



C. C. Bock, of Petrolia, Director General of the Clay County League last year, made the following cheerful report at the close of the last season:

"Clay County has just closed its most successful meet. Forty schools of the county's fifty-four actually participated; more than 500 different contestants actually took part; friction and quibbling was less in evidence than in any previous year. The executive committee wishes to express its appreciation to the central office for the efficient manner in which its work has been done this year."

FROM far-away Hall County comes the assurance by Gertrude Rasco that the music memory contest has been improved 100 per cent by the addition of tests on unfamiliar selections. "I am a teacher of piano," she says, "and have worked with the music memory contests four years, and I think it is the grandest contest in the entire League."

HUFFINES SCHOOL again won all-round Class B championship of the Bowie County Interscholastic League, making it "three straight." A standard dictionary is given the all-round winner in each division, according to Mabern D. Humphrey, superintendent at Huffines. Last year, Mr. Humphrey reports, Cass County had the greatest meet in its history.

L. L. WILKES, League Director General in Hill County, reports that the county meet is easily and satisfactorily financed from funds collected at the county basketball tournament.

Plays in Spanish and in French for High Schools

A SERIES of interest to teachers of Spanish and French as well as to Spanish and French clubs is offered by Allyn and Bacon. And since plays supply not only the dialogue necessary for the foreign language student who wishes to learn to speak the language, but also action and plot to spur his interest; we find the following of especial interest among the excellent texts offered by this house: *Piccolino Espanoles Faciles* by Ruth Henry is a revision and enlargement of *Easy Spanish Plays* published some years ago, and contains a number of easy skits or playlets suitable for high school classes. Included in the book are also valuable chapters entitled "Hints on Spanish Club Work and Games" and "Parliamentary Terms for Spanish Clubs." *Spoken Spanish* by Edith J. Broomhall consists of fourteen short sketches originally written and used by Miss Broomhall for the programs of La Tertulia, the Spanish club of North Central High School, Seattle. Requests from other teachers of Spanish resulted in the publication of this material. *Las de Cain* is a masterpiece of modern colloquial Spanish, easy, witty, written in the kind of Spanish spoken throughout Spanish countries; one of the masterpieces of the brilliant Alvarez Quintero Brothers.

Among the French plays *Le Retour des Soldats* by Eugene F. Malouber is a modern comedy written especially for the use of American schools and colleges, easy to act and to stage. *Fifteen French Plays*, edited by Victor E. Francois, is a collection of plays simple enough to be read or acted by elementary students. *Four French Comedies*, L. J. Setchanove, editor, is a group selected for their suitability to school production in addition to the humor of their dramatic situation and action. *La Poudre aux Yeux* by Labiche and Martin is a well known comedy in two acts. Labiche was a prolific, a skillful and successful playwright of the nineteenth century, writing sometimes in collaboration with others, more often alone. His *Chapeau de Paille d'Italie* was presented in English several seasons ago in New York by the American Laboratory Theatre under the title, *The Straw Hat*. The price of the books is 80c each—order through Dallas office.

—M. B.

Densmore Will Address League Breakfast and Section Meeting

Public Speaking Contests to Be Featured at Houston Session

IN the same room (i.e., Banquet Room No. 1, Rice Hotel, Houston) where eleven years ago the League held its first breakfast and section meeting, League cohorts will again gather for the twelfth annual function.

Following its usual custom of presenting on alternate years a speaker of national prominence in the field of speech education, the League this year announces as a feature of the twelfth annual breakfast and section meeting, an address by G. E. Densmore, Professor of Public Speaking in the University of Michigan. Not only has Professor Densmore been identified with college instruction in speech, but he has taken great interest in promoting this work among the high schools of Michigan.

The Michigan High School Debating League, organized in 1917 by the Board of Regents of the University of Michigan, is one of the most successful organizations of its kind in the United States, and for the past



G. E. Densmore

seven years Professor Densmore has been chairman of the League. One of his outstanding accomplishments

Social and Moral Values Are Inherent in Athletics

PROFESSOR JOHN A. SCOTT recently wrote:

"We have the records of athletic winners at Olympia for more than one thousand years and these records tell an instructive story. They show that when any part of the Greek world was doing something to advance intellectually, it was winning at Olympia; but when it stood stagnant or declined in the world of the mind, it won no more victories at the games.

