



**ONE-ACT PLAY** rule limiting selection either to comedy or tragedy is advocated by Marcia Wells, of Cuero, who has entered a cast in this year's tournament. Says she: "If I were a member of a committee on Constitution and Rules, I would certainly confine the type of plays presented to either comedy or tragedy, so that the field would not be so wide that judges cannot possibly judge between them. Also in judging the plays at a tournament, I think all the plays should be given and then ranked first, second, third, etc."

**IN THE** five years since the number-sense contest was initiated, the Williamson County meet has been won by Taylor four times, and second once. These teams have all been coached by Mrs. C. A. Waddill. An athletic coach with this record would be presented with a new Ford. Taylor's highest grade this year was 150, and team grade 75. Next highest individual grade in the meet was a boy from Granger who scored 95. The rest of the grades made were minus quantities, and one minus grade went down as low as 77.

**EASTLAND COUNTY** can always be relied on to deliver a good meet. Some time before the meet, we received a note from R. L. Speer, who prophesied: "We shall have somewhere between six and seven hundred contestants. I note that we have already thirty-three different schools entered."

**AGAIN** we hear of successes of the Huffines school, near Bivins, of which M. D. Humphrey is principal: "We had strong competition in our meet this year," writes Mr. Humphrey. "Our school won the high-school banner of the county, and first places in the following events: Arithmetic, junior girls' playground ball, volleyball, senior spelling, junior boys' declamation, extemporaneous speaking, senior boys' declamation, junior spelling; second places in girls' and boys' debate, girls' and boys' singles and doubles in tennis."

**SUPT. FINIS T. BELL**, of Hawley, writes: "We have won the all-round county championship for the past two years. We are entering every event this year. Although this is only a six-teacher school, we have attended and won points at the State Meet for the past two years. Our enrollment in high school has been doubled in the past two years, and I believe that the League work is the principal cause of the increase."

**GREAT INTEREST** has been added to the Tom Green County meet since San Angelo has eliminated itself from county competition by growing out of the county class, we are assured by the Director General of the county, M. T. Tucker, Jr. The meet itself, Mr. Tucker says, was a great success, and moreover the contest in exhibits held in connection with the meet proved to be most stimulating. Lakeview won the track meet, while Christoval and Knickerbocker won the literary events.

### Objects to Sources Given In League Essay Contest

(SUPT. W. T. WHITE, BONHAM)  
It is my opinion that it is a very grave mistake for the Interscholastic League to designate some particular publication as a source of material for essay writing. Many schools do not take the "Pathfinder" and are not interested in having it, unless it is absolutely necessary to have it to obtain materials for the county meets. Then, this year, it seems to me, that the subjects being listed for essays are very difficult, especially for ward schools. Possibly college students with access to the University Library could write creditable essays on the subjects listed, but I doubt if we are going to have much success with our immature pupils. This is not a complaint, but is given to you as constructive criticism in so far as I am able to understand it. I do not know whether or not other school people of the state agree with me regarding this matter.

## Finals to Decide Championships Among 5268 League Schools

### Thirty-One Trophies in Cottle County Meet



COTTLE COUNTY TROPHIES

Above is shown the thirty-one trophies given by the citizens of Paducah to the Cottle County Interscholastic League Meet. There is a loving cup for each literary event and one for each athletic team-event. Really, three more trophies have been added since the above photograph was taken. Byrd R. Lewis, of Paducah, is Director General of the Cottle County League.

### FAVORS CHANGING JUNIOR AGE TO 15

Writer Says It Will Work to Advantage of 8th and 9th Grade Rural Schools

(D. H. BOON, of Linden)

**NOTICE** in THE LEAGUER there has been a suggestion made to raise the age limit of a junior from fourteen to fifteen. I have been connected with the League work for several years; have been Director General, and have served on the County Executive Committee several years, and I think I am in a position to know this is a fine suggestion. I am highly in favor of the suggested change for the following reasons:

1. It will give the small eighth and ninth grade rural schools a fair chance.
2. It will encourage more schools to join the League. If a boy starts to school when he is seven years of age, and makes a grade each year, he will finish the ninth grade when he is fifteen. The suggested change will make him a junior as long as he is in the rural school, provided he finishes in nine years.

At the present the rural boy or girl is cut out of the League, in some

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### Urges Passage of Physical Education Bill for Texas

**PASSAGE** of such a physical education bill as is now before the State legislature will mean not that there will be more athletics in the schools of the State but that all the students in the schools will benefit equally from a well-taught program of physical education and health education, according to Dr. D. K. Brace, chairman of the University of Texas department of physical education. Dr. Brace is also chairman of the physical education committee of the Texas Congress of Mothers and Parent-Teacher Association, the chief sponsors of the bill.

"At present there are about thirty-five States that have some form of physical education legislation," Dr. Brace pointed out. "The purpose of this bill is to support the State superintendent in providing for supervisors, a course of study and the certification of teachers in physical education, so that all the students

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### NEW COMMISSIONER OF U.S. EDUCATION

Dr. William John Cooper Assumes Duties and Makes Appearance at N.E.A.

**A FEW** weeks ago, there strode into the flat white Department of Interior Building in Washington a tall, muscular man with a thick black mop of hair. His "good morning" to attendants who were just beginning to recognize him was quick, incisive. He was Dr. William John Cooper, Commissioner of Education in the U. S. Department of the Interior, succeeding tireless Dr. John James Tigert, now president of the University of Florida.

In Russia, Minister of Education Anatole Lunacharsky and in Italy Minister of Education Giuseppe Beluzzo are well-known personages. In France, the Minister of Public Instruction was once famed, grizzled Edouard Herriot; is now M. Pierre Marnaud. In the United States the lot of the Commissioner of Education is subordinate, obscure. Reason: the United States Education Commission is essentially only an adviser. His official duties are to collect statistics and general information showing the conditions and progress of education in the United States and all foreign countries; to advise state, county and local school officers as to the administration and improvement of schools." He must also publish "a number of bulletins and miscellaneous publications." He also su-

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### WILD FLOWER EXHIBIT

On Friday and Saturday of the State Interscholastic League Meet there will be a Wild Flower Exhibit in Room 224 of the Biology Building. This exhibit has been put on and has attracted much attention during each of the last two League meets. Last year nearly 250 different kinds of wild flowers from Central Texas were displayed on the seven large laboratory tables in this room. Every flower will be named in so far as possible with both common and scientific names. All delegates and visitors to the League meet are cordially invited to come by and see the exhibit at their convenience during these two days. Because of the tendency to wither, the flowers are in better condition on the first day than on the second. The exhibit is under the auspices of the systematic classes of the Botany Department, assisted by members of the Botany staff.

