



J. W. Wood, principal of the Alice Junior High School, expresses appreciation that the picture memory contest has been added to the League's schedule of events. Says he in a recent letter:

"I have used the spelling lists in our school for the past four years and am planning to use them again this year. Am glad that the picture memory contest has been introduced into the interscholastic league work. I think that it will prove to be very popular as well as beneficial."

Miss Annie Purl, of Georgetown, writes that she has already been practicing her pupils in music memory with the records sent out by the League, and expects to continue using the tests each week until the county meet is held.

Ordering 400 copies of the spelling list, W. C. Darnell, superintendent of schools in Grand Saline, says that study of the list is made compulsory on every student beginning with the grammar grades and extending through the high school.

The League spelling lists are a great help to any school, says Supt. L. C. Pyle of Maverick. "I have used them," he writes in a recent letter, "for several years and prefer them to the spelling book."

The popularity of Sherlock Holmes is largely a reflection of the public's love for an amateur.

Especially applicable in college athletics is Masfield's exclamation: "Oh Lord, the sin—Done for the things there's money in."

"The fact that the amateur spirit no longer prevails in the major sports of many colleges should be recognized and dealt with as a reality."—Clarence E. Cason. (*The Nation*.)

Legislator Offers Help to High-School Debaters

To Superintendents of Schools:

So many requests are coming to me from members of school faculties and pupils for the arguments I have advanced against the proposal to issue State bonds as a means of financing highway building, and in favor of a current revenue policy of providing for the continuous construction of highways necessary to increasing motor transportation, that I find it easiest to respond through the preparation of a special summary of my reasons for supporting the current revenue policy, as opposed to the State bond proposal.

In this connection, permit me to suggest that the current revenue policy is the present constitutional policy, that it is in consonance with the time-honored and jealously guarded constitutional policy of Texas, maintained for generations, against allowing the State's credit to become a question of political barter and legislative expediency; that it is responsive to the fundamental doctrines of all political science which teaches that it is injudicious for governments to incur indebtedness for funds which may be derived from readily available sources of current revenue, and that it accords with the requirements of sound economic principles that adjust the burdens of taxation to the progressive policies that must constantly seek to distribute the cost of public improvements.

I trust the summary may prove serviceable to your school as a serious study of an important State problem.

Very sincerely yours,
LEONARD TILLOTSON.

(Editor's Note.—For copy of summary enclose 2 cents postage and address request to Mr. Tillotson at Sealy, Texas.)

WINNING PICTURES NOW ON EXHIBITION

League Art Contest Drawings Are Available as Traveling Exhibit

IN the Library of the Department of Architecture, University of Texas, the water colors of Elizabeth Rice, Austin High School student, are being exhibited. Miss Rice's name was inadvertently omitted in a recent list of 1929 Interscholastic League art contest prize winners—she won the first prize in painting in color from still life, which painting is included in the exhibition. She has attended summer classes in art taught by Prof. Samuel E. Gideon, and for the past two years has been studying with Sadie Cavitt Gideon.



Elizabeth Rice

Prize winning drawings and paintings in previous Interscholastic League art contests, and such modeling as can be sent, have been arranged on cardboard and can be shipped to schools for exhibition purposes. There are twelve sheets of cardboard, each 20" x 20", each punched with eyelets so the charts can easily be hung. The exhibit will include first and second awards, photographs of the contestants at work, photographs of the prize winners and other interesting data which will be helpful to schools that are desirous of knowing how the contest is conducted. Rules concerning the conduct of the 1930 Art Contest can be secured by writing to the Interscholastic League, University Station, Austin, Texas.

Applications for the Art Exhibit should be made to Professor Samuel E. Gideon, University Station, Austin, Texas.

Essay and Speech Topics

Abbreviations used in this list follow: "S," Scholastic; "R," Review of Reviews; "W," World's Work; "C," Current History.

(Continued from December Issue)

57. America Should (or Should Not) Join the League of Nations (C.H. Jan.).
58. How Lobbie Influence Legislation (C. Jan.).
59. Issues of the Recent Presidential Election in Mexico (C. Jan.).
60. Outstanding Issues in President Hoover's First Annual Message to Congress (C. Jan.).
61. Where and How Do We Get Our Styles (R. 1930).
62. President Hoover's Plans for Preventing Industrial Depression (R. Jan.).

News Topics

25. Problems Being Considered by the 1930 Called Session of the State Legislature.
26. The Dispute Between Laredo (Texas) and Mexico.
27. Problems Before the London Naval Conference.

League Announces Plan for Regional Baseball Contests

Rules Follow Closely Those in Force for Determining Regional Championship in Class B Football; District Committees Have Exclusive Jurisdiction

COMPLYING with the request voiced by the delegates at the 1929 State meeting in Austin, the League announces here-by the plan by which it will undertake to supervise high school baseball on a regional championship basis.

1. Only schools that are members of the League and who are represented at the district organization meeting are eligible to compete.

2. Eligibility rules laid down in Article VIII of the Constitution shall be strictly enforced in all games.

3. The minimum penalty for using an ineligible man in any game shall be forfeiture of the game.

4. The District Director of Athletics for the League shall be responsible for calling a meeting in his district to be held not later than March 1, 1930. At this meeting member-schools present shall elect a Baseball District Executive Committee. The District Director of Athletics shall serve as temporary chairman until a permanent chairman is elected. Each member-school present shall be entitled to one vote.

5. It shall be the duty of the Baseball District Executive Committee:

a. To arrange a round-robin schedule in the district to close not later than April 26. In districts that have more than eight participating teams, sub-districts shall be created in which case round-robin schedules shall be arranged in the sub-districts to close in sufficient time to formulate an elimination series so that the district championship may be determined by the proper time.

b. To certify to the State Office an eligible district champion not later than April 26. In case of dispute the certification shall be in writing and must be signed by a majority of the members of the committee.

c. To investigate the eligibility of players and to settle all disputes and all questions of eligibility that may arise inside the district. There shall be no appeal from any decision rendered by this committee.

6. The State shall be divided into eight regions, each region to be composed either of two or four regular Interscholastic League districts, as follows:

- Region I, Districts 1 and 2.
- Region II, Districts 3, 4, 8, and 9.
- Region III, Districts 10, 11, 14, and 19.
- Region IV, Districts 5, 6, 7, and 12.
- Region V, Districts 13 and 18.
- Region VI, Districts 17 and 22.
- Region VII, Districts 15, 16, 20 and 21.
- Region VIII, Districts 23, 24, 25 and 26.

7. Competition shall cease with the Regional Championship. Any Regional Champion that plays baseball with another Texas high school after winning the regional championship shall be suspended in baseball from one to three years.

8. In a region composed of four districts the winners in the first two districts named shall play an elimination game toward the regional championship and the second two winners named shall play. These games shall be played not later than May 3. Not later than May 10 the survivors in each region shall play for the regional championship. Each game shall be played on the home field of one of the two teams.

9. The place for playing the game shall be determined on the home and home basis. The team that was the visiting team the last time the two teams met may insist upon having the game on its home field. In case of disagreement between two teams that have had no previous baseball relations, the place shall be decided by tossing a coin.

10. The visiting team has the right to require a guarantee sufficient to cover reasonable expenses and in addition 50 per cent of the net gate receipts of the contest. Expenses of the visiting team shall be considered expenses of the game. Other expenses of the game shall be agreed upon.

11. The umpire or umpires shall be satisfactory to both parties and

OFFICERS IN 196 COUNTIES REPORT

List Is Given and Counties Not Included Should Report At Once

COUNTIES that have not reported officers should do so at once, if election has already taken place. It will improve the prospects for a good county meet if those interested in each county will see to it that officers are elected at the earliest practicable time. We publish below an alphabetical list of those counties which have reported directors to the State Office and counties not included in this list have not yet reported:

Counties Reported

Anderson, Angelina, Archer, Armstrong, Austin.
Bailey, Bandera, Bastrop, Baylor, Bee, Bell, Bexar, Blanco, Borden, Bosque, Bowie, Brazoria, Brazos, Briscoe, Brown, Burleson, Burnet, Caldwell, Callahan, Camp, Cass, Chambers, Cherokee, Childress, Clay, Coleman, Collin, Collingsworth, Colorado, Comanche, Concho, Cooke, Coryell, Cottle, Crane, Crockett, Crosby, Culberson.
Dallas, Dawson, Delta, Denton, Donley, Duval.