"Sparta had a great intellectual life and produced famous poets during the years immediately following 700 B.C., and Spartans were then winners at Olympia. Sparta soon gave up her intellectual life in the interest of military despotism, and Sparta for many years furnished no more athletic victories. The great artistic and literary age at Athens extended from 480 to 400 B.C., and during these years the olive crown was won repeatedly by Athens. Alexandria, in Egypt, was the intellectual center of the Greek world from 270 to 130 B.C., and in these years men from Alexandria began to appear as winners in the Olympic games.

"The Greeks divided physical exercise into two divisions: gymnastic and athletic. The gymnastic was for health, the athletic for competition; the one was personal and selfish, the other social and moral. It was the social side, the athletic, which they glorified.

"The enthusiastic devotion by an entire people to athletics can hardly fail to have the following results:

in this work has been the building up of substantial public interest in high-school debating. It is estimated that 150,000 people have attended the 650 debates held by the Michigan League during the past year. At the final championship debate an audience of 4,000 people is not unusual. Perhaps Professor Densmore will let us learn the secret of securing public interest in high-school debating.

Professor Densmore began his teaching career as a football and debate coach and high-school principal. Following this strenuous beginning, he was employed by the University of Michigan as debate coach and teacher of speech. In his high-school days he participated in debating contests, and as a student in the University of Michigan he represented that institution in intercollegiate debates.

Besides teaching in the University and conducting the Michigan High School Debating League, he has given several practical courses in public speaking for business and social organizations. He has given his course in Practical Public Speaking to business executives of Consumers Power Company, Detroit Edison Company, General Motors Company, Oakland Motor Car Company, Detroit Street Railway, and to other business organizations in the vicinity of Ann Arbor. He is now giving this course to the inmates of the Michigan State Prison, as well as to numerous organizations of business and professional men. For two years, Professor Densmore's instruction in public speaking has been a regular feature of the broadcasting program of WJR, Detroit.

He is the author of a book entitled "Contest Debating," and of numerous articles in the general field of speech appearing in the *Quarterly Journal of Speech*, *Michigan Educational Journal*, and in the *Literary Scroll*.

A large number of superintendents, principals, and teachers of speech will, it is hoped, take advantage of the opportunity which the League offers to hear this authority of national prominence discuss problems relating to interschool debating and the teaching of speech. Be sure of a reservation by mailing one dollar for the breakfast to Miss Willie M. Thompson, secretary of the League, University Station, Austin, Texas. Those with advance reservations will be admitted to the dining hall first, and the others later, if there is room. Everyone is urged to be there on time. Adjournment will be in time to attend other section meetings.

"It makes for democracy and levels social distinctions. A man who is thrown by another can receive little profit at that moment from a superior social position. When Alexander of Macedon was invited to compete at Olympia, he replied, 'I will, if kings are my antagonists.' This touched the heart of the matter, athletic contests can not tolerate social snobbery, for a king could not keep his dignity and be thrown by his valet or knocked down by his footman.

"Athletics make for fairness and for honesty. A boy's companions overlook many things, but a boy who is unfair or cheats in his games soon becomes an outcast. In all the decades and in all the contests at Olympia the rumors of dishonesty did not arise once in a hundred years. Professionalism and gambling are the main sources of athletic dishonesty, and these were foreign to the Greek spirit.

"Athletics make for self-control and patience. No one who does not master and control himself, can ever make a great athlete.

"Athletics make for temperance. No one could compete at Olympia until he had convinced the officials that he had lived a life of temperance; and he must come and live a month under their eyes before he entered the contest. They must know his temperance from their own observation.

"Athletics in Greece, as with us, stand for democracy, self-control, honesty, patience, and temperance. We can hardly have too much of them, but they must be protected from gambling and commercialism, their deadliest enemies."—Quoted in *The Florida Alumnus*, Sept., 1930.