## NINETEENTH ANNUAL STATE MEET of the UNIVERSITY-INTERSCHOLASTIC LEAGUE

### GENERAL PROGRAM OF EVENTS

University of Texas  
May 2, 3, and 4, 1929

#### Rebate Announcement

In order to be entitled to rebate, the faculty representative, or in case no faculty representative is present, the contestant himself, must come to the General Headquarters, Y.M.C.A., Twenty-second and Guadalupe Streets, Friday or Saturday, May 3 or 4, and sign a rebate card. Unless this is done at some time during the meet, rebate will not be allowed. Faculty representatives should secure a ticket to the League Breakfast Friday, at the Y.M.C.A., General Headquarters, price 50 cents. This breakfast will be at the University Cafeteria Saturday morning at 7:30.

#### Thursday, May 2, 1929

- 2:00 P.M.—First round in boys' tennis doubles. Report at men's courts, southeast corner of stadium.
- 2:00 P.M.—First round in girls' tennis doubles. Report at Women's Courts, 24th and Wichita.
- 4:30 P.M.—Second round in boys' and girls' tennis doubles. First round in boys' and girls' tennis singles.
- 8:00 P.M.—Debate, girls' division assemble in Room 1, Garrison Hall (the large new brick building just north of the Law Building). Boys' division assemble in Law Auditorium. Matches will be assigned at these assemblies, and contestants must be present on time.

#### Friday, May 3

- 8:15 A.M.—Track and field contestants, including Rural Pentathlon, assemble on Texas Memorial Stadium field.
- 8:30 A.M.—Second round in debate—all winning teams in girls' division assemble in Room 1, Garrison Hall, for assignment. All winning teams in boys' division assemble in Law Auditorium.
- Declamation, all girls' divisions assemble in Main Building, Room 172 (which is on first floor, east end of the east wing) for assignment to rooms for contest. Be on time. Don't miss the train.
- Declamation, all boys' divisions assemble in Main Building, Room 157 (which is on first floor, east end of east wing) for assignment to rooms for contests. Be on time. Don't miss the train.
- Extemporaneous speech contestants assemble in Room 208, Education Building.
- [NOTE.—Declamation will be heard in groups of nine each, numbered Group 1, Group 2, and Group 3, respectively, the four highest in each group qualifying for the next preliminary, which will consist of the twelve highest in each division, i.e., twelve boys and twelve girls, high school and rural school.]
- [The first preliminary in extemporaneous speech will be heard in three groups of nine each, the three highest in each group qualifying for the next preliminary, which will consist of nine, the five highest qualifying for the final.]
- Journalism Conference Delegates assemble in Y.M.C.A. Auditorium.
- Three-R contestants all assemble at south entrance of Education Building for photographs and immediately thereafter in Room 312, Education Building, west side of Campus.
- Typewriting contestants, R Hall 13, shack on east side of Campus.
- Art contestants assemble in Wrenn Library, Library Building.

- 8:45 A.M.—Preliminaries in track events, Texas Memorial Stadium.
- 9:00 A.M.—Second round in boys' and girls' tennis doubles (continued).
- First round in boys' and girls' tennis singles (continued).
- 10:30 A.M.—Third round in boys' and girls' tennis doubles. Second round in boys' and girls' tennis singles.
- 11:00 A.M.—Third round in debate, boys and girls, Room 1, Garrison Hall.
- Winning contestants in extemporaneous speech assemble in Room 208, Education Building, for assignments in next preliminary.
- 2:00 P.M.—Final preliminaries in declamation. Girls' divisions assemble in Room 172, Main Building. Boys' divisions assemble in Room 157, Main Building. The five highest in each division will be selected for the final public contest.
- Fourth round in boys' and girls' tennis doubles.
- 4:00 P.M.—Third round in boys' and girls' tennis singles.
- 4:30 P.M.—Semi-finals debate, girls and boys, winners in third round, assemble in Room 1, Garrison Hall.
- 8:00 P.M.—In Room 1, Garrison Hall: Final contest in declamation high school boys, rural school girls, and rural school boys.
- In Law Auditorium: Final contest in high-school girls' declamation and in extemporaneous speech.
- One-Act Play: Austin High School Auditorium, Twelfth and Rio Grande Streets.

#### Saturday, May 4

- 7:30 A.M.—Breakfast for faculty representatives at University Cafeteria, after which will occur the State meeting for discussion of rules and regulations of contests and other matters for the good of the order.
- 9:00 A.M.—Fourth round in boys' and girls' tennis singles. Semi-finals in boys' and girls' tennis doubles.
- 11:00 A.M.—Final debate, boys' division, Y.M.C.A. Auditorium.
- 11:30 A.M.—Semi-finals in boys' and girls' tennis singles.
- 2:30 P.M.—Final track meet, Texas Memorial Stadium. Finals in boys' and girls' tennis doubles.
- 4:00 P.M.—Finals in boys' and girls' tennis singles.
- 7:30 P.M.—Final girls' debate, Room 1, Garrison Hall; Dean T. H. Shelby, presiding.

#### SPECIAL NOTICES

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

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### SINGING MEET IN COUNTY POPULAR

Rules Given for Conducting This Interesting Event in Palo Pinto County

(By SUPT. H. D. THOMASON, of Strawn.)

**R**ELATIVE to your request for the method of conducting the singing contests in connection with our Interscholastic League meet, I wish to say that we are yet in the primary stage of the experiment, though we have had the contest for several years in this county.

The purpose of the contests is to give the audiences some rest between the debates and declamation contests. Music does afford this and the contest element makes it doubly refreshing. These contests are engaged in for their own sake as they count no points toward the county title and the interest is good, especially where schools have quite a bit of rivalry. I am of the opinion that the singing contests rank next to athletics in point of interest.

Our method of conducting the contests is as follows: These contests are under the direction of the Director of Music Memory, who has the selections made about a month before the county meet by some disinterested person. The names of the selections are sent to all member schools in the county and every school represented has the same songs to sing in each of the divisions. A program or schedule is made and the teams or groups entering draw for places as in declamation contests. Pupils participating in these contests must be eligible as in other contests, except accompanist, who may be anyone chosen by the schools involved, either teacher, music supervisor, or other person. The judging is done by means of a consensus of opinions of several judges, using the forensic judges as a part, and others that are known to be neutral. This is the most difficult feature of the contest but every one is in sympathy with the condition and no trouble has ever been encountered in this line. Competent judge cannot be secured very easily, especially where the contest counts nothing and funds are low.

Pennants are given winners.

### MUSIC MEMORY IS VALUABLE CONTEST

Rural Principal Gives Enthusiastic Account of This Work in Her School

**M**RS. W. P. LUPTON, principal of the Pep School, in Hockley County, writes THE LEAGUER an interesting letter concerning the value of the music memory contest, which we quote in full:

My school won the rural school championship at the Hockley County Meet held at Levelland last Friday and Saturday.

As I was director of the Music Memory Contest in Hockley County, I shall give you, as you asked me to, my reaction to the Music Memory work.