(Continued on Page Four)

GRID FANS STONE SCHOOL 'TRAITOR'

Kansas Rooters Take Violent Action Against Man who Protests Player

DURSUED by dozens of egg-throwing supporters of Holton High School (Holton, Kans.), A. G. Schroedermeier, superintendent of schools at Hiawatha, Kans., was forced to flee from town under guard after a football game in which Hiawatha defeated Holton, October 18.

Ire of the Holton adherents was aroused by an affidavit presented to the school board by Schroedermeier, formerly principal of the Holton school, which caused a Holton star to be declared ineligible just before game time.

Stones, eggs and mud were hurled at the car in which the Hiawatha superintendent left Holton, and cries of "traitor" sounded along the streets as he passed. A long procession of Holton automobiles followed the superintendent's car several miles.

agreed upon in advance. Beginning a game with an umpire constitutes agreement.

12. All protests must be made to the proper committee within twenty-four hours after the game is played, except that a protest based on the alleged ineligibility of a player may be made at any time during the season; provided, it is made immediately upon discovery of the facts on which the protest is based. Protests must be made in writing and signed by superintendent or principal. A protest based on an official's decision will not be considered.

13. A game cancelled after duly signed written contract has been made for the same shall be forfeited to the team not at fault; also, a team that fails to comply with the schedule arranged by the district committee shall be required to forfeit.

*Editor County schools may enter either District 8 or District 18.

SCHOOL OFFICIAL PUBLISHES NOVEL

Texas First Assistant State Superintendent Makes Debut as Author

(By T. H. Shelby)

LEON W. ROGERS, First Assistant State Superintendent of Public Instruction for Texas, is receiving congratulations from his many friends over the appearance of his book entitled "His Own People" which came from the press in December. While the book is fiction, it portrays the life of a pioneer Methodist minister's family in Texas and will enable the reader, familiar with this period, to catch a new vision of the fine spirit and hardihood of those who lived during that period of our development. Others and especially younger people will detect in the story qualities of character that made America and that are essential to her further development.



Leon W. Rogers

While the book is not an autobiography, the author, who was born in Texas in 1883, the son of an itinerant Methodist preacher, gives to the incidents recited a warmth of experience that gives the appearance of being his own life story. Both the minister-father and the son, Paul Wesley, stand out in bold relief.

The story moves with compelling interest. The incidents are human and real. The language is simple, direct and beautiful. Every word

(Continued on Page Four)

PENALTY SHOULD FALL ON FACULTY

School Suspension Unjust, Officials Declare, Unless Applied also to Individuals

THE undersigned officials of the Sudan public schools transmit to the LEAGUER for publication the following communication. The LEAGUER will welcome comments from member-schools on the suggestion. The statement follows:

With the football season drawing to a close and the opening of the basketball season just "around the corner" a few words about playing ineligible men may be in order.

These thoughts seem pertinent on The Plains: A player's eligibility can usually be determined readily if proper precautions are taken by superintendent, principal, or coach. Also, the great mass of citizenry know little or nothing of the matters, trusting them to the inquiry of their respective school officials. If their school officials, in a position to secure accurate information, certify to the eligibility of contestants, the patrons and citizens accept it as final. With this in mind the present system of penalizing a school works a very severe hardship on innocent people, causes friction between neighboring towns and districts, and creates an

(Continued on Page Four)

The Value of the One-Act Play

By W. E. Marshall, Principal, Buda High School

THE one-act play is a very important literary product. To remove from a complete life picture a single significant incident; to lay bare a motive so skilfully that its very roots are exposed; to single out an individual and around him construct a brief story based upon suggestion, portraying either humor or tragedy in condensed form—are some of the possibilities of the one-act play that are open to the one who is a master dramatist.

I have found that the one-act play offers the student a real outlet for his imagination, for his creative power, for his love of impersonation, and for his physical, mental, social, and moral advancement. Through a conscientious study of the one-act play, students rarely fail to pass their own interest and enthusiasm to their parents, making it as a contagious disease—every one becoming interested—not in the long play, but in the active, quick, sincere, and really inspiring one-act play.

Students, as well as the older people of a town or community, are hard to convince that their old way of living and "getting on" is not only incorrect but unjust, unfair, and altogether unbecoming to this day of "rapidity." To argue that the one-act play is only a make-shift, a sham, when compared with the old-time three- or four-act play—one that is drawn out, one which allots forty minutes to introducing the play, then forty minutes or more to rising action to culminate in a climax, and then about the same time to falling action incident to the end of the play—is as fallacious as arguing that life is a mere puppet in the hands of mischievous fate, or that life is but a continual drama of pain with only an occasional episode of pleasure.

The town in which I am working is rather small, but it has histrionic talent galore. Until a year or two ago a one-act play would not have drawn an audience of ten people; today, one one-act play will fill our large auditorium to capacity. How was this accomplished? It was a simple matter. My superintendent and I simply laughed and ridiculed them into it. We actually gave the students and the people in the town a thorough course in the art of the one-act play, showing its value as a builder of character, and the simplicity of its action when compared with the long play; and a thorough test in the acceptability of one-act plays by having a tournament of our own with more than ten one-act plays being presented by separate casts. This tournament was successful, and the one-act play in this town is made.

The one-act play is a distinctive dramatic type. It is an art. It is comparable to the short story. Not many years ago the short story was more or less apologetic, but is now a specific type of narrative. The one-act play was once—and that not long ago—but a curtain raiser, a "fill in," to interest the more or less illiterate, or ignorant people. It had to be simple, and was usually valueless. But today the one-act play is successful. It is a result of high literary expression.

Now the long play and the one-act play strive for the same ends: first, to achieve high literary art; second, a singleness of impression; and third, an intense dramatic interest or effect.

However, the dramaturgy of the one is quite different from the other. In the first place, the one-act play must be presented in a "single setting"; second, it must start at the beginning very rapidly and proceed with an unbroken series of dramatic elements or occurrences to a crucial movement, without a halt, without a flaw, without a digression. The one-act play must be wrought not only cunningly but must be lived skilfully and accurately, or else it is a mere waste of time to spend hours of labor digesting it only to find it utterly impossible.

It is true that the one-act play material is episodic. In truth it must be because it deals with but a single situation—one which, however, is highly intensified, imaginative, and significant. In order to "put across" the idea of one-act plays successfully, we have found that it is of utmost importance to stress the fact of intelligence, of real acting, of independence, of self-confidence, to the students. To read a one-act play for the story only is practically valueless from the viewpoint of art. Real appreciation of a one-act play lies deeper than mere plot for plot's sake.

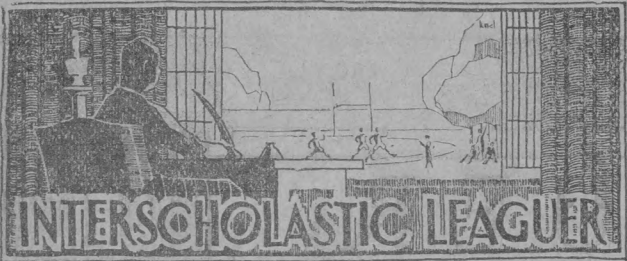
To appreciate the one-act play as it should be, and will be, it must of necessity be studied from the purely artistic viewpoint. The student must study its organic construction—"the whys and the wherefores" of its beauty, its drama, its art, and its technic. However, the human element in the play must not be overlooked. The more one knows of the technic of the violin, the more one can appreciate its music. The technicalities of the one-act play, I find are some of the most interesting drawing cards which cause students to study and understand and appreciate, and cause the members of the town or community to appreciate the art in the shorter type of drama. "And the student who will take the pains to familiarize himself with the organic construction of a typical one-act play will have gone a long way in arriving at a proper appreciation of this shorter form of drama." This is the method pursued by our school in causing an overthrow of the "long-winded," usually long drawn out, long play, and the subsequent rise of interest centered around the one-act play.