LEAGUE DEBATERS ON COLLEGE TEAM

Six Former Interscholastics Considered High Men on University Squad

B. J. CREHAN, of Liverpool University, and B. Hope Elleston, of Oxford University, representing the English universities, will meet a picked team of The University of Texas, at Austin, December 15, for a debate on the question, Resolved, That the Principles of Democracy Have Been Tried and Found Wanting. The English team will uphold the affirmative.

During the past six years, The University of Texas has debated with Oxford and Cambridge on alternating years and large crowds have been present at each contest. Last year's debate with Oxford was held in the Senate Chamber of the State Capitol before a record breaking crowd.

The two debaters who will represent The University of Texas against the English team will be selected from a group of six debaters. These six men were picked as the best out of a group of fifty contestants last month. Leroy Jeffers, of Holland, Spurgeon Bell, of Houston, Ben Bird, of Dalhart, Lester Boone, of Fort Worth, Frank Knapp, of San Antonio, and Will Crews, Morris, of San Antonio, are the six men. From this group, Coach Thomas A. Rousseau, will select the two men for the debate with the English team. All six men are former Interscholastic League contestants. Jeffers, Knapp, and Morris are former state champions in debate. Jeffers also won the state championship in declamation several years ago. Spurgeon Bell represented Austin High School in debate and declamation. Lester Boone is a former T. C. U. debate star. Ben Bird is now rounding out his third year on the University team and holds the distinction of winning every one of his debates.

League Declamation Star Makes Good in College

FRED COUPER, from Alamo School, Wichita Falls, Interscholastic League state winner in declamation, junior boys' high-school division, 1922, has made an excellent scholastic record in The University of Texas. He was recently chosen one of seven men to membership in Phi Delta Phi, national honorary fraternity for men; and was one of ten of the class of August (1930) who made Phi Beta Kappa.



Fred Couper

Above cut shows Couper the proud possessor, while yet in grammar school, of the Interscholastic State Championship Cup in Declamation.

In the open air, out of school... new relations are formed between pupil and teacher: freer, simpler, more trustful—those very relations which seem to us the ideal which school should aim at.—Leo Tolstoy.

One of League Founders Tells Early Chapters of Its History

Athletic and Literary Departments began Separately, Being Merged into One Organization in Extension Division of University in 1913

(By Charles W. Ramsdell.)

THE first high-school track meet to be held at The University of Texas, of which I have been able to find any record, was on April 29, 1905. It was called and managed by Homer F. Curtiss, the director of the Men's Gymnasium and coach of the University track team. According to *The Texan* of April 28 and May 5, 1905, Curtiss had organized these high schools into "The Texas Interscholastic Athletic Association," but there is no evidence available as to the real nature of this organization. Eleven high schools and academies were represented by forty-three contestants. A heavy rain ruined the dirt track on old Clark Field and the races were run off on the adjacent Speedway, a city street. Curtiss left the University soon afterwards, but these high-school meets were continued by his successors, the track coaches, evidently as invitation meets. Only a few high schools participated, for trips to Austin for distant teams were expensive and there was little real interest in track athletics in the high schools of Texas in those days.

DR. CHARLES W. RAMSDSELL, professor of American History in The University of Texas, one of the founders of the University Interscholastic League, here tells for the first time the story of how the athletic division of the League's activities got under way amid many difficulties during the years 1910-1913. The lusty infant soon came to demand more time and attention than an over-worked University professor had to spare, and so it became necessary to provide a full-time nurse and attendant which was accordingly done. This account of the early years of the League is by far the most detailed and authentic yet published.—Editor.

Track Interest Grows

During the next half dozen years the situation began to change. Track athletics in the large eastern and northern colleges were flourishing and several of those institutions had developed large invitation high-school meets, such as the Penn Relay Carnival—a combination college and "prep" school meet—and the University of Chicago Interscholastic Meet. Various colleges in the Southwest had taken up the idea. The University of Oklahoma had begun in 1905 and Louisiana State had organized an association of high schools in 1909. Several of the Texas colleges were doing the same thing, especially our greatest rival in those days, A. and M. College. As track and field athletics began to be taken up more and more by the Texas high schools and academies, the school authorities felt the need of organization and supervision, and they began to organize local associations. There was a Central Texas association, with Waco as its approximate center; a Southeast Texas association, radiating from Houston, and one in West Texas along the line of the Texas Pacific Railroad between Cisco and El Paso. There may have been others. There was as yet no general organization which embraced the whole state.