After my appointment as director of the Music Memory Contest I became interested in the teaching of music appreciation. This is a three-teacher rural school, of which I am principal. I gave the course in music appreciation to all the pupils of the school. I was greatly assisted in this by the bulletins published by the League. Our pupils thoroughly enjoyed the course. I feel that it developed in them a sincere appreciation of good music. Even the youngest children showed great interest in the music. After I told the story of Peer Gynt, the youngest pupils became thrilled when they heard "In the Hall of the Mountain King" played. Some of them declared they could hear Peer "holler" when the angry dwarfs fell on him. Some of the children are urging their parents to purchase their favorite music memory records. "The Anvil Chorus," "Amaryllis," and other classic records have replaced "Three Black Crows" and jazz in their affections.

Our Community Club purchased the records needed by the school for the Music Memory Contest. At the club meetings I am repeating with slight changes the course given the school children. The Music Memory Contest then has been the means of arousing not only in the children but also in their parents an appreciation of classic music. No one in the community has profited more greatly nor enjoyed more deeply the course than have I myself. I did not properly

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## Texas Railroads Name Very Attractive Rates to State Meet

**R**IDE the railroads (and save money) to the State Meet. This is particularly addressed to those living at distant points. The rates granted this year are on the zone basis, ranging from one and a half fare from points in Zone 1 to round trip for one fare plus a dollar from the most distant points which fall in Zone 5.

D. J. Price, of Palestine, general passenger agent of the Missouri Pacific Lines, who secured this rate for the League through the Southwestern Passenger Association, transmits a communication from J. E. Hannegan, of St. Louis, chairman of the Southwest Passenger Association, giving the following explanation:

"It will be observed that this is a lower basis of fares than previously made effective, and is substantially fare and one-third fare for the round trip from points where the rate is \$5.40 or less; \$7.20 for the round trip where the one-way rate is 5.41 to \$6, inclusive, and fare and one-fifth for the round trip from points where the one-way rate is in excess of \$6.

"Those desiring to purchase these tickets are to present identification certificate, which when presented to agent will authorize purchase of such round trip ticket on basis named."

The zones follow:

- Zone 1: Covers territory up to 299 miles of the meeting, general basis being fare and one-half, not to exceed the fare from first point in Zone 2.
- Zone 2: Covers territory 300 to 349 miles, inclusive, of the meeting, general basis being fare and one-tenth, not to exceed the fare from first point in Zone 3.
- Zone 3: Covers territory 350 to 449 miles, inclusive, of the meeting, general basis being fare and one-fifth, not to exceed the fare from first point in Zone 4.
- Zone 4: Covers territory 450 to 599 miles, inclusive, of the meeting, general basis being fare and one-tenth, not to exceed the fare from first point in Zone 5.
- Zone 5: Covers territory 600 miles or over to place of meeting, general basis being the one-way fare plus \$1.

Identification certificates will be sent out, as usual.



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

ROY BEDICHEK - - - - - Editor

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

**FLOP**—that's the word which describes the way papers or fans drop the famous high school or college athlete when his days of participation are over. He is no longer a matter of news, although there is some kindly reminiscence before he passes entirely out of the picture. What a difference between being the cynosure of a hundred thousand pairs of eyes on Thanksgiving, name in box-car letters on the front page of half the papers in the state one day, and calling on some obscure country merchant who has never heard of you the week following in the hope of selling him an order of soap or calico! And yet that's what thousands of boys who have had four or five years of the hysterical publicity of the sports columns are up against when they leave school. It takes more guts to face this for a few years than it ever took to force nerve and sinew to serve their turn in the last minute of the last quarter of his most desperately fought gridiron battle.

**INFORMATION** required of contestants in the music memory contests this year was of strictly musical nature. Instead of providing a test which called for much practice in plain writing, spelling, and punctuation, the League score card was so arranged that the contestant who had acquired the necessary musical information could make a perfect score without writing a word. It was all done by checks, numbering and underscoring. Still there are far fewer perfect scores this year than ever before. For testing the musical information, the League prepared and mailed out to each county meet in music memory a set of unfamiliar records—that is, records of selections which the contestant had not previously studied. These were used to test the contestants ability to recognize instrumental tone, measure, type of selection, and theme. This was required in addition to the regular memory part of the contest. In order to supply the demand, it was necessary to prepare about 100 sets of unfamiliar records which were sent out free of charge. Many music supervisors have expressed satisfaction with this new plan, some dissatisfaction, while the far greater percentage are silent. Please speak up, you silent ones, and let's have your suggestions before they are too late to affect next year's rules.

**DEBATE** is the oldest contest in the League and should be one of the most educational. But is it? We question sometimes whether or not it should be preserved at all in its present form. Commercial bureaus begin flooding the state with circulars advertising speeches as soon as the question is announced. A little worthless material is scraped together from here or there, bound into a leaflet and sold for from \$2.50 to \$5 per copy. One case before the state executive committee this year showed that debaters had memorized some of these prepared speeches practically verbatim. It is noted and charged frequently that girls and boys teams from the same school have word for word the same speeches. If so, someone has cheated. Indeed, it is all very discouraging, for we find dishonesty actually promoted; we find collusion in deception between teachers and pupils; we have so much declamation and so little original thought, so much canned rebuttal and so little spontaneous challenge and answer, that we are tempted to turn away from the whole thing in disgust. On the other hand, we sometimes come into contact with genuine debating, we hear a team that has mastered its subject and can maintain its positions with fact and wit; we hear arguments which show intelligent coaching and thorough-going investigation of the question, and then we become somewhat reconciled. But it does seem to us that the former class is becoming so numerous as to be the rule and the latter so scarce as to become the exception. Lets give some serious thought to the matter of stopping cheating in debate; devise some means of correcting the abuse which threatens to turn this ancient and honorable intellectual sport into a criminal joke.

**GIRLS'** athletics in many institutions of higher learning are undergoing rapid revision in the direction of eliminating or lessening the competitive impulse. Play days, games for fun, contests among composite teams, that is, teams upon which contestants from different institutions are indiscriminately mixed, and many other devices for lessening or subduing rivalry are being put into use. The theory is that girls are harmed by strenuous competitive endeavor, that they are not nervously organized to stand the strain, and that games or contests stimulating the fierce rivalry that we are accustomed to observe in boys' games, do them more harm than good. The department of physical education for women in the University of Texas has long advocated this view, and has put these theories into effect on the campus. While unprepared either to combat or endorse the movement, we see one thing very much in its favor and that is that it does away with the exhibitive feature of athletics. No crowds throng about girls' games, there is no problem of gate-receipts, the sports columns don't bandy the names of girl athletes about, there is no recruiting problem, no eligibility problems of any kind. On the other hand, it is not a weak and ineffective sort of stimulation which is here given. Is any training in sportsmanship possible when there is no temptation provided to be either sportsmanlike or unsportsmanlike, is there a chance to favorably direct the emotional drive, when emotions are not perceptible engaged? These are not rhetorical questions. We really want to know.

**BULLETIN** distribution by the League to member-schools for the past year is about as follows: Spelling, 200,000; debate, 8,000; music memory, 5,000; number-sense, 50,000; Leaguer, 128,000; Constitution, 10,000; miscellaneous publications, 20,000; total, 421,000.

Membership in the League went to 5,268 schools with aggregate membership fees collected of about \$12,000, practically all of which will be returned to member-schools in the form of rebate on railroad fares to qualified delegates and contestants attending the state meet. Three hundred teams, plus, have participated in 2,000 League football games; 1,400 basketball teams have engaged in about 14,000 League interschool matches; 250 high school one-act play casts have met in twenty-four district tournaments, and the twenty-four district winners have been brought together into four regional tournaments to determine participation in state tournament; 220 county meets have been held to determine winners in track and field, debate, declamation, tennis, extemporaneous speech, etc., for participation in twenty-seven district meets; sixty-two high school papers have entered the journalism contest and complete files for the year have been read, graded and winners determined; one hundred schools have participated in eleven League type-writing tournaments. Fifteen hundred public school teachers have served as county officers of the League; twenty higher educational institutions have assisted in holding League meets of one kind or another. In short, this has been a full year.

**NINE** million two hundred thousand dollars is the price paid in Indiana for high school basketball, according to an I.N.S. news dispatch dated April 6. We are told that 377,000 persons witness high school basketball games every week in the Hoosier state; and that during the season 7,540,000 spectators are drawn around the courts. There are 700 gymnasiums with basketball courts in Indiana to accommodate 754 basketball ball teams. Fifty thousand youths per season compete in high school basketball, according to the same dispatch. These figures are furnished by Albert E. Needham, president of the Muncie Bar Association. Championships in high school basketball in Indiana are settled entirely by the tournament method. This builds up huge receipts. The state association takes a certain percentage of the gate receipts of each tournament. It has now invested in bonds nearly a hundred thousand dollars after paying its managers handsome salaries and paying forty thousand dollars rental four seasons in advance for a place in which to hold the state tournament. This illustrates the possibilities of making high school sport pay. Whatever the educational dividends may be, one cannot quarrel with the cash balance. If the purpose of high school basketball ball is to make money, Indiana has the most successful state-wide high school basketball association in the United States. If eligibility requirements are high and strictly enforced, if too many teams are not crowded into the tournaments so as to make the play exhausting, if enthusiasm is not built up at the expense of other wholesome school activities, if—and with many other ifs—we think this showing fine.

## OFF-SIDES

By the Editor

**INVITING** one of the League one-act play tournaments into its hospitable doors, the Pearsall High School, through the superintendent, George P. Barron, says: "Pearsall has just completed a first class high school building with an auditorium capable of seating 1,000 people. Our auditorium is one of the best to be found in Southwest Texas, not excepting San Antonio. We have also purchased \$2,000.00 worth of stage scenery that can be used on such an occasion. We shall be pleased, indeed, to have our auditorium used in either the regional or district contest, preferably the former. Pearsall is going strong on the one-act play contest. There are six casts, each having a different play, striving to capture the honor of representing the school in this contest."

**CHIVALRY** got a severe setback in a report issued from the Federal Trade Commission investigation recently to the effect that Mrs. John D. Sherman, while president of the General Federation of Women's Clubs, received \$600 apiece for twenty-four magazine articles on home equipment and kindred topics, said sum being paid by the National Electric Light Association, publicity organization for U. S. power companies. Lending the name of a distinguished position to publicity peddlers for a business in bad odor is certainly not good form. More and more we think less and less of the great regeneration which was going to take place when women rise high in the political councils of the nation. In responsible positions they behave very much as men do; no better, no worse.

**ADA PATTERSON**, writing in *Harper's Bazar* for March, 1929, announces what is apparently an undying hatred for men.

"If men knew what women think of them human males would crumple," she says. But maybe this is merely a mistake in punctuation. We choose the more charitable view, and punctuate this sentence thus: "If men knew what women think of them human males would crumple." This is a more likely and likeable version. Emotionally overwrought, Miss Patterson simply failed to insert the comma. Of course, a purist would quarrel with this use of "them," but we're not particularly fussy. Now if this is what Miss Patterson means (we hazard the "Miss"), we find ourselves impelled to rush chivalrically to the defense of women. The average woman's thought, we think, is fairly innocent, and nothing to be ashamed of. We can't entertain the implication, even if Ada Patterson does make it. And we'd like to know what kind of women Ada has been running around with to get that impression. We don't want to be offensive, but we firmly ask her this question. And hating males, as she avers she does, why doesn't she crumple some of them by the mere expedient of letting them know what she thinks? Although doubtful, our curiosity is being piqued. We shall begin interrogating of our female acquaintances with a new interest. And perhaps it's just the delicious danger of being suddenly "crumpled" which lends spice to the adventure.

**CARTOONISTS** never tire of picturing the mild humanitarian in spectacles interposing in a domestic squabble only to find that the combatants join hands against him. The last frame of the strip shows that his exit from the household in which he preferred his friendly offices is accelerated by an impetus imparted by both boot and slipper. Not unmindful of the deep truth thus illustrated, we propose, nevertheless, to offer a word in a local controversy which has arisen in Amarillo between Gene Howe, editor of the *Amarillo News-Globe*, on the one hand, and "members of the music clubs" of the same city on the other.

It is alleged in an Associated Press dispatch that Howe once accused America's Hero of having the swell-head because of said Hero's non-stop flight over Potter County. In Mr. Howe's defense it may be pointed out that any one (hero or not) who passes up or passes over a West Texas municipality has something the matter with him, although we can't go quite so far as to agree that it is swell-head. More careful diagnosis is necessary before the exact nature of the ailment can be determined and with certainty announced. But the dispatch fails to credit Editor Howe, after being convinced of error, with an apology, and this we call good sportsmanship which any reference to the affair should in fairness rehearse.

The collision with the music clubs is another matter. Under the nom

de plume "Erasmus Tack" he castigates a performance of the Chicago Opera Company, declaring that Thais "had been cut shamelessly," that stars "saved their voices," and that "Mary Garden is so old she totters."

"Members of the Amarillo music clubs" (we are careful to quote the exact language of the dispatch, although realizing that this is no defense against libel) "protested in a public statement said it was 'extremely bad taste for a small town critic even to attempt an intelligent criticism of such a world famous organization.'"

We emphatically dissent. Mr. Howe's critical ability is not here in question. It may be good; it may be poor. We don't know. We didn't read his piece, we didn't hear the opera; and if we had both read and heard, we shouldn't know whether it was good opera and bad criticism, or vice versa. But this we do know, and upon this rock we shall found our protest: Because a person is small-town is no sign he is a poor critic. Members of the music clubs, do you not recall Shakespeare trekking from the small town of Stratford up to the big city of London just ahead of the sheriff, and in a few years, setting an immortal pace for drama writers of all succeeding ages; our own Emerson in provincial America making the wise heads of Europe cock a listening ear towards the small town of Concord, and Thoreau, his yard-man, speaking also with a voice of highest critical authority; and the sage Kant (who never left the small town of Konigsberg in all his days) criticizing the very foundations of human thought, and upsetting the bigtown bigwigs in philosophy? Have you not heretofore heard all this? And still you flout the small-town critic? Really, what we need these days, if you will allow us the luxury of lecturing, is more small-town independence in style, in art, in amusements, in finance, industry, education and in everything else. "Inland American," as Walt Whitman called small-town and rural America, has the healthiest conscience in the world. If this nation is ever to make any original contribution to art, that contribution will come not from metropolitan America which takes ideas and ideals from Europe, a faint reflection of a reflection seen in the ghostly light of an out-worn feudalism—but it will come from Main-Street America, about which cheap literary wits now have such a gay time. Really, ladies and gentlemen of the music club, let's have less of that sickly deference to the big town which brands as worthless everything in American art of non-metropolitan origin. Moreover, if Editor Howe believes that an opera star is so young that she titters or so old that she totters; he has a perfect right to say so, no matter whether she hails from racquet-ridden Chicago, Constantinople, or Shanghai.

### CHOOSING A CAREER

(BY PROF. A. VALLANCE)

**IN** the field of Mechanical Engineering the individual is fitted for such work as: the design and operation of power plants, refrigeration and ice plants, industrial plants of all kinds, oil and gas pipe lines and pumping systems, heating and ventilating plants for buildings, special tool and machine design and manufacturing, industrial management, foundry and machine shop control, inspection of industrial plants for insurance, safety engineering, automotive and aeronautical design, and sales of lubricants and mechanical equipment.

Mechanical Engineering graduates of the University are engaged in a varied line of endeavor from erection of large steam turbines to power plant design and operation; from natural gasoline planted sign and construction to oil refinery operation; from the design of power plant equipment to sales of mechanical equipment; from the design of telephone wire making machines to the design of diesel-engine driven locomotives; from research in air measurement to research in steam turbine blade construction. In fact, everything that has to do with the design, manufacturing, selling, construction and operation of machinery is represented in the work being done by Mechanical Engineering graduates of the University.

A speaker at the recent meeting of the N.E.A. was reminded of the versatility and range of the modern flapper's conversation. "She will discuss anything," he was assured. "And that's just the trouble," rejoined the learned lecturer, "she'll discuss anything, but she won't discuss anything else."

In the thought of him that is at ease there is contempt for misfortune. Job.

## High-School Press

By DeWitt Reddick

**BY** the time this column goes to press, the grading of the issues of the papers which are members of the I.L.P.C. will be nearly completed and in a few days the high-ranking papers in each class in each division of the state will be announced.

There are 62 high school papers enrolled in the I.L.P.C. Of these, twenty-four have to be chosen to send delegates to Austin who will take part in the five journalism contests to be held here May 3 and 4.

According to the plan upon which our conference is organized, the State is divided into four sections by the intersection of the 98th meridian with the 31st parallel of latitude, and these four sections are known as Northwest, Northeast, Southwest, and Southeast.

In each section, the papers are divided into three classes as follows: Class A, papers from high schools with an enrollment of 500 or more last year; Class B, papers from high schools with an enrollment less than 500 but more than 200 last year; Class C, papers from high schools with less than 200 enrollment last year.

### 64 Called, 24 Chosen

The two best papers out of each class in each section will be chosen on a basis of the papers issued throughout the year from the opening of school until March 15. This means that twenty-four papers will be chosen out of the sixty-two that are enrolled in the conference. Each of these twenty-four will be privileged to send two delegates to take part in the Journalism contests and the Journalism discussions in Austin May 3 and 4, and these two delegates will be furnished rooms while in Austin and will be given the railroad rebate privilege given to other Interscholastic League delegates. The winning papers may send more than two delegates to the meet in Austin, but these extra delegates cannot be given the railroad rebate nor be furnished with rooms by the League. They may take part in all of the Journalism discussions, but they will not enter the five Journalism contests, for these are open only to two officially elected delegates from each paper.

The staff of those papers which are enrolled in the I.L.P.C. but which are not selected as the district winning papers are cordially urged to send delegates to the conference meeting. Though these delegates will not have the railroad rebate nor be furnished with free lodging nor enter the five Journalism contests, they will take part in all discussions of high-school newspaper problems and will be treated as guests of the University of Texas during their two-day stay in Austin.

### Grading Chart

A careful chart for grading the papers has been followed by the committee of Sigma Delta Chi assigned to that work. The points considered are as follows:

- General Appearance.** Type harmony: Does the type used for the body of the story harmonize with the type used for headlines? Do the various kinds of types used in the different kinds of headlines blend well with each other? Make-up of the front page: Is a definite scheme of make-up revealed by neatly organized arrangements of headlines? Make-up of inside pages, including advertising: Is the largest head on each inside page placed on the outside column of that page? Are the ads pyramidical from right to left on each inside page? Number of stories on the front page: Does the front page carry so many stories that it looks chopped up and crammed with headlines? Or does it carry so few stories that it has too few headlines to give it a well-balanced appearance?
- Headlines.** Consistency: Is a definite schedule of headlines used from one issue to the next, or does each issue appear with a new series of headlines? Contents: Do the headlines tell the important facts of the stories? Do they fulfill the other rules for headline writing?
- Advertising.** Amount: Is the amount of advertising used out of proportion to the space devoted to news? General Nature: Do the ads really put over a selling idea, for the merchants or are they merely labels giving the names of the merchants and their addresses? Make-up: Are the ads attractively laid out in type? Are they placed on the inside pages in a pyramid form?
- News Stories.** Grammar and Punctuation: Do the stories follow the rules of English?

General Style: Are the stories written with clearness, vigor, conciseness, and originality?

Structure: Does the lead to each news story tell all of the principal facts of that story? Does the body of the story properly stress the essential details?

5. Editorials. Subject matter: Do the editorials stress matters that are of interest to the students of the school? Do they pick definite problems confronting the students of their own school? Style: Is the material in each editorial well organized. Does each editorial have and express a definite purpose? Does each possess the qualifications of good style?

6. News Evaluation. Were the most important stories given the largest heads and the most prominent positions in the paper?

7. Coverage of the News Field. Do stories appear representing all of the activities of the students and of the school or are the stories restricted to the doings of a few students?

8. Services to the School. What services is each paper giving its school? Is it encouraging school spirit? Supporting athletics? Is it encouraging scholarship by publishing honor rolls and selected English themes (to some extent)? Has it conducted any editorial campaigns for less noise in the halls, for better conduct in classes, or for any other student improvement in the school?

9. Copyreading and proofreading throughout the paper. Have many errors of any kind been allowed to get into the papers?

10. Student Work on the Paper. How much of the art and cartoons is the work of local students as compared to the amount of art work used by teachers and from commercial sources? How much of the humor in the paper is local and original and how much of it is clipped? How much of the news is apparently written by students and how much by teachers? Is the printing done by students or by a commercial firm?

All of these elements must be taken into consideration in the grading of the high-school papers to pick those in each class which may send representatives to the Journalism contests in Austin.

Why not grade your own paper by this chart? Study your paper and what it is doing under each division of the chart. In this manner you may pick out your weak spots and set forth to strengthen these spots.

May 3 is not far away. Be getting ready for that meeting in Austin.

EXTENSION LIBRARY

**SINCE** the high school age is the time for choosing a vocation—"which is the natural basis of efficiency"—the Extension Loan Library feels that this is our opportunity to help by suggesting a list from which theme subjects may be selected.

Following is a list of subjects suitable for themes:

Advertising as a Vocation, Agriculture as a Vocation, Architecture as a Vocation, Army as a Vocation, Athletics as a Vocation, Aviation as a Vocation.

Banking as a Vocation, Botany as a Vocation, Building as a Vocation, Business as a Vocation, Buying as a Vocation.

Chemistry as a Vocation, Costume Designing as a Vocation, Dentistry as a Vocation.

Electricity as a Vocation, Engineering as a Vocation, Forestry as a Vocation, Geology as a Vocation.

Home Economics as a Vocation, Interior Decoration as a Vocation, Journalism as a Vocation.

Law as a Vocation, Library Work as a Vocation, Mathematics as a Vocation, Medicine as a Vocation, Ministry as a Vocation, Music as a Vocation.

Navy as a Vocation, Nursing as a Vocation, Physics as a Vocation, Printing as a Vocation, Psychology as a Vocation, Public Service as a Vocation.

Real Estate as a Vocation, Secretary as a Vocation, Selling as a Vocation, Stage as a Vocation, Teaching as a Vocation, Telephone Service as a Vocation.

Violin as a Vocation, Window Decoration as a Vocation, Zoology as a Vocation.

"I say the best speeches of the community scattered through the land, discussing finance, taxes, education, are the education of the common people, and they learn more in a year of universal debate than they would in twenty years of reading and thinking without such help."

—Henry Ward Beecher.



Ten-Semester Rule

The following interpretations have been made by the State Executive Committee in regard to the application of the ten-semester rule:

1. A pupil becomes a high-school student only when he enrolls for three or more high-school subjects.

2. An enrollment for a period as long as three weeks shall be considered a semester's attendance.

It is suggested that terms in schools of less than eight and more than four and one-half months duration shall be considered in interpreting this rule, as a semester and a half.

"Last Semester"

Question arose as to whether a contestant was eligible to compete in a basket ball game the Saturday night following the Friday which was the last school day of the fall semester. The contestant had failed to pass in three credit courses during the spring semester of the preceding school year, but had passed in three credit courses during the fall semester. At the time of the game, it was a question of which was the "last semester," the fall or the spring semester. The committee ruled that the contestant was ineligible since the fall semester does not close until the new semester has begun, and the new semester does not begin until school is in session again after the last school day of the fall semester.



THE EXTENSION TEACHING BUREAU of the University of Texas is of inestimable value to students who find it impossible to remain in school until they have finished their work toward a degree, but who are enabled to continue much of their undergraduate work by correspondence. This system assures their maintaining a contact with the University which would not be possible in any other way. It is not difficult to see that being able to finish up certain courses by correspondence while teaching or working outside is a very important advantage to those students who must do the work for their degrees on the installment plan.

The fact that these courses are planned and directed by regular faculty members attests to their quality and thoroughness. It is an interesting process by which a course is prepared for the student, from the time the assignments are worked up by the instructor, to the time they are received by the student for his preparation. The instructor plans the assignments to follow closely the contents of instruction in residence, with such additions and enlargements as are necessary to recompense for the lack of class lectures. He then prepares a series of questions which are designed to cover the most important points in the assignments, and to necessitate the student's having a fairly thorough knowledge of the entire assignment before he begins his written work. These assignments and questions are worked up in definite order by the instructor, and turned over to the Extension Teaching Bureau for final preparation. Each lesson has a clear assignment, followed by a series of questions which are to be answered for the most part without the aid of the open textbook, after the student has spent some time in studying the assignment. These lessons are very carefully cut on letter size stencil paper and these stencils run on a good quality of paper. The bureau turns this mimeographed material over to the instructor, who sends out his own assignments. Thus it is that the student receives a very clear and concise set of assignments, with usually a sheet of directions for preparation attached. The finished lessons are sent by the student directly to the instructor, who grades and returns them promptly, making a record of the grades on the individual record card which he keeps on file until the student has finished his course. It can easily be seen that this is a thoroughly efficient and satisfactory means by which the working student can keep up at least a part of his work toward a degree.

SAYS NEW DEBATE PLAN IMPROVEMENT

Oregon Team Returns from World Tour with Radical Suggestions

THAT two extremes are found in present day debating and that neither is conducive to the greatest interest and intellectual benefit are the conclusions drawn by the University of Oregon's world touring debate team, recently. It was also decided that the winning of decisions must be of incidental importance, though not necessarily abolished.

According to the Oregon team the styles of debate prevalent in the various countries of the world may be classified either under the "formal, logical, but often boring American system goes to the opposite extreme informative, but extraordinarily humorous form known as the 'Oxford plan.'" While the "Oxford" style places too great an emphasis on entertainment without due regard to instruction, the typical American system goes to the opposite extreme in requiring instruction often at the expense of entertainment.

As a result of these findings the Oregon forensic department has developed the so-called "Oregon Plan" as an experiment for the improvement of debate work. This system calls for a two-man debate team in which the first speaker presents the constructive argument while the second cross-examines his opponents and summarizes the case. This requires thorough preparation on the part of the debaters and the unexpected turns of the questions and the spontaneous answers maintain the closest attention of the audience.

The Oregon team also declared that the minimum of emphasis should be placed on the winning of decisions because judges are too often prejudiced either in favor of a team or a certain side of the question. Also "quibbling over unpopular sides of the question, methods of judging, and hairsplitting interpretation of points at issue" frustrate the fundamental ends of the discussion.—(The High School Debater, Feb., 1929.)

Books and Magazines

The Literary Scroll, official organ of the National Forensic Fraternity of Phi Delta Gamma, February, 1929, Vol. II, No. 2.

Public speaking teachers should be interested in this publication edited by William O. Moore, of the Department of Public Speaking of the University of Texas. It contains no advertising. Articles are by well known public speaking authorities, principally public speaking teachers in colleges and universities scattered over the country. Among the titles of articles indicative of the character of the journal, are the following: "The Ethics of Public Speaking," "O, Wise and Upright Judge!" "Comic Relief in Debate," etc.

R.B.

West Texas Historical and Scientific Society: Publications No. 2, bulletin of the Sul Ross State Teachers College, Alpine, Texas.

The organization of a scientific and historical society in Texas west of the Pecos is an enterprise which certainly deserves the support of all forward looking people not only of the particular region concerned, but of the entire State. This organization has been functioning for some time, and its publications are worthy of serious consideration. Particularly is the last one full of meat and entertainment. H. T. Fletcher, whom we happened to know is a prominent cattle man of Brewster County, contributes a scientific article to this issue of the society entitled "Notes on the Vegetation of the Green Valley Region." Not only is Mr. Fletcher a botanist of repute but he has studied the geology of his region, knows a good deal about the birds from a scientific standpoint—in short, is a rather unusual cowboy. A sprinkling of folklore seasons this bulletin acceptably in the articles entitled "The Cross on Brogado Hill," and "Some Place Names and Mexican Superstitions of the Balmorhea Neighborhood." Victor J. Smith, formerly of the Teachers College faculty, but now of El Paso, begins a series of three related articles. This one deal with Cabeza de Vaca, the Rodriguez Party, the Espejo Party, and the Mendoza Trail. Maps and other illustrative materials are included. The second article will deal with the locations of Spanish weapons found in the Big Bend country, and the last with the locations of trails, forts, missions, military camps, etc. There are a number of shorter articles well worth while.

R.B.

DR. WHAREY EDITS ENGLISH CLASSIC

Clarendon Press Issues Texas Scholar's Study of John Bunyan

(By Dr. L. W. Payne, Jr.)

IT is gratifying to announce the distinct honor that has come to Texas and to American scholarship in the recognition accorded abroad to Dr. J. B. Wharey of the University of Texas upon the publication by the Clarendon Press, Oxford, England, of his definitive edition of Bunyan's masterpiece. English critics are unanimous in their judgment that this new edition of *The Pilgrim's Progress* will be the authoritative form of this world classic for many years to come. In fact, so thoroughly and completely has the work been done that the present edition may be called definitive. Upon its first publication in 1678 *The Pilgrim's Progress* became enormously popular; it appeared in eleven editions—really thirteen, since there were two of the fifth and two of the ninth—during the remaining years of Bunyan's life; and as everybody knows the number of reprints and translations of the book since Bunyan's death in 1688 has been so large that it is almost impossible to estimate them; next to the Bible it is the most widely circulated book in English literature. Moreover, even during Bunyan's life time there were numerous pirated editions, and in recent times many "made-up" editions have been exploited from time to time and sold at enormous prices to millionaire book collectors. Hence the problem of determining the genuine editions in all their varieties, of detecting the spurious editions, and of estimating the relative importance of these numerous prints was an exceedingly difficult and complex one.

Result of Long Study

Professor Wharey has been a close student of Bunyan for more than a quarter of a century. His interest in *The Pilgrim's Progress* began with a seminar paper prepared in the late nineties for a course under Professor J. W. Bright of Johns Hopkins University. Then in 1902 Professor Wharey spent a year in studying the problem of Bunyan's sources at the British Museum, at Bedford, and at other points of interest in connection with Bunyan. In 1904 he returned to Johns Hopkins and took his doctor's degree, publishing at that time his dissertation, "The Sources of Bunyan's *The Pilgrim's Progress*." Since graduation he has continued to work on Bunyan as opportunity offered, and about six years ago he determined to complete his study of the early editions of the *Progress* with the idea of publishing a definitive edition during the tercentenary celebration (1928) of Bunyan's birth (1628). He had photostat reproductions made of practically all the early editions of the *Progress* known in this country. Then in 1927-1928 he asked for a leave of absence to complete his study by going to examine personally the great collections of Bunyaniana in the Lenox and Pierpont Morgan libraries in New York and in the British Museum in London. When his task was nearing completion, the officers of the Clarendon Press at Oxford learned of his work and immediately and enthusiastically agreed to bring out Dr. Wharey's authoritative edition of the two parts of *The Pilgrim's Progress* as a contribution to the program for the Bunyan tercentenary celebration.

Early Texts Photographed

Previous attempts at reproducing an authentic text had been handicapped by the fact that no one scholar of the past was ever able to collate all the early editions because of the impossibility, up until recent times, of locating the early texts, and of bringing them together for purposes of comparative study. Only by means of the modern methods of photographic reproductions has Professor Wharey been able to collate and differentiate all the early editions. (His collection of photostatic reproductions will eventually be deposited in the Library of the University of Texas.) Robert Southey attempted to restore an authentic text (1830); but "admirable as his efforts were," says Professor Wharey, "Southey was hopelessly handicapped in not having access to the early editions, the eighth being the earliest edition he

was able to find." The splendid work (1848) of George Offor was partially vitiated by the fact that this editor chose an unfortunate method of presentation. He undertook to make a sort of nondescript combination of all editions by reprinting the first edition with the later additions and corrections interpolated in the body of the text, the new material being distinguished from that of the first edition by being placed in single quotation marks or, as he expressed it, "inclosed in inverted commas." This method naturally caused confusion, had grammar, and sometimes perverted sense, and, as Professor Wharey remarks, was unfair to Bunyan because it made him guilty of blunders and structural anomalies for which he was not responsible.

Variants in Footnotes

The only sensible thing to do was to select the most nearly perfect of the eleven (really thirteen) early editions, some of which undoubtedly had the author's personal revisions and supervision as they passed through the press, and then give the variants of the other editions in footnotes. Professor Wharey, by a careful process of elimination, decided on the third edition as the most nearly perfect basic text, and then proceeded to build up his variorum readings in condensed and easily accessible form at the bottom of the page. He determined the best readings for all texts, and the most important of these he included in the body of his text, differentiating all corrections or additions by the use of triangular brackets (< >). Thus we have an authoritative final text, as nearly as one can be made, exactly in the form of Bunyan's own original composition. All marginal notes and scriptural references are included, and these have been carefully verified. For example, a scriptural reference on p. 14 is given by Dr. Wharey as follows: Isa. <45>. 17; whereas it appeared as Isa. 45, 17 in the first ten editions, the correct reference being first printed in the eleventh edition.

The present edition contains both Parts I and II, the Second Part dealing with "the setting out of Christian's wife and children, their dangerous journey, and safe arrival at the desired country." In reality Bunyan had attempted to write a second part of *The Pilgrim's Progress* by giving an allegorical contrast to Christian's journey by portraying that of a sinner a book called *The History of Mr. Budman*, but the public was not satisfied with this sort of a sequel. Several unscrupulous authors had put out worthless purported sequels called *The Pilgrim's Progress, Second Part*, so that Bunyan was forced in self-defense to continue his first success by writing a second part dealing with the progress of Christiana and her children. The Second Part appeared in two authentic editions during Bunyan's life time, and it is the second edition that Professor Wharey chooses for his basic text, variant readings from the first edition being given in footnotes.

Introduction is Bibliographical

Professor Wharey's introduction of over 100 pages is entirely bibliographical in nature. The chief services that he has rendered here are the making of complete records of all known extant survivals of early editions, the exposition of the interrelations of the various genuine editions, the pointing out of certain spurious or "made-up" editions prepared by unscrupulous book dealers, and the clearing up of many doubtful points of interpretation. Such matter is more interesting to bibliophiles than to the general public, but it is a distinct service to all concerned that these facts have been so clearly and definitively set down in this condensed and authoritative way. Strangely enough, there are more extant copies of the first edition than of any of the other early editions of Part I. Thirteen extant copies of the first edition have been located, while not more than six extant copies of any other early edition are known. Reproductions of the title pages of all the early editions are given, and the famous frontispiece illustration showing Bunyan lying asleep and dreaming of Christian bearing a heavy burden upon his back as he climbs the hill toward the wicker gate is given in three forms as it appears in the first, third, and the spurious fifth edition.

All in all we have here an authoritative and scholarly edition of one of the world's great classics. We can read here Bunyan's own writing in its original form with all the important corrections, additions, marginal notes, and so forth. No succeeding editor of the *Progress*, whether he attempts a scholarly edition or a popular one, can afford to neglect this new standard text. It is the definite library and reference edition of Bunyan's masterpiece.

*The Pilgrim's Progress from This World to That Which Is to Come*. By John Bunyan. Edited by James Blanton Wharey, Oxford, at the Clarendon Press, 1928.

Outlines Life Work of Famous Texas Educator, R. B. Cousins

Eminent in Public School Work of State Since 1883, He Is Now President of Rapidly Developing South Texas College

(BY EDITH COUSINS)

ROBERT BARTOW COUSINS was born in Fayetteville, Georgia, July 21, 1861, the day of the first great battle between the North and South. His father was a physician, and his mother a teacher, even long after her marriage. Her school was the center of the community life, students coming for miles around to attend it.

Mr. Cousins' boyhood was spent in the region of Georgia that had been devastated by Sherman's march to the sea. But his family was of sturdy pioneer stock which rebuilt a more beautiful civilization on the ruins of the old.



ROBERT BARTOW COUSINS

The first school the boy attended was known as "Shady Grove" and was taught by his aunt. The young children were taught the alphabet, a little spelling, and good manners. To the older children she taught these and the multiplication table. The school house was in a grove partially cut away near the neighborhood burying ground. It was made of logs cut to fit at the corners, with a door at each end. The doors and an open gable at one end gave all the light and ventilation necessary for summer—no one went to school in the winter. The furniture in the room consisted of a kitchen table and home-made chair for the teacher, and benches made from slabs of logs, with pegs for legs, for the children.

Attended Pioneer Schools

Later, he attended a series of schools of similar type, each lasting six weeks. The children were taught any subjects the teacher could teach. Spelling was especially emphasized, and a chapter in the Bible was spelled out each day as a reading lesson. For textbooks, the children brought with them any books the family might have at home, or any that the parents wanted them taught. School began shortly after sunrise and lasted until sundown. There was a two-hour recess in the middle of the day. On Friday afternoon everybody had to "say a speech."

His mother, not satisfied with these schools which were so very poorly and spasmodically run, determined that her children should have an education, and opened a school for them herself. To this, neighborhood children were admitted, then children from a distance until she had about sixty students. It was here that the intellectual life of the boy began.

About this time, the boy met two men who left their imprint. Senator Steve Clay, a teacher who inspired the boy with pluck and confidence, and Lieutenant W. S. Beadles, who himself a high-spirited gentleman, impressed the boy that he, too, was a gentleman, and should always be no less.

As a young man, he first attended the North Georgia Agriculture College, and later, the University of Georgia, working his way through both schools by hoeing, plowing, or any work to which he could turn his hand.

After his years at the first school, he was granted a two-year teacher's certificate. In the summer, he taught his first school, "Little Prospect." He had thirty-five students, the oldest a Confederate ex-soldier, and the youngest the soldier's six-year-old daughter.

Came to Texas in 1883

After his graduation from the university he went to Florida for a year, then came to Texas in 1883. He taught in the public schools in Longview, Texas, where he met and married the young music teacher in the school there. Leaving Longview, he went to Mineola for two years and

Austin to become president of the newly established normal school in Canyon, Texas. It had long been his idea that teacher-training should be as highly specialized as that of a lawyer or surgeon. Up until that time, the normal schools were schools of poor standing, their graduates being admitted only to freshman class in the State University.

One of his first acts at Canyon was to establish a training school in which the teacher could get training similar to that of the doctor in the clinic. The first training school in Texas was in this school in Canyon. Similarly, true to his former urgings, domestic science and agriculture were made major departments in the school.

Up to this time, the course of study of the normal schools was the same, no matter what the student intended to teach. Very early, specialized courses of study were worked out, so that the students who intended teaching primary grades were given special training in that work, while those preparing for specialized work in the higher grades were given proper training. Another year was added so that the normal schools now covered the last two years of high school and the first two of college, and the diploma granted had this standing.

The last act of Mr. Cousins, before leaving Canyon in 1917, was to add the last two years of the college work and put the high school years with a "sub-college" division. The old "normal schools" now became Teachers' Colleges, granting standard A.B. degrees, which were recognized all over the country for graduate work.

In a period of seven years, largely under his leadership, teacher-training institutions were changed from scant, struggling schools with diplomas that carried no influence, to highly specialized, standard A-1 colleges offering degrees that ranked with those of any standard college.

Became City Superintendent

In 1919, Mr. Cousins moved to Houston as city school superintendent. There he put into actual practice, those ideals and principles he had been teaching in the teacher-training school.

Mr. Cousins went to Kingsville in 1921 to organize and build the South Texas Teachers College there. In this institution, he is carrying on, building for the boys and girls of Texas.

The list of men and women in Texas who have been trained in their work under him is all but interminable. College presidents, city school superintendents, school board members, business men, preachers, and teachers in every rank of the teaching profession acknowledge his influence.

Throughout his whole life, he has been guided by the principles of Christianity and his voice has been raised in its dissemination.

He was married early in his residence in Texas to a woman whose life has been his inspiration and ballast. To them were born six children, four of whom are living and carrying on the ideals he has inculcated. The oldest son, R. B. Cousins, Jr., is the State Insurance Commissioner of Texas; the second son, Ralph P. Cousins, is a major in the Air Service, U.S.A., now stationed in the Philippines. The third son, W. K. Cousins, is sports editor of the *Wichita (Kan.) Eagle*. The daughter is now associate dean of women, and teacher of psychology in the college at Kingsville.

Mr. Cousins has served as the president of the State Teachers Association, and organized the conference for education in Texas, which group was instrumental in putting many educational principles into practice. He has organized and built two major colleges in the State. His life has been given to the education of the boys and girls of the State and he merits the esteem and confidence of all Texas.

"When we worship greatness passing by, We, ourselves, are great."

The best seller is usually the worst smeller.—(Pathfinder.)

TRUE EDUCATION

TRUE education is "something to broaden the interests and sympathies of people regardless of their daily occupation—or along with it—to lift men's thought out of the monotony and drudgery which are the common lot, to free the mind from servitude and herd opinion, to train habits of judgment and of appreciation of value, to carry on the struggle for human excellence in our day and generation, to temper passion with wisdom, to dispel prejudice with better knowledge of self, to enlist all men, in the measure that they have capacity for it, in the achievement of civilization."

—Everett Dean Martin.