LAST CALL!

One-Act Play

No Entry Accepted After February 1

See Rule 8, Page 63, Constitution and Rules



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ROY BEDICHEK - - - - - Editor

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

Vol. XIII January, 1930 No. 5

THE WACO PRESS of December 13 brings up a very unpleasant subject, viz., that of betting on the outcome of baseball or football games. It publishes the following statute which should be read and pondered by law-abiding citizens:

ART. 646 PENAL CODE.—BETTING AT BASEBALL OR FOOTBALL. No person in this State shall enter into an agreement with another, either orally, written or implied, whereby one or both shall bet or wager money or anything of value, or otherwise become a party to any gambling scheme based upon the final result or outcome of any play or portion thereof of a game of baseball or football. . . . Any person violating this law shall be fined not less than five nor more than one hundred dollars. (Acts 1907, p. 222.)

It is probable that less than 10 per cent of the individuals who bet on games of baseball and football ever heard of this statute.

SPELLING directors are urged to secure an efficient pronouncer for the county meet. Much dissatisfaction arises in connection with this contest if the words are not pronounced properly. Even the most competent is apt to make an error unless he studies the list in advance of the meet. In one county last year, the word "cinder" was pronounced so that it sounded like "sender," and about half the contestants so spelled it. That was the fault of the person pronouncing the words, and a very grave fault it was. The papers of another county show clearly that the person pronouncing the words used the Southern dialect pronunciation of the word "poor," for nearly all the contestants wrote down "pour." It is very discouraging to the teacher to drill her pupils on proper pronunciations and proper spelling, and then be cheated of the reward which should go to good work by some careless person who undertakes the job of pronouncing the words without proper preparation for it. Such a person often means well, is good-natured about it and sorry for the mistake; but the most abominable errors in the world are not those committed intentionally with malice aforethought, but by good-natured incompetents. It is hoped that every Director of Spelling will insist upon having a competent person on hand to pronounce the words in the county spelling contest, and will then insist that such person prepare himself in advance.

THE Brownwood (Tex.) News quotes with approval the following editorial from The Saturday Evening Post:

"There can be little question that wholesome sport for the whole body of students has been relegated to a second place in comparison with the great arena contests attended by vast numbers of outside spectators.

"The Carnegie report says that the field of college athletics 'is sodden with the commercial and the material and the vested interests that these forces have created.' Many will disagree with this statement, and will insist that intercollegiate football and baseball contests held in vast amphitheaters and attended, as at the Roman arena, by the whole world of fashion and wealth, are thrilling spectacles for the sport-loving public.

"True. But there is no more reason why the colleges should supply these holiday contests for the public's benefit than that the government or chambers of commerce or boards of trade should provide them.

"We do not say that thrilling autumn football struggles, attended by scores of thousands of sport lovers, are anything but wholesome. That is not the question at issue. Such superb battles have their place. But it is no more the true purpose of colleges and universities to put up these exhibitions than it is their duty to furnish the whole public with golf courses and motion picture shows."

It is such a feeling as this that impels many a thoughtful college graduate to declare that however generous he might be toward a new gymnasium or dormitory for his alma mater, he would not give one dollar for a stadium.

A stadium is all right too—in its proper place. The Post's reference to the "Roman Arena" shows the perversion that makes all the difference in the world.

The Greeks created the amphitheater and stadium for athletic contests, and also for contests in drama, music, oratory, and dancing. It was a gymnasium and artistic center around which the life of a cultural community revolved. It was an amateur affair. Everybody got in on it. There was no commercialism.

The Romans took this fine institution and turned it into a professional spectacle for the entertainment of the populace. The colleges ought to get back to the Greek idea.

THE GOLDEN EGG

PROFESSIONALISM finally kills sport. It deadens public interest, and therefore cuts down gate-receipts. Collegiate football, being generally considered amateur, is fattening now at the expense of professional baseball and professional prize-fighting and wrestling. The public loves the amateur. Art Shires, with his braggadocio amateur talk, gets the crowd and scores in gate receipts, although he is no boxer. Of course, the public wants a good performance, it admires skill, but most of all it wants the fire and verve of the amateur performer. That's what it is willing to pay for. It admires Sherlock Holmes because he is the amateur detective who is always triumphing over the professional detective. It admires the amateur crackman and secretly hopes that he gets away with his loot. Deceived by the large gate receipts of a few of the baseball games in the major leagues, many think that professional baseball is now in the hey-day of its money-making glory. Far from it. The Haskins Bureau in Washington was asked the following question: "Was the summer of 1929 a prosperous season for baseball?" The Bureau replies: "It was a disastrous season financially. Only eight clubs among the majors showed a profit and it was small. The Chicago Cubs was an exception, having an excellent season. The Pacific Coast was the only minor league which made money." On the other hand, scholastic and collegiate sports were never more prosperous financially than at the present time. Whether or not they are strictly amateur, the public which pays to see the games thinks that they are. The Carnegie report which causes such a stir in academic circles will not jar the public's faith for the simple reason that it will not get to the public. Finally, of course, the public will lose faith in the assertions of academic authorities that school and college sport is strictly amateur unless some very vital reforms are made, and when the public does lose faith, gate receipts will fall off. Occasionally, you find college and school men advocating open and above board payment of athletes. In our opinion, such a course will kill the goose which lays the golden egg, no matter how much we may approve of the honesty of such a course. Amateurism is the goose; she lays the golden egg.

TEXAS FOOTBALL SEASON

FOOTBALL in Texas should be played between October 15 and January 1, according to James Edward Rogers, Director National Physical Education Service, and national authority in the physical education field.

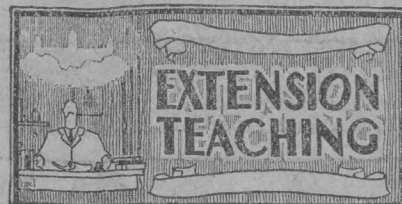
During his recent visit to Texas, Mr. Rogers was requested by the LEAGUER to make a statement for publication concerning the proposal often advocated in this paper to delay the opening of the football season in Texas. His statement follows:

I have often wondered why states in the real South play their football in such warm enervating weather. For many years as I traveled through the South I have attended many games and most of them were played in warm weather unsuitable for real football playing. I have often thought during these many years that the football season in the Southland should not copy or ape the football season in the North. Their climatic conditions are absolutely different and for the sake of good football and for the convenience of the players, the real season in the Southland should be during the months of November and December.

There is no reason why the Southern States should copy the Northern States. In New England and up north during October there is real snappy fall weather that makes an ideal climate for football playing, but October in the Southland is an Indian summer. Warm weather is not only very inconvenient and unsuitable to the football players in the strenuous game of physical contact but it does not call forth the best kind of playing. We need snappy weather that puts everyone on their toes for a real tussle.

Judging the situation from the point of view of player and spectator, there is every reason that the football season in the Southland should be during November and December. During this season you could take advantage of the fall holidays, Armistice, Thanksgiving, Christmas and New Years. You could play the other three dates on Saturdays, and thus miss school days altogether.

When I learn that the thermometer ranges from 80 to 100 in the shade in the afternoon of September and the first weeks in October, there is no question in my mind that to get the best football and arrange the best schedule, the season in the South should be November and December.



A RECENT questionnaire sent out by the Extension Teaching Bureau to the correspondence instructors reveals many of their methods used in teaching correspondence students. They unanimously agree that the student should be furnished with a comprehensive outline of the material covered in the course. Not only should the outline be complete, but it should convey to the student a bird's eye view of the course as well as its ultimate aim. To accomplish these major points, a number of texts and reference books, which can be grasped by the student without the instructor's aid, are suggested. Then the pupil is urged to master thoroughly the matter relative to each set of lesson questions before preparing them.