Athletic Council Organized

In the fall of 1910 President Mezes appointed me one of the three faculty members of the University Athletic Council. Professor E. C. H. Bantel was the chairman and Professor J. T. Patterson was the other member. In those primitive days, before we had a director of athletics, each major sport was under the supervision of some responsible member of this council. Jim Hart, one of the alumni members, captain of the famous 1900 football team, was looking after football; J. T. Patterson was in charge of baseball; and I was made responsible for track. We were supervising managers and our chief duties were to see that the student managers, who were actively in charge, did not let their enthusiasms get the better of their financial judgment. Bantel was a sort of prime minister without portfolio.

Sometime during that winter

(Continued on Page Four)

DRAMATICS COACH NEEDS MAGAZINES

Sketch of Features in Theater Publications Reveals Much of Interest

(By MORTON BROWN)

EVERY school interested in producing plays,—and what school doesn't produce plays from time to time,—should receive regularly at least one good magazine of the theatre. It is a good way of keeping in touch with what other people are doing and how they are doing it. Space forbids even mention of the tables of contents, but we can't resist passing on a few of the things that we have run across lately in the magazines.

Theatre Guild Magazine. New York. Single copy 25c. A publication sponsored by the Theatre Guild which aims impartially to record and interpret the most significant and interesting events in the field of the theatre and allied arts here and abroad.

In a series of three articles beginning in the July number and concluding in the September issue, Mr. Paul N. Turner, counsel for the Actors' Equity Association, and outside of office hours an authority on the theory and practice of modern education, expressing himself from the viewpoint of the parent rather than of the educator, writes on the use of the arts in education, stating the case of progressive versus formal education. We quote briefly from Mr. Turner's first article: *Art Versus the Three R's*, Education Through the Dramatic Instinct in Progressive Schools. "And first let me say that when I speak about the arts in education, I am not speaking about art education or about education to enable the child to appreciate art. I am speaking only about the education which will fit any child, especially my child, to play a happy and useful part in life. The encouragement and cultivation of artistic talent is important, but it is quite another problem." Mr. Turner then gives a concrete illustration of just what is meant by "art in education" or education through doing rather than through absorbing something, and continues the article with an extremely interesting account of some of the work done in progressive schools. In the second article, entitled: *Through Art Toward Life*, Mr. Turner answers the question, "Does the Use of the Arts in Progressive Schools Increase Children's Capacity Later to Master the Sciences and the Classics?" The third and concluding article entitled: *Discipline Through Art*, answers the question, "What Does a Child Gain and What May He Lose in Discipline for Life Through the More Spontaneous Methods of the Progressive School?" Mr. Turner writes with clarity and insight, vividly illustrating his points. The ar-

(Continued on Page Four)

PUPILS GET CREDIT FOR LEAGUE WORK

Stockdale Adds Points to Grade for Participation in Contests

LOOKING over the September issue of the *Interscholastic Leaguer* again, I notice that E. O. Rogers, of Waxahachie, wants to know something of the nature of the system of giving credit for participation in League contests. Mr. Rogers wants the best system that you learn of, and I do not intimate that this is the best system, but I do say that it works, and works well, although I do not grant a complete credit for some course because I would not have a name for the course, and I could not affiliate the course, as there are no rules governing such a course. I do add these points to the final average, at the end of the school year, after the two semesters have been averaged together. That means that if a student has an average of 66 that would go down on his records, he would have the opportunity of adding 4 points to his annual average, if he had earned 4 points.

We find that it doubles the student participation, and the way we have it arranged, it encourages the faithful workers to be able to participate in district and state meets.

Below is a list of the events and the points that each student shall get for such Interscholastic League participation. The points listed are to be applied on final average of one grade, or of several grades, if low average is present on two or more subjects, but in each case to the best advantage of the student, the teacher or the sponsor being the final judge in cases of dispute. The appeals with reference to disputes may be brought before the superintendent or principal, and his decision is final.

The points mentioned are to be awarded to those who participate in the events listed below, and the par-

(Continued on Page Four)

Says Dallas Unaffected By 10-Semester Ruling

By FLINT DUPRE

Although the Texas Interscholastic League has recently declared the ten-semester ruling inoperative for the remainder of the 1930-31 season and helped several high-school football teams, coaches in Dallas high schools unanimously declare that the revoked ruling does not in any way help them. Most of the local high school teams are playing youngsters in their second or third year in school.

Coach Alfred J. Loos at Forest Avenue High said that he does not know of a single player who could be ruled out if the ten-semester ruling was enforced this year. He said that most of his football players make their grades so that it is not necessary for them to remain in school an extra year or two.

Officials of Abilene, Galveston, and Marshall were the chief ones responsible for the revoking of the rule, which was adopted by the executive committee some time ago.

The executive committee of the Interscholastic League has not made known its attitude toward adoption of the rule for the 1931 season, but it is quite possible that it will be adopted. Its chief purpose is to keep football players from laying off the team during their first two years in school and then playing football four years, taking two extra years to make their grades.

Dallas high schools, according to Athletic Director P. C. Cobb, have discouraged players in remaining over in school an additional year to play on the team again. He said that was the chief reason the eligibility age was lowered from 21 to 20 to keep such students from playing longer than they deserved.—*Dallas Journal*.



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.)

Vol. XIV NOVEMBER, 1930 No. 3

WE ARE pleased to publish in this issue a letter from Principal R. B. Norman, of the Amarillo High School, correcting an erroneous impression created by the news account of the frat troubles in his school published in the last *Leaguer*.

Fees collected should be remitted at once. Often the state office receives a letter from a school complaining that although the fee has been paid, no receipt has been received and no bulletins. Investigation sometimes shows that the fee has been paid to some person who has failed to remit the same to the state office. Fees collected should be remitted at once; otherwise schools are deprived of opportunity to begin preparation for the contests.

REPORTS from here and there over the state indicate that there is going to be warm competition in the League's one-act play contest this year. About three hundred schools entered last year. Perhaps four hundred will enter casts this year. School men from the North and East visiting Texas are astounded at the large number of high-school buildings with stage and auditorium facilities. Even the small high-school buildings in Texas often have first-class stage equipment. This means that our schools have wisely decided to promote interest in dramatics. No better way of promoting this interest can be found than by entering a cast in one of the League play tournaments.

IN the *Amarillo News-Globe*, we find the following announcement:

The first annual speech tournament of Panhandle high schools will be held in Amarillo on December 12 and 13, sponsored by the public speaking department of senior high school.

This tournament will in no way conflict with the Interscholastic League division in the spring. Rather, it is for the purpose of giving some idea as to the caliber of material which may be expected in the League contests, as well as to broaden the scope of the work. Oratory and dramatic readings are two divisions which are not included in the spring contests.

This is a fine idea. We hope high schools throughout the Panhandle will participate in this tournament.

ONE hundred and twenty counties have reported their respective county organizations to the state office of the League. The names of the directors of the various contests have been placed on the League mailing list to receive the *Leaguer* and other printed matter relative to conducting the contests. Other counties which have elected officers for the present school year and have not yet reported them are urged to make this report at once. Important announcements are being issued from time to time, and these announcements cannot be sent to county officers unless we have their names and addresses. In the present issue will be found a list of those counties which have reported. If your county does not appear in this list, it is because your county officers have not yet been reported.

THE rules provide that topics for Essay Writing shall be chosen within the range of the average pupil's study, observation and experience. At the county meet five topics of this character will be provided. This means that such topics as are ordinarily provided in school composition books will be used. For illustration: "Books That Have Helped Me," "My Favorite Poem," "Reading for Amusement," "Force of Habit," "How to Be Miserable," "The Selfishness of Bad Manners," "Hallowe'en and its Custom" are topics upon which no preparation in subject matter is necessary. Any child has sufficient information on any of these and similar topics to write a theme, provided he knows how to write one. It is the mechanics of writing that will be stressed. A child should know how to organize a topic, how

to present it in an interesting way, how to form his sentences correctly, how to make proper paragraph division, etc.

THERE is danger of over-specialization in League contests. We find some of the larger high schools specializing almost entirely in football. If the football season is a success, everything is fine; if it is a failure, that is, if not even a district championship is won, the whole school year is a failure, so far as the League is concerned. Other schools devote almost all their surplus energy to basketball. Others feel that failure to get to the district meet in several public speaking events amounts to a calamity. Still others stress dramatics out of proportion to its importance. In all such schools the League is a failure. The organization is designed to stimulate a balanced program of extracurricular activities in the school. It is meant to engage different groups of pupils and teachers with different interests and varying talents. Don't put all your contest eggs into one basket—all competitive ventures should not be "to one bottom trusted." Let there be organization in the school for covering as many League activities as possible, so that failure in any one of them will not be given undue weight by the school or community. That is the secret of using the League contests for building up school and community spirit, and engaging large groups of pupils, and utilizing to the full the various talents of the teaching staff.

Propaganda in Schools

THE Federal Trade Commission has been conducting hearings for somewhat more than a year with regard to certain materials which are included in the courses in civics in many schools of the United States. It appears that a number of privately owned corporations which supply communities with so-called public utilities, such as water, electricity, gas and transportation, have prepared attractive statements about their services and have secured the use of these statements in schools. It was asserted in some of the reading matter supplied from this source that public ownership of water-works, gas factories and like establishments is uneconomical and likely to result in inefficient service to the public. The Federal Trade Commission, which is a branch of our National Government, created to protect industries against unfair competition, was stimulated by some of the believers in public ownership of public utility plants to begin official inquiries as to the way in which statements favorable to private ownership were prepared and introduced into the schools.

Hearings before a Federal commission on the contents of the school curriculum are of interest because they make clear several points with regard to American education. The first point is that schools are today one of the most direct avenues of approach, if not the most direct, to the minds of the American public. People who want to influence opinion recognize this fact. They know that what is taught in the schools of this generation will profoundly affect belief in the next generation. Any one who can persuade pupils as to the best type of ownership of public utility corporations has influenced public thought and ultimately public action to a highly significant degree.

The second point is that a place is being found in school courses for the treatment of problems in economics and public policy. In the past the schools of the United States limited their teaching to subjects which were simpler. It was assumed that people could pick up information on politics and government when they encountered these problems as voters. It is coming to be recognized that no one can be really intelligent about his own life unless he has thought intently about his relations to his neighbors. To be intelligent on public policy is to be intelligent about the world of which one is a part. Schools cannot do their full duty to pupils unless they teach pupils a great deal more than was taught in the past about social institutions.

The third point is that fairness demands a hearing for representatives of all sides of a dispute. Whatever the Federal Trade Commission reports about what has been done in the past, it cannot exclude from the schools statements on both sides of the question as to who shall own and control public utilities corporations. Prevention of improper competition in trade cannot be secured by closing the ears of pupils to all the evidence that can be presented on both sides. The worst possible result of the commission's hearings would be an attempt to prohibit a full, two-sided discussion. The modern world has learned that only ignorance is to be feared. Ignorance arising from narrow-minded, prejudiced views is worse than total lack of knowledge on a subject. Since the schools are to give instruction on economic and social problems, it is important that the way be cleared for that type of broad treatment of these problems which will train pupils to judge for themselves rather than fall victims to biased propaganda.—CHARLES S. JUDD, in the *News Review*.

OFF-SIDES

BY THE EDITOR

TOO much advertising in radio programs is causing a revolt, according to Ira E. Robinson, member of the Federal Radio Commission. The "overdose of advertising on the radio," he says, "is fulsome and eventually will ruin the business of advertising by radio. The excesses of broadcasters in their greed for commercial gain will assuredly bring about a revolution among listeners." He is quite right, and especially is this true of the advertising of objectionable articles such as cigarettes. Moreover, there is certainly a revolution brewing among the neighbors of radio fans. No longer may one retire to the "peace and quiet" of his own hearthside for there is alas! no more peace and quiet. The radio across the street starts with its blaring jