and Supplies Committee, who attempted to throw all of the business of repairing buildings to his own firm. He would make repairs on buildings without orders from the Superintendent's office, and present his bills to the Board for collection without having them even audited or approved by the Superintendent's office. Harris denounced him as a grafter, succeeding in having all his bills repudiated except those which he himself approved and finally refused to allow the man to enter his office except at full Board meetings.

These stories could be supplemented with many others of like kind. His treatment of me was the same as that accorded to all other members of the Austin teaching force. More than once I knew him to successfully defend teachers against unjust attacks from prominent members of the Board who had been incited to seek the dismissal of teachers by influential citizens who had troublesome children under those teachers.

He was scrupulously honest and jealously sought to get the very largest possible educational returns for all school funds expended; always just alike in his dealings with teachers and the public, the children and the Board; and, in addition to possessing a keen mind and sound academic training, constantly sought to improve the educational and professional attainments of both himself and all teachers of the corps. He has had a long and very creditable part in the educational history of the State.

AS A COLLEGE PRESIDENT

(By A. W. Birdwell)
 Mr. Harris was the first President of the Southwest Texas State Normal College. He organized its faculty, made its course of study, and conducted the affairs of the school until 1911. I was called to the faculty of that institution in 1910, and, therefore, served as Assistant in the History Department during only one year of Mr. Harris's presidency.

Here are some of the outstanding facts of Mr. Harris's administration:

Careful Faculty Selections

First, he exercised great care in his choice of faculty members. I think he tried, first of all, to secure men and women of worth and sanity. After these qualities were settled in his mind, he inquired about the teaching ability of the prospective faculty member, and finally of his scholastic attainments. Those whom he invited into his faculty he trusted fully. When he placed responsibility on a member of his faculty he expected him to discharge that responsibility, and to discharge all assigned duties. He gave everyone a chance

LETTER BOX AND PERSONAL ITEMS

(Continued from Page 1)

League, is principal of the Bivins school, and writes, calling our attention to the mistake we had made, concluding as follows: "Bivins is a five-teacher consolidated school, having an enrollment of 150 pupils. Although it is a small school, its basketball teams have become known throughout Cass County, and the school is looking forward to winning the championship in both athletic and literary events."

AN editorial in the Shamrock Texan (December 5) intimated that Breckenridge High School allowed its athletics (especially the financial end of athletics) to be controlled off the school campus. The January LEAGUER quoted the statement. John F. Bailey, principal of the high school, writes to correct this statement, as follows: "I notice in the editorial section of the LEAGUER, a suggestion that the athletics and athletic funds of our school are handled by business men of the town not connected with the school. This is not true to any extent. Our games are matched by the school authorities and the funds are handled by the head of the Commercial Department, who works under the school authorities and a school board committee."

Broadcasts Challenge For Practice Debates

MISS LEIGH PECK, coach of the debating teams of the Caldwell High School, is anxious to secure practice debates for her teams. She says in a recent letter: "I heartily endorse what Mr. Barksdale said in the last issue of THE INTERSCHOLASTIC LEAGUER regarding the importance of beginning debate training early in the year and scheduling numerous practice debates. However, to secure a sufficient number of practice debates is extremely difficult. For example, Mr. Barksdale scheduled a debate with our school for December 14, postponed the engagement when the influenza epidemic was rumored; and has not fulfilled his promise to keep the postponed engagement at a later date.

Our debating squad will be glad to debate any team within 100 miles of here, debating once in our opponents' town and once in a return debate here, in each case; and will give our opponents choice of sides. Can you help us find a team desiring practice?"

A National Anthem

LADY SEYMOUR.—Edith was just playing the national air of your lost empire. A curious coincidence.

PRINCE FLORENCIO.—Yes, upon the lute. Quite depressing! The theme to do it justice requires drums and trumpets against a background of flashing swords and shining armor. I am told that all the fighting spirit of our country has been put into it although it was composed by a monk who was a forger, for the funeral of some poet.—Saturday Night, Jacinto Benavente, first tableau.

COLLIN CO. SCHOOL FOUNDED IN 1887

(Continued from Page 1)

of the students were in the grammar grades.

The school seemed to be enjoying the prosperous future that many had predicted for it, if it had been judged by its appearance during the next few years. Several hundred students, from all over the county and State, attended school here. As the school had no dormitories, several private boarding houses were built for the purpose of accommodating the students. Many amusing incidents are told now of student life then. Once, it is said, a professor had learned that a certain student was giving parties pretty regularly in his or her room at a boarding house. Now, this was strictly forbidden by the rules of the school, so the professor planned to attend the next one himself. He learned the date of the next one, and on that night appeared at the boarding house. He tapped on that student's second story window with a long cane, the window opened, a rope dangled out, and the professor seized it. The students in the room above began to pull him up, but when they saw his bald head appear over the window sill, they dropped the rope and the professor got a fall.

Baseball was the main athletic activity at the academy. Often the baseball teams were composed almost entirely of members of the debating society. This contrasts sharply with modern schools, for seldom do we see a student that excels both in his studies and athletics. Football was given second place. Both the football and baseball teams were "WBA" on their suits. They played games with Burleson, Grayson County Col-

lege, and other schools of that caliber.

Free School Established
The building of a free public school at Westminster checked the career of the academy. As has been mentioned before, more than one-half of the students were in the grammar grades. These students now attended the public school. This change so reduced the amount of tuition that the academy was no longer able to support itself. The school stopped in 1913.

Westminster Baptist Academy has become a thing of the past, but its influence still remains. It served to arouse sentiment in the community favorable to education. During the climax of its career, the people for miles around took active interest in the school; they all were willing to help it do better work. When the proper time came, the citizens who worked for the best interest of their children and their community saw that the most efficient medium of imparting knowledge was the public school, and they centered their efforts in order to benefit themselves and their community alike. Today, there is in Westminster community a magnificent school spirit, characteristic of the general sentiment throughout the State and which makes education an integral part of civilized government.

WRITER PRAISES WORK OF LEAGUE

(Continued from Page 1)

work that will not be developed through the regular school activities.

The regular yearly county meet for 1929 will be held in Waco, March 22 and 23. Many schools in the county have enrolled and are planning to take part in some of the contests. There isn't a school in the county so small but what it could enter a spelling contest, the art contest, or a declamation contest. The books were closed on January 18, and the county executive committee is hoping that every school that paid its membership fee by that date will send up a strong representation.

The program will open on Friday, with chorus singing. The grammar school choruses will sing "Santa Lucia" and "America, the Beautiful." The high school songs will be "Boasts of Mine" and "Anchored." These contests will be followed by the declamation, debating and extemporaneous speaking contests. The complete program will appear soon. Supt. C. L. Kuykendall of McGregor is county director-general. He is preparing a circular letter for all member schools which will give much information about the coming meet.

To Hold Preliminary Contests

Because of the fact that the membership has grown so much, it has been decided to have preliminaries in playground ball and tennis on March 16. These games will be played in four towns to be designated by the director-general. The ball teams will be narrowed down to two teams from each section of the county. In tennis one team in each of the four divisions will enter the county meet. It is hoped that these plans will aid the meet in moving off on schedule time, a thing difficult to do with so many entries.

The entire personnel of the county executive committee is given so that any teacher desiring information along any particular line may know just what to do for help: Director-general, C. L. Kuykendall, McGregor; debating, P. W. Shelton, China Spring; declamation, C. M. Elwell, Bruceville; athletics, John Moore, Eddy; music memory, Mrs. W. E. Cantrell, West; art appreciation, Mrs. Tullis, West; arithmetic, D. W. Tate, Hewitt; rural schools, County Supt. L. A. Woods, Waco; chorus singing, Miss Myrtle L. Tanner, Lorena.—Waco News-Tribune, February 3, 1929.

CONTRARY PURPOSE IN SCHOOL SPORTS

(Continued from Page 1)

collusion between competitive teams having ineligible players. "You let me get by the deadline date and I'll say nothing about your ineligible until it's too late to do anything about it," is the bargain that would be struck. The efficiency of our present rules would be lowered at least fifty per cent by this proposed rule. It would be fine for the camp-followers of football, but it would certainly throw a wrench into the machinery of school control of sport for the benefit of bona fide high school boys.

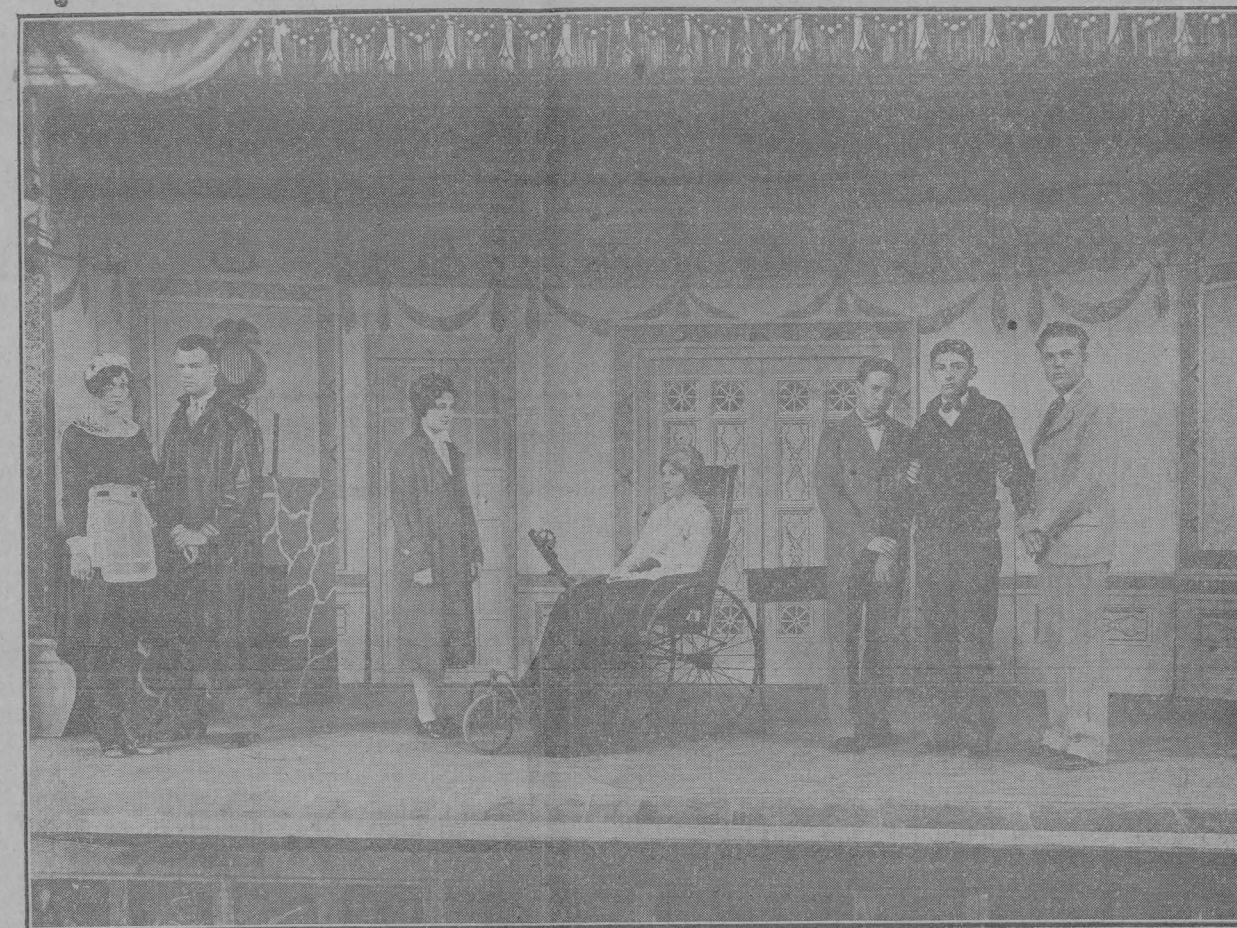
It may be that commercial interests will take over high school football. The pull is getting very strong. When they do, if ever, of course, our League will have nothing further to do with it. And commercial interests couldn't run it five years without running it so into the ground that interschool high school football games would be prohibited by law. So after all they would kill the goose that lays the golden egg. If they win they lose. They'd better be content to watch the show from the sidelines.

Winner and Runner-Up Casts in 1928 One-Act Play Statewide Tournament



Plainview: "The Valiant"

Left to right: Bob Flannagan, Meldo Hankins, Fritz Rosser, Willie D. Cross, Houston Baird.



Temple: "Two Crooks and a Lady"

Left to right: Curtis Mitchell, John Hopkins, Kathleen Neal, Harriett Stokes, Douglas McDonald, Thomas Scanio, Donald Burchard.

LAST YEAR'S one-act play contests culminated, after two series of tournaments, in a championship match between Plainview High School and Temple High School, the former being adjudged the winner. Plainview was West Texas champion and Temple was East Texas champion. The Plainview cast was coached by Miss Annie Kate Ferguson, while the Temple cast was coached by Miss Mary Holsapple. The State Meet this year will accommodate four casts instead of two. Much interest is being shown by high schools in all parts of the State in this contest. The first series of tournaments are being held this month.

BIG REGISTRATION FOR PLAY CONTEST

Interest in Dramatics Strong in High Schools All Over State

More than 200 high schools, scattered from Mercedes to Dalhart and from Marshall to Ft. Stockton, have entered the one-act play contest this year. They have been organized into twenty-four district tournaments, winners in which will qualify for four regional tournaments, which in turn will qualify casts for the State tournament.

As a preliminary to the district tournaments, there will be city tournaments in Ft. Worth, Houston, and Dallas to select the city high school eligible for competition in the district meet.

Following is an alphabetical list of schools which are registered to go into the first round:

- Abilene, Alamo Heights (San Antonio), Aledo, Alice, Amarillo Senior, Anahuac, Anauca (McFaddin), Anderson, Austin, Axtell.
- Beaumont Senior, Bellevue, Belton, Big Sandy, Blackwell, Bomarton, Bonham, Bonnie View (Woodsboro), Booker, Breckenridge (San Antonio), Brady, Breckenridge, Brenham, Bronson, Brownwood Senior, Bryan, Buckner Home Academy (Dallas), Buda, Burkeville, Burkburnett, Byers.
- Caldwell, Canyon, Carbon, Carrizo Springs, Celeste, Chapman Ranch,

- Chester, Chillicothe, Chilton, Cisco, Clarksville, Close City (Post), Coleman, Comanche, Copperas Cove, Crawford, Crowell, Cuero, Cumby.
- Dalhart, Dallas Technical, Dawson, Desdemona, Dew (Teague).
- Eagle Lake, Edgewood, Edinburg, Edna, El Campo, Eldorado, Elgin, Eliasville, Ennis, Evant.
- Fairview (Sudan), Falfurrias, Farmersville, Flomot, Floydada, Forney, Fort Stockton, Fort Worth Central, Frost, Fulbright.
- Gainesville, Galena Park (Houston), Garland, Georgetown, Geraldine (Holliday), Gladewater, Golden, Gonzales, Grand Saline, Groom, Guadalupe.
- Happy, Harlandale (San Antonio), Harlingen, Hedley, Henderson, Hidalgo, Highland Park (Dallas), Honey Grove, Hull-Daisetta (Daisetta).
- Jacksonville, Jefferson, Jefferson Davis Senior (Houston), Justiceburg, Justin.
- Keller, Kemp, Killeen, Kingsville, Kirkland, Knox City.
- Lakeview, Laredo, Lawn, League City, Lelia Lake, Levelland, Liberty, Littlefield, Lockhart, Lometa, Lorena, Louise, Lubbock, Luling.
- McAllen, McCamey, McCaulley, Malakoff, Marlin, Marshall, Mart, Meadow, Mercedes, Merkel, Mertzon, Miami, Hilby Senior (Houston), Millersview, Mineola, Mission.
- Nederland, New Braunfels, North Dallas, North Side Senior (Fort Worth), Nursery.
- Oak Cliff (Dallas), Olton.
- Palestine, Panhandle, Pearsall, Pecan Gap, Perryton, Pettus, Pharr, San Juan (Pharr), Pineland, Plain-

view Senior, Polytechnic (Fort Worth), Port Neches, Quitaque.

Reagan (Houston), Richland Springs, Rising Star, Robstown, Roaring Springs, Roby, Rockwall, Roscoe, Rosebud, Rotan, Royse City, Runge.

Sam Houston (Houston), San Angelo, San Marcos, San Benito, San Saba, Seagoville, Seguin, Seminole, Seymour, Shamrock, Slaton, Snyder, Somerset, Somerville, Southland, South San Antonio, Spring Lake (Earth), Springtown, Strawn, Stubbs (Victoria), Sunset (Dallas), Sweetwater.

Talco, Temple, Terrell, Texline, Throckmorton, Toyah, Trenton, Tuleta, Tulia, Tynan.

Union Ridge (Pittsburgh).

Valera.

Weatherford, Wheeler, Wills Point, Yoakum.

Zephyr.

The United States originates and controls about 40 per cent of the world's mineral production, and the United States and Great Britain together control at least 75 per cent. With a fifth of the world's population, the North Atlantic countries are doing about two-thirds of the world's work, and its nearest competitor, Great Britain, about a quarter as much.

Explanation of How to Classify Contestants in League Events

Study of the Classification Outline Is Recommended for Those Who Expect to Enter Contestants in County Meet

CLASSIFICATION for competition is a stumbling block with many county committees, and still it is a comparatively simple matter. To classify a contestant properly for competition in a county meet, generally only three factors need to be determined: (1) age of contestant, (2) sex of contestant, (3) school unit which the contestant represents, and in a few cases, the grade. Grammar grades housed in the same building with high school are considered the exact equivalent of a ward school.

Now apply this to an individual case. Mary Brown was 13 on November 10, and she is in the seventh grade which is housed in the same building with X High School. She desires to enter declamation. There are but two general divisions in declamation; one for rural schools and one for all other schools. Clearly, she cannot enter the rural division and hence must enter the so-called "high school" division in which all schools save and except rural schools compete in this particular event. But we find the high school division divided into a division for girls and one for boys. Mary (as the name implies) is a girl and goes into the girls' division for "high school" declaimers. There are two divisions for girls, junior and senior. Mary, being between 10 and 14 years of age enters the junior division. And so she is classified.

A rather unusual case is that of Henry Reed who is only 13, but in the eighth grade. Note that Article VII, Section 1, does not permit Henry to be classified as a junior in declamation on account of his having been promoted to the eighth grade. A student debarred from junior declamation on this account, however, is eligible to senior declamation. So Henry goes into the senior boys' division in this event.

Another case: Johnny Jones is 13, a high school student and wants to compete in track and field athletics. There are but two general divisions in track and field athletics in county meets: the regular track meet and junior track and field. Johnny being a junior, although he may enter the regular track meet, is eligible to enter the junior division.

Again, Sarah Brown is in a two-teacher rural school and desires to enter essay writing. If she is between the ages of 10 and 20 she is eligible so far as age is concerned. There are but four divisions in essay writing as follows: Rural, Ward or Grammar Grades, Class A high schools and Class B. She takes, therefore, the classification of the school which she represents.

And so on with every individual case that may arise. And remember, too, that points won by an individual or team can be counted only for the school-unit which the contestant represents.

We suggest that this matter may be diagrammatically represented and thus clarified by drawing braces for each League event and listing contestants in their appropriate division of the brace.

We reproduce here a brace for each regularly scheduled League event at the county meet. A study of these braces will help teachers classify contestants properly.

Declamation	Rural	Boys	Junior
		Girls	Senior
	Other Schools	Boys	Junior
		Girls	Senior

Spelling	Rural	1. Sub-junior—under 10
		2. Junior—10 to 14
Other Schools	Boys	1. Sub-junior—under 10
		2. Junior—10 to 14
Girls	Girls	3. Senior—14 to 20

Tennis	Boys	1. Doubles
		2. Singles
Girls	Girls	1. Doubles
		2. Singles

Play-ground Ball	Case 1. Classification based on age and sex.	1. Junior boys
		2. Junior girls

Play-ground Ball	Case 2. Where four or more schools of any class are entered.	Class*	1. Junior boys
		Other Schools	2. Junior girls

Essay Writing	NOTE.—No age or sex requirement, except the general age limits 10 to 20.	1. Ward or Grammar Grade-units
		2. Rural
		3. Class A high schools
		4. Class B high schools

Track and Field Athletics	NOTE.—A junior may enter either Class A or Class B, depending on school he represents, if he elects to enter the regular track meet.	1. Junior—under 14—any member-school eligible?
		2. Class B—only rural and Class B high schools eligible
		3. Class A—only Class A high schools eligible

Debate	NOTE.—Division on basis of sex only.	1. Boys
		2. Girls

Music Memory	NOTE.—Contestants in grades 5 to 7, inclusive, in Independent Districts and "high schools" in common school districts housing grades 5 to 7, inclusive.	1. Contestants in grades 5 to 7, inclusive, in Independent Districts and "high schools" in common school districts housing grades 5 to 7, inclusive.
		2. Students in any grade of rural schools. See Definition 1, page 6, Constitution and Rules.

Arithmetic.—Only fifth, sixth, and seventh grade students from any school eligible.

Extemporaneous Speech.—Only one division—any contestant satisfying general eligibility rules from any member school may enter.

One-Act Play.—Only one division, for senior high schools.

Rural Pentathlon.—Only boys over 14 from one- or two-teacher rural schools eligible.

Three-R Contest.—Only one division open only to one- and two-teacher rural schools.

Typewriting.—Only one division open only to first-year students in schools affiliated in typewriting.

Volley Ball.—Only one division for all schools and only senior girls eligible.

Wild Flower Contest.—Open to any member-school.

*Insert here name of class having four or more schools entered for this event, as, "Rural," "Class B," "Class A," "Ward or Grammar Grades." If four or more Class B high schools are entered, create separate division for them; and if four or more Class A high schools are entered, create a division for them, etc., preserving in each case, of course, a division for Junior boys and one for Junior girls. If four or more schools of any particular class are entered (i. e., Class A, Class B, Ward or Grammar Grades, or Rural) a separate division should be created in Junior athletics for that class.

In war-time, failure to lie is negligence, the doubting of a lie is misdeemeanour, the declaration of the truth a crime.—ARTHUR PONSONBY.