Errors Explained

The directors of the courses prefer to receive the finished assignments one at a time in order that the student may profit from the corrected errors when preparing the next paper. The instructing staff as a whole feel that every error in a paper should be marked and thoroughly explained either on the margin of the paper or another sheet. One of our instructors says, "I have tried to outline the course so that the student could grasp what is wanted in the lessons. Upon receipt of the student's idea of what I asked, I send in a lecture covering my idea on that particular lesson." He further expresses himself by saying that "A student who keeps 'right after' the work and sends in lessons promptly does better work and makes better grades than those who send in lessons every two or three months." Some of the other professors send good samples of lessons to poor students so that they may know what is expected of them. Many of the others write whole paragraphs showing the right proofs and explanations to problems which the students are unable to master.

Return Papers Promptly

These are some of the devices by which the instructors strive to make up to the student the lack of personal contact. They, also, all think that the student's papers should be returned very promptly, either on the day received or the next-day. When pupils fail to take an interest in their courses, they are sent personal letters by the instructors and are urged by the Extension Teaching Office to take up their work at once. The student who studies systematically and really wishes to improve himself is the one who completes his courses and makes the best grades. This being the first of a new year, let us ask all of our students who read this article to set aside a definite time each day to devote to their correspondence work.



FREQUENT requests are received in the Extension Loan Library for lists of debate subjects dealing with current problems. To answer this demand we are listing below a number of questions suitable for debate.

Debate Queries

- 1. Resolved, That the expansion of the chain store system is detrimental to the best interests of the American people.
2. Resolved, That the Constitution of the United States should be changed so that the commencement of term of office of the President and the members of Congress and the time of the assembly of Congress would come on the same date.
3. Resolved, That the installment plan of buying is to be commended.
4. Resolved, That a system of compulsory automobile insurance be established to include all owners of automobiles.
5. Resolved, That the jury system should be abolished.
6. Resolved, That municipal ownership of public utilities is desirable.
7. Resolved, That the present immigration law is unjust, unwise, and contrary to national welfare.
8. Resolved, That the League of Nations is a success.
9. Resolved, That prohibition is a failure.
10. Resolved, That the Kellogg Peace Pact offers a satisfactory

means of effecting permanent peace.

11. Resolved, That a government fund for public works is the best safeguard against recurring periods of unemployment.

12. Resolved, That lobbying for commercial purposes as done at present is a harmful practice and should be regulated.

13. Resolved, That the proposed International Fixed Calendar of 13 equal months should be adopted.

14. Resolved, That the Baumes Law in regard to habitual criminals should be adopted by all states.

15. Resolved, That strikes should be prohibited by law in industries essential to the life of the people.

16. Resolved, That the five day week should be adopted in all American industries.

17. Resolved, That the Philippine Islands should be granted their independence.

18. Resolved, that Federal and State governments should retain ownership and control of all water powers under their present jurisdiction.

19. Resolved, That interscholastic and intercollegiate athletics as at present conducted, are detrimental.

20. Resolved, That limitation of armament is a necessary step toward world peace.

Material on all of these subjects may be borrowed for a period of two weeks from the Extension Loan Library, University of Texas. There is enough material in each package library for the use of the whole debating team. Application must be made by a teacher or by an officer of the debating society, who will see that the articles are distributed among all the members of the team, and who will be responsible for the return of the material on time and in good condition.

(Editor's Note.—Debate teachers and others interested are urged to send in to the State Office statements of suitable questions to use in the League debates next season.)



Picture Memory

In the picture memory contest in county meets, each picture will be exhibited to assembled contestants for whatever time and in whatever manner the Director of Picture Memory may consider best under the circumstances.

3-R Contest

In the arithmetic test are certain problems in division which do not come out even. Contestants should be instructed not to carry quotient out in decimal places, but simply indicate fraction; as, in dividing 18,346 by 26, indicate fraction thus: 705 16/26.

Junior Declamation

Examples given in Appendix IV, Constitution and Rules, were drawn before junior age limit was raised to fifteen. Examples should read "15" for "14."

Suggestions For Changes

Suggestions for changes in the 1930 Football Plan should be sent in without delay. All changes to be considered must be in the State Office by February 15.

Baseball

Attention of member-schools is directed to the 1930 baseball plan which appears in this issue of the LEAGUER. A school desiring to compete in baseball should ascertain from the District Director of Athletics the date and place of the organization meeting. Each school is responsible for securing the necessary information. If you cannot personally attend the organization meeting and if you wish to participate, notify the District Athletic Director and he will see to it that your school is included in the schedule.

Daisies

Hazel Puls, of Booker, writes the LEAGUER as follows: "Page 4, column 6 of the spelling list, there is the word 'daisies,' and, if I am not mistaken, it should be spelled 'daisies.'"

In certain editions of the list this spelling occurs.

Obviously, this is an error and spelling directors should apply Rule 3, p. 45 of the Constitution and Rules.

Principal: Don't you think it would be a good idea if we had a debate in my school?

Superintendent: Why, yes, provided it isn't on any controversial subject.

High School Press

By DeWitt Reddick

NEW Year's is here. New Year's ought to mean a lot to everyone. It means a checking back over the year that has ended to see the things we have done wrong in order that we will not repeat them. It means a looking forward to the year that is to come in order to build still better things in that year than we built in the past.

New Year's should mean these things to the high school journalists as well as to any one else. The beginning of the New Year is a time for a revival of spirit on the staff of your paper. Have a meeting of that staff, a regular pep rally. Discuss your plans for the future. Drop members from your staff that are not working. Put in new members where new members are needed. Try to inspire your regular members to still harder work. Pep meetings help. Try them on your staff.

Sponsors and editors will probably find that New Year's will be a good time to do some actual checking on the work of the paper for the fall. Get copies of each issue of your paper, and see if there has been a steady improvement. See if there are places where improvement should be greater than it is. Where are the weak points of your paper? Determine these; and then work toward removing them in the new year.

Improve Timeliness

While you are checking, you might consider this weak point that is found in some high school papers and see if it applies to yours. Do students fail to take an interest in your paper? If so, why? How can you build up student interest? Is this lack of interest because your paper, which is printed once every two weeks or once a week, has to go to press so many days in advance of its appearance that its news is stale by the time the students get the paper? If this last is true, you have two methods of helping the situation: (1) Strive to run more news, and emphasize it, of what is going to happen on the two or three days after your paper is published rather than emphasizing stories that have happened before your paper goes to press. To do this, you could get advance statements of conditions of players, etc., from coaches preceding games of any kind, or detailed advance programs of general assemblies or of club meetings. (2) Strive to emphasize the feature side of some of your stories rather than the news side. Every student will know the score of your last game and possibly the play by play enacting of that game; you ought to give them a resume of these things they know, and then go a little farther by having something about what one of the players said of the game, about the sideline comments of the rooting section, about humorous incidents that happened in the stands, about a dozen other things that the average student would not know.

Get New Facts

In every news story you ought to try to have some facts that are not likely to be known to the students and that will likely be interesting to those students. To get these facts it may be necessary to have a private interview with a speaker after he talks to the students at assembly; it may be necessary to talk with the president of a club about future plans of the organization in order to write these plans into a story about a meeting of the club that has just been held; but whatever may be required, the reporter of a high school paper ought to be willing to go to a great deal of trouble to see that he has in the story he has written at least some facts that will not already be known to students before his paper appears.

Does your paper lack student support because the students have not been made to feel that the paper is their paper? Perhaps you have not run enough names in the paper. Take advantage of any opportunity to run student names in the paper. If any teachers give parties for the students, print a list of all who attended. Some school papers have accepted a suggestion we passed out some time ago and are printing with each issue the names of students who have birthdays between the day that issue is published and the next day of publication. You can generally get these records from your principal. You might go still farther with this idea. That drug store across the street ought to be glad to give each student on his birthday an ice-cream soda or a bar of chocolate, because the publication of the store's name in the paper would be good advertising for the store. The book store close to your school might give a theme tablet or pencil to each student. The owner of a picture show might give a pass to

the show to each student on his birthday. Why not try this idea?

How to Stimulate Circulation

Is your circulation below what it should be? New Year's offers a good chance for another subscription campaign. Organize workers in each class and campaign the school thoroughly. Print the names of the classes that subscribe 100 per cent, and print the names of the students getting the most subscriptions. Prizes might be offered for these workers.

If you can work the competition spirit into your circulation campaign, it will probably be a better success than it would otherwise. The Purple Page, Sidney Lanier Junior High School, Houston, conducted a most popular student contest in connection with its circulation campaign, each subscriber being allowed one vote toward the most popular student.

Belton Meeting Helpful

Delegates from many of our member-papers were at the convention of the T.H.S.P.A. at Belton in December. If you were there, you are back on the job now with a lot of new ideas about how to make your paper better. Let's check back on our errors of the year that has ended; then look forward to the new year with a determination to make our paper the best that it has ever been.

By the way, Hollis Scriber of the Amarillo Sandstorm, who is vice-president of our I.L.P.C., was also chosen vice-president of the T.H.S.P.A. Hollis, if his plans go as he hopes, will have the unusual distinction of being a delegate to high school press conferences for three years. He came to the convention in Austin last year, will return again this year, and hopes to be back again next year.

Main Avenue High of San Antonio is having a run of presidents. Marjorie Norrell, managing editor of The Husache, is president of our I.L.P.C., while at the Belton meeting Shirley Linnartz, sports editor of The Husache (and a girl, too), was elected president of the T.H.S.P.A.

Don't forget our New Year's resolutions.

Color Prints Are Sold

At 25 Cents Per Dozen

THERE has been some demand for colored prints for use in training contestants in the music memory contest.

Such prints, nineteen of the picture memory selection, may be obtained from the F. A. Owen Publishing Company, Dansville, N.Y. These prints come in packages of one dozen of a subject with a leaflet containing study material, at the following prices:

Less than 5 dozen (5 pkgs) 25c per dozen; 5 or more dozen (5 or more pkgs.) 20c per dozen; 25 or more dozen (25 or more pkgs.) 15c per dozen; 100 or more dozen (100 or more pkgs.) 12c per dozen.

Prints of the following pictures are available:

Dignity and Impudence, Landseer; Sir Galahad, Watts; Sheep, Spring, Mauve; Madonna of the Chair, Raphael; Miss Bowles, Reynolds; The Horse Fair, Bonheur; George Washington, Stuart; Feeding Her Birds, Millet; Returning to the Farm, Troyon; The Gleaners, Millet; Fog Warning, Homer; Holy Night, Correggio; Oxen Plowing, Bonheur; The Artist's Mother, Whistler; Madame LeBrun and Daughter, LeBrun; The Blue Boy, Gainsborough; The Jester (Fool With a Lute), Hals; Middelharnis Avenue, Hobbema; Children of Charles I, Van Dyck.

About thirty-three of the pictures on the list can be gotten from the Porter-Mottor Mfg. Co., 1214-1222 W. Madison St., Chicago.

Their plan for selling the colored miniatures is about the same as that used by other companies, 1000 prints for \$20.00.

It would be well to write to this company for its Art Appreciation Catalogue.

"Antioch makes no concession to commercialized sports. It has ignored warnings that winning teams are necessary to enrollment. The new gymnasium has no provision for spectators. Intercollegiate football has been discontinued, though other 'varsity' sports remain. Athletics thrive at Antioch. Most students take part in intramural sports. Fencing, boxing, archery, tennis, and hiking compete with standard games. Athletics is a moderate interest for most students, a dominant interest for very few.

"To bring proportion into education, we must consider athletics. Over-emphasis and commercialism are no small evils. Secret subsidizing of players is poor training in ethics. Clean play may still leave undue emphasis. Antioch finds it does not suffer from putting athletics into its proper place.—President Arthur E. Morgan.

Among Bureaus of Educational Research

H. RESEARCH BUREAUS GROWING
(By Dr. J. O. Marberry)

IN the December LEAGUER, some statements were submitted pertaining to the nature of educational research. Specific attention was called to the definition by Dr. Judd of the University of Chicago. He said that service research has to do with such investigations as tests, measurements, periodic surveys, etc., and that constructive research consists of the discovery of a new problem and of devising new ways of dealing with the problem.

This brief reference to service research and to constructive research is pertinent here since it is the purpose of this article to report on the work of research being done at this time in the city school systems of the United States. The great bulk of work of this nature is service research but there is work of a constructive nature being done and more is needed in public education.

Cities Circularized

On November 9, 1929, a letter was sent to each superintendent of schools in the 290 cities of the country having a population of 30,000 or more. This list was made up from the latest estimates of the department of Commerce in Washington. The letter follows:

I am teaching courses in *The School Survey and in The Organization and Administration of the Public School Curriculum*. Does your school system have a bureau of research? If not, to what extent is research work being done?

If you have printed material for free distribution on research work done in your schools, will you please send me one copy each of such material.

Will you please send me your price list for material not for free distribution.

I should be pleased to have my name placed on your regular mailing list.

The following table shows the results of reports received to December 31, 1929:

Size of Cities in thousands	Number	Number of Reports	Bureaus of Research	Research Work	No Research
30-100	202	121	35	30	56
100-250	55	38	15	12	11
250-Over	33	21	19	2	0
Total 30-Over	290	180	69	44	67

It is doubtful if that part of the report that lists 67 city school systems with no research work being done is accurate. These 67 cities reported no regularly organized bureau of educational research but it is altogether likely that some work of the nature of research is being done in many of these schools and that the superintendent simply failed to make mention of it. Be that as it may, certain interesting conclusions may be drawn from the above table.

Two-Thirds of Cities Report

Incidentally it is interesting to note the growth of cities. In 1926, the writer made a study of certain matters pertaining to the city school systems of 30,000 or more population according to the census of 1920. There were 224 such cities. The estimate now is 290. Doubtless the census of 1930 will reveal more than 300 such cities in this country.

The table shows that 62 per cent of the cities have reported. Of these 38 per cent have regularly organized bureaus of education research. An additional 24 per cent report research work being done which means that approximately two out of every three schools reporting are doing this rather new type of investigation.

If the proportion holds, there are about one hundred fifteen of the 290 city schools with regular bureaus of research. Five years ago, there were about fifty cities of all sizes with bureaus of research.

Of course the most important result of this investigation is that of the materials received. It was the intention of the writer to try to give a report of the nature of materials received but the amount is too great. More than two hundred copies of mimeographed and printed publications have been received. These consist of results of tests and measurements of educational achievement, annual reports, year books, school journals, school surveys, etc.

Perhaps the large majority of these publications represent work in the field of service research but many of the superintendents sent material that represent work of the nature of constructive research. The writer is

making good use of these materials in his courses in the curriculum and the school survey.

Texas In Front Rank

The cities of Texas are right up with the procession of educational progress through the services of educational bureaus of research. It occurs to the writer that, if we had some agency in Texas that would collect the materials being produced from time to time in all the schools of Texas and circularize the schools with this information, it would be a real service. This could be designated as *Texas Public Schools at Work on the Problems of the Public Schools of Texas*, or, you suggest a title.

It may be stated, in closing, that with due regard to much excellent work being done in other Texas cities, the curriculum revision program of Houston is outstanding, not only in Texas but in the entire country. There are certainly few cities of any size in the United States where a more scientific program is being carried on with a view to improving the entire program of studies than the work that is being done by Superintendent Oberholzer and his teaching force in Houston.

Talks on Texas Books

XVI. J. Frank Dobie's "A Vaquero of the Brush Country."

(By Dr. Eugene C. Barker)

A Vaquero of the Brush Country, Partly from the Reminiscences of John Young. By J. Frank Dobie. Dallas: The Southwest Press, Pp. XV, 314. Price \$3.50.

THIS book is a fine example of the work of an undisciplined teacher of English, a lover of literature and a master of no little of its craftsmanship, in the field of social and economic history. Both subject and method are original. In content the book presents an amazingly vivid picture of the cattle industry of the Texas coast region west of the Colorado River during the first thirty years following the Civil War. The originality of the picture consists in its localization. There has been no dearth of writing about cattle during the past few years. We know the routine of the great plains ranch, the round-up, the long drive, the rise and decline of Kansas cow-towns, the hostility of cow-men to lowly nesters and sheep-men, and all the picturesque incidents of western ranch life. We have not had heretofore a study of the industry in the very land of its birth. The method of the book is to weave into the reminiscences of John Duncan Young a comprehensive study of many phases of the cattle business, equally picturesque and absorbing, in this restricted area.

Covers Wide Range

It is not to be understood, however, that John Young's experiences did not range far afield or that his reminiscences are circumscribed by narrow geographical limits. As he himself explains: "The story will be mostly about my experiences as a vaquero in the brush of Southwest Texas, but the trail will stretch to the Platte, circle around Dodge City, and prong out across the Plains into the Rockies. It will meander all up and down the Nueces, Pecos, and Devil's rivers. It will often cut the sign of *banditos* from below the Rio Grande, and it will follow the tracks of cow thieves, horse thieves, and Billy the Kid. This trail of mine will lead into immense bone yards that marked the drifts and die-ups of the open range. It will run into the Big Steal, into mustangs, rattle snakes, bob-wire, and a lot of other things."

Of his own part in the making of the book Mr. Dobie writes: "I have sought to make a book that should be considerably more than the straight-away chronicle of one range man's experiences, though considerably less than a comprehensive history of the range. . . . So, sometimes riding with John Young and sometimes picking a course on foot far behind him, I have sought to open a *sendero*, as we say on the border—a clearing—that will allow people to behold some of the secrets that the brush has hidden."

Obscure Practices

"Frequently I have delayed the Vaquero in his ride in order to make clear certain extraordinary and now obscure practices of the open range before barbed wire revolutionized it—the practices of the 'hide and tallow factories,' of the 'Skinning War,' of cattle inspectors and 'stock meetings,' of brand burners and brand

Betting on Games

(Note: This article from the *Ohio Bulletin* was written by Ivan Lake, Sport Editor, Bowling Green *Sentinel Tribune*. It is reproduced here as a fine example of how the Press may and does influence high school athletics for the better in any community.)

IT is a most difficult thing for a fan to realize his responsibility to a team in his town or college. If he would just help out in this matter of support of the team in the way that makes for better sport and better losers, there would be a lot more pleasure in the game as a whole. Nothing makes a man as hard a loser as to lose money in support of a team he thought was a "sure thing" winner.

Last week there were numerous fellows in the city running around flashing money to back Bowling Green High School against Findlay. They saw a sure thing and wanted to capitalize on it. There wasn't much Findlay money hanging around so they got more daring and started to offer odds. Odds didn't make much difference and as a result they were going around saying that even Findlay expected to get walloped and that Bowling Green would beat them by thirty points and maybe forty. Now, wasn't that foolish? What sane man would say that so early in a season when no relative data concerning the two teams was obtainable, when the only thing that prompted such fool declarations was the cock-sure-overconfident attitude of the speaker.

Bad Effect on Players

Just see what it does to the player first of all—it creates an attitude of confidence which is dangerous in him; it creates an idea that if that is the general idea all around, there must be something to it, and therefore results in assumption that the opponent is easy; causing a most dangerous kind of overconfidence—the kind brought on by friends and not by self.

See what it does to the fan in the second place—it creates a greedy supporter whose desire for victory is measured by its cash value to him; whose loyalty is good as long as his team is winning; who is ready to fight at the drop of the hat if he finds his money going, and going without his having a chance to prevent it from being lost.

After the battle what? The player feels a responsibility to the fan in cash values. In spite of the fact that he might have given everything he had, if he lost and knew the fan had bet that he would win, he feels responsible to the fan and therefore is likely to feel ashamed of defeat and not proud that he went down fighting to the last.

That isn't fair to a boy. He should not be made an athletic machine to bring his friends so many dollars and cents. He should feel proud of victory and unshamed in defeat. It is difficult to do so when he knows that there is betting going on and he is personally responsible in a way for that money.

After the battle, the fan who loses is a knocker as a rule. He crabs, is a

buyers, and of the manipulators of the 'Big Steal.' I have dwelt long on the chaos of the open range and the earth-quaking effect of barbed wire . . .

"Thus the Vaquero sometimes rides his way unimpeded, and again he picks his horse and goes to sleep while the reader is invited to examine the terrain. . . . Doubtless this attempt to blend personal narrative with impersonal explanation, which is, however, replete with narrative incident, has resulted in some queer proportions. Frankly the only guide to proportion has been a wish to include what is pertinent, interesting, freshly illuminating, and authentic—authentic folk-yarns, for example."

Interesting and Illuminating

No one who reads beyond the preface will be long in doubt that the author-editor attained his end. The book is "interesting" and "illuminating," and the historical chapters are as authentic as an industrious and critical exploration of a wide range of sources can make them. From the point of view of factual contribution, the most important chapters are perhaps those describing the early pack-rides out of and into Mexico, the efforts to establish order by extinguishing cattle thieves and desperadoes, and the methods of tallying and buying and selling cattle by brands. The interest and value of the book, however, lie not in particular chapters or the treatment of specific topics but in the vivid re-creation of the life of an era and a section. Mr. Dobie and his friend, John Young, have made a contribution to the history of Texas and the literature of the West which more pretentious historians will read with gratitude and envy.

sorehead and an alibi artist. "What was the matter with that gang?" "Gee, they played like a bunch of dumb bells." "Of all the bonehead plays." "If so-and-so hadn't done this, or if such-and-such hadn't happened I wouldn't have lost."

That isn't fair to a boy. The best way for the fan to play safe is not to bet in the first place and if he does so—keep his mouth shut and be a good loser afterward. Don't jump a fellow for losing a game. Maybe he or his group did pull off something that wasn't just in the books, maybe he or his group did make a mistake. Didn't you ever make a mistake? If you realized that you did make a mistake, did you like to have someone hopping all over you about it?

Make a Resolution

Suppose the whole gang of us folks known as sport fans make up a set of resolutions on sportsmanship and head it with a declaration against betting on high school or college games. Or, if that is too much of a step to take at one time, suppose we resolve to do our betting quietly without letting the players know the odds or the conditions (realizing that they might get overconfident) and not run around like a sidshow barker displaying some green paper and call that a measure of our loyalty.

If you do lose, then, shut your mouth about it. Remember—you don't begin to hate a defeat or feel as blue about it as the laddies who had to take the sock on the nose themselves and like it.

Texas Flowers

III SUNFLOWERS

(By Dr. B. C. Tharp)

A TRULY prosaic title this, calculated to call up memories of long, hot days in the past and anticipation of other such days in the future, especially to farm boys in Central Texas, to whom the title "cocklebur" would be just as interesting. Well, fellows, even cockleburs are interesting to one who cares to study them, as I shall try to prove to you perhaps some time; but just now let's see what about the sunflowers.

Blueweed Is a Sunflower

Almost everybody in Texas is familiar with some kind of sunflower, though, oddly enough, many may not realize it. For example, there is the boy in the plains region and southward toward the Rio Grande in the Winter Garden country (Uvalde to Laredo) who fights a low-growing, bluish colored weed sprouting freely and persistently from a meshwork of horizontal underground rootstocks. Most folks call it the Blueweed; but the botanist recognizes it as being really a sunflower. It is superficially ever so different from the big rough-leaved sunflower so well known to those of us who live in the Central Texas blackland region. This latter is the plant most commonly and widely known as the sunflower and the one which enjoys the distinction of being the state flower of Kansas.

In addition to it there is another, common throughout Central Texas, blooming late in the fall and bearing its golden yellow flowers close along the tall, straight, unbranched stem. This is Maximilian's sunflower. Like the Blueweed its roots live from year to year; but unlike the Blueweed, it is never a pest in cultivated land, preferring rather to clump its stalks together in out of the way places such as roadsides, fence corners, etc. Several characteristically slender sorts all similar to each other, bearing their blossoms upon long, slender, naked branches, occur in the sandy soils of the south plains and eastward along Red River and southward through East Texas.

The Largest Sunflower

In the extreme southern part of the State, along the coast in the sand, both on the mainland and the islands, is the largest of all native sunflowers. Growing twelve to fifteen feet high, branching freely, it thus resembles somewhat the well known Central Texas sort; but in contrast to it the leaves, instead of being rough, are soft and smooth. Both they and the stems are covered with a dense cottony substance. The flowers are about the size of those of the Central Texas kind.

These are a few of the most common and conspicuous forms assumed by the sunflower in Texas. In addition there are others less conspicuous and harder to describe; some of them much smaller than we are accustomed to think of as sunflowers. Then there is the cultivated kind, which, by the way, is botanically considered identical with the one common to Central Texas. It shows what changes come about through cultivation. Its flowers are among the hugest of all flowers, and decidedly the largest in this particular group, the heads in seed being often nearly a foot across and bearing great quantities of large seed rich in

The Decline of Oratory

THE SCRAPPING of oratory for the conversation of business is an interesting American innovation. Oratory seems neither useful nor wanted in this day and age.

The business and civic worlds need speakers, it is true, but not the Delsarte idea of elocution. The pose of gestures of the young man who recited "The Dying Duck" in a past day would not be popular at a modern board of directors meeting. And the type of politician who waxed eloquent over "from the sunny shores of California to the rocky coast of Maine" is rapidly disappearing from our midst. A new type of public speaking—the convincing argument of business—has ousted oratory. Long may it stay!

"Old fashioned eloquence has died, and her children, the hyperbolic metaphor and the thundering simile, are practically ready for the last rites," says Elsie McCormick. Even in the marble vaulted halls of Congress the split infinitive has ousted the rhetoric of a past day. And mispronunciation is no longer considered inconsistent with sound statesmanship. Seldom does a day pass in either house that some word is not pronounced contrary to Webster. After all, considering that there are nineteen different ways to pronounce Miami—all wrong—and each section has its own speech, who is there to say what is right?

Retirement of fiery Jim Reed of Missouri makes Bill Borah about the only outstanding orator left in the Senate though Heflin of Alabama, ignoring his usual subject matter, is never at a loss for words and can probably tell a dialect story better than any other man in the Senate. But the difference between Borah and other straddlers is that he can ride two horses with more verbal grace than the common or garden variety of demagogue.

Who ever saw Borah, Reed, Heflin, et al, reading a speech, unless it was to quote something? Few people can read from manuscript and be convincing. About the only notable exception is former Secretary of State Hughes, but it has taken years of experience for him to do so. The decided trend of speaking, whether in public or business life, bans even notes. Pep and brevity is the order of the new day.

Books and Magazines

The Amateur Spirit in Scholastic Games and Sports, Frederick Rand Rogers, C. F. Williams & Son, Inc., Albany, N.Y. 1929. \$1.25.

Part I, or the first fifty-three pages, of this volume is given over to a defense of "player control" in interschool sports and games and to quotation of endorsements of the principle from men of experience who are supposed to know something about the matter. John Dewey, Jesse Fiering Williams, George F. Arps, E. L. Thorndike, Arthur I. Gates, Lewis M. Terman, W. H. Kilpatrick, Henry W. Holmes, and many other nationally famous educators are recorded as favoring the rule of the N.Y.S.H.S.A.A. which retires the coach from any active part in the direction of an interschool game.

Part II is entitled "The Amateur Spirit—Points of View." The author here allows his enthusiasm to carry him forward into a shadowy realm in which one finds great difficulty in distinguishing apparitions from reality. We are to compete, but we are not to compete to win. If we find one team out-classing another, we are to trade half-backs or pitchers, and see if the balance may not be restored. The ideal outcome of a game, according to Mr. Rogers, is a tie. Do not allow triumph on the playing field to lift you up. "The winning team may have eaten better food, and chanced to be in a better state of chemical equilibrium and electronic coordination." Do you wish to cheer such impersonal abstractions as "chemical equilibrium" and "electronic coordination"? You see here the possibilities of ridicule in reviewing this portion of Mr. Rogers' book. The obvious sincerity of the work, however, restrains this reviewer's im-

food value for poultry. It is the only member of the sunflower group that is of any economic importance. All the wild ones are "just weeds"; in their various forms, each peculiar to a definite region, they constitute a most interesting group of plants. Remember that full particulars on the State Wild Flower Contest are available for the asking.

Organization and Tone of British Debating

C. H. Guphill, Bates College World-Tour Debate Team

THE organization of an English debating case differs radically from that of an American. The contrast is basic, rising out of the diverse sources from which forensic methods in this country and in British domains are drawn. The tone of a foreign argument, on the other hand, may or may not differ from that presented by an American team. If differences are noted in this latter respect, they are more likely to be personal than national.

It is well known that debating methods in England and the colonies are based upon parliamentary procedure. In Parliament the principal speakers are the mover (generally a member of His Majesty's cabinet) and the leader of the opposition. The support contributed by other speakers for and against the proposition under discussion is more or less incidental.

The same procedure obtains in British debates. The principal addresses are made by the leaders of the two teams, speaking first. It is their function to present a complete, skeleton review of the whole argument for the side they uphold. All the principal issues are covered in these initial speeches. There is no division of issues as among the members of an American team. Nor does it devolve upon the last speaker to stand upon the pinnacle of his completed argument and in an eloquent summary point with pride to the structure on which he stands. This summarizing function belongs also to the leader of the team, who reappears at the conclusion of the argument to deliver a single brief rejoinder.

The leader is, therefore, the most able member of the team. As for his colleagues, they merely contribute such additional support as their consciences may dictate. The leader's is the only speech which is fully reported in the newspapers. The efforts of his forensic satellites are simply mentioned in the phrase, "Messrs. B and C also spoke for the affirmative."

This procedure may very well embarrass the average American team, organized so that its most effective speaker appears last and presents the backbone of the case. In order to adjust themselves to the British strategy, the first and last members of an

pulse to poke fun. Has he not really a point? Has not the desire and the will to win, and the gloating, boasting and self-gratulation of the winner often been carried to such absurd extremes that it is helpful to turn around and view the matter from the opposite and just as absurd an extreme? In so doing, may we not obtain a truer perspective?

If Mr. Rogers will take a larger unit of competition than one game, we shall be disposed to agree with him that the ideal competition should end in a tie or nearly a tie. If he will take a five-year period, for instance, between two competitors, we shall grant that winning and losing should be equal or nearly so. That, of course, means many special defeats and many special victories, one counterbalancing the other. Do we not grow by experiencing alternately the humiliation of defeat and the dilation of victory? Both inspiration and respiration are necessary in the act of breathing; there is the systole and diastole of the heart; and in competition, let us be cast down in spirit but holding our heads up in defeat; and let us be triumphant, but severely modest in demeanor in victory. These emotions are inseparable from competition, they are the very life of it. They should be experienced in turn and the expression of them kept under rigid control. We do not believe, with Mr. Rogers, that "whoever entertains a desire to triumph over his opponent—that is, whoever derives a personal satisfaction from the defeat of his opponent—is in need of psychic readjustment." The satisfaction is there, and must be there, if we are to have honest competition; but we think it comes more from the demonstration of one's own powers than from gratification in humbling an opponent.

So all through this little book, Mr. Rogers takes what seems to us to be a very extreme position, but a position which is provocative of thought, and perhaps a needed corrective for the now too general win-at-any-cost attitude of mind.

R. B.

PICTURE MEMORY PRINTS

THE LEAGUE has made arrangements for furnishing miniature prints (3 1/2 x 4), a few a trifle smaller, of all selections in Picture Memory Contest listed on Pages 57 and 58 of the Constitution and Rules for 45 cents per set, postage included.

The larger prints (5 1/2 x 8) will be furnished in complete sets of fifty pictures to the set for 75 cents per set.

Only those orders with cash accompanying the order can be filled at this price. This arrangement has been made merely for the convenience of the schools wishing to participate. Schools desiring to order direct from publishers in large quantities may get them nearly if not quite as cheaply. Address orders to the Interscholastic League, Austin, Texas.

COUNTY LEAGUES ORGANIZED THROUGHOUT THE STATE

Reports from 143 Counties Indicate

Elaborate Plans Made for 1929 Meets

Dates and Places of Various Meets Set and Work Is Thriving with Generous Assistance of Civic Clubs, P.T.A. Units, and Other Public-Spirited Agencies

COUNTY directors were requested to report on progress being made toward a county meet, and about 150 counties have replied from which the data included in the following table has been compiled.

It will be noted that time and place of the meet in many of the counties had not been settled when the report was made. Each school should ascertain the date and place of the county meet, and each county committee should advertise date and place as widely as possible.

Notice the column headed "Assistance in financing." The civic clubs of Texas seem to be responding to the needs of the county Leagues in a very satisfactory fashion.

Please remember that dates published are all tentative and subject to change. Keep in touch with your county committee, and be sure you get information on changes, if any, in the dates herein advertised. The table follows:

Table with columns: COUNTY, DATE OF MEET, PLACE OF MEET, SCHOOL AWARDS, INDIVIDUAL AWARDS, DIRECTOR GENERAL, ASSISTANCE IN FINANCING. Lists 143 counties and their respective meet details.

Table with columns: COUNTY, DATE OF MEET, PLACE OF MEET, SCHOOL AWARDS, INDIVIDUAL AWARDS, DIRECTOR GENERAL, ASSISTANCE IN FINANCING. Continuation of county meet details.

*Date depends on weather. †League City school gives medals to its winners. County does not give awards. ‡Parker Co.—Donations made by Parker Co. teachers and city of Weatherford.

Rural School Man Wants Transfer Rule Modified

(By J. Andrews, Scranton)

All the rural schools could ask is a chance to grow. If Class A schools are allowed to take our best material, when shall we ever be able to meet the requirements for affiliation? There is a certain amount of school spirit necessary to put any school on a satisfactory basis. Not to give the rural schools protection till they are fully equipped is like requiring a person to swim before he has the water to swim in.

The Class A school preys on the smaller school and stretches the rule of requiring one year's residence to play. If this was enforced I would not have had so much cause to complain. As I see it each rural high school center is an entity that should command respect. It is the agency through which the intellectual, the moral and the economic interests of its citizenship is fostered.

I am suggesting that eleven-grade country schools, that take college entrance examinations in May, and that have reached such a standard of excellence that students may go directly from them to college, and that have met such requirements as to be classified as a standardized school by the State Department of Education, and whose history shows that effort is being made to meet the requirements for affiliation, be allowed the same protection from having their students taken away and played the same year, as those schools that have fifteen affiliated units. I suggest that you confer with the Department of Edu-

the most extreme portion of it, on the offending school officials will have a very salutary effect on such officials as have a tendency to carelessness. It will also prevent deliberate attempts on the part of the very few officials who, disregarding regulations, try to build up winning organizations without regard to the ethics of the sports.

W. I. Wilkins, Superintendent James Alldredge, Coach F. B. Talbott, High School Principal G. G. Henen, Grammar School Principal J. O. Covington, President of Board

OFFICERS IN 196 COUNTIES REPORT

(Continued from Page One) Eastland, Ellis, El Paso, Erath, Falls, Fayette, Fisher, Foard, Fort Bend, Freestone, Frio, Galveston, Garza, Gillespie, Glasscock, Goliad, Gonzales, Grayson, Gregg, Grimes, Guadalupe, Hale, Hall, Hamilton, Hansford, Hardeman, Harris, Harrison, Hartley, Haskell, Henderson, Hidalgo, Hill, Hockley, Hood, Hopkins, Houston, Howard, Hunt, Hutchinson, Irion, Jackson, Jasper, Jeff Davis, Jefferson, Jim Wells, Johnson, Jones, Karnes, Kaufman, Kimble, King, Knox, Lamar, Lamb, Lampasas, La Salle, Lavaca, Lee, Leon, Liberty, Limestone, Lipscomb, Live Oak, Llano, Lubbock, Lynn, Madison, Mason, Matagorda, McCulloch, McLennan, Medina, Milam, Mills, Mitchell, Montgomery, Montague, Moore, Motley, Nacogdoches, Navarro, Newton, Nolan, Nueces, Ochiltree, Orange, Palo Pinto, Pecos, Panola, Parker, Polk, Potter, Presidio, Rains, Real, Reeves, Refugio, Robertson, Rusk, Sabine, San Augustine, San Jacinto, San Patricio, San Saba, Scurry, Shelby, Sherman, Smith, Somervell, Stephens, Sterling, Stonewall, Swisher, Tarrant, Taylor, Terrell, Terry, Tom Green, Travis, Trinity, Tyler, Upshur, Upton, Uvalde, Val Verde, Van Zandt, Victoria, Walker, Waller, Ward, Washington, Wharton, Wheeler, Wichita, Wilbarger, Willacy, Williamson, Wise, Wood, Yoakum, Young.

SCHOOL OFFICIAL PUBLISHES NOVEL

(Continued from Page One)

seems to be essential to well-rounded and complete expression. It is the kind of book that one will want to read at one sitting. The story opens with Paul Wesley, a small boy, entering a new school, after the school has been running for some time. This experience is repeated almost every year. The boy must face the jeers and ridicule of a new boy entering school after the boys are thoroughly organized and developed their leaders and bullies, with the added feature that he is the "preacher's boy." He is conscious enough of this and the situation is made worse for him, because of the puritanical convictions of his honest, earnest and robust father that things boys enjoy most, baseball, for example, are worldly sports and must not be indulged in by the pastor's son, because of the bad example. The struggle of the father to save his son from the perdition of worldly amusements and to bring him at last to hear the call which surely would come to him to be a minister of the gospel and of the boy to be loyal to his father and at the same time to live the life of a natural, normal boy is so vividly portrayed that one often forgets the story in the deep and significant philosophy of life so cogently implied. It is the struggle not only of a father to save his son and of a son to gain natural outlet for his boyish instincts, but a struggle of a family under hardship and often of dire poverty, of a mother who loves her boy and understands and who nevertheless must be loyal to her husband's profession and to his unbending will. The revolt of youth causes Paul Wesley at last to break away from the parental control and to launch out enough into affairs of the world to satisfy his longing to think for himself and act upon his own convictions. Never does he lose entirely the influence of early training and the lessons of discipline taught him by a stern father. He casts aside as non-essentials many of his father's firmly established notions of what constitutes the Christian life, but comes at last to the truth of the Bible when it says "thy people shall be my people and thy God my God." His Own People, by Leon W. Rogers, Laidlow Bros., New York and Chicago, 1929.

PENALTY SHOULD FALL ON FACULTY

(Continued from Page One)

tagonisms that it may take a long series of years to heal. Why not try some form of disciplining similar to the following: When a school is penalized, and penalties may become necessary, let the faculty members in charge, superintendent, principal, or coach, or whoever certifies to the eligibility list, be penalized also. For example, place a one-two- or three-year penalty on the offending school official. Let the regulation be so worded that the school employing the offending official during the term of his penalty be automatically penalized for that time, as those schools that have fifteen affiliated units. I suggest that you confer with the Department of Edu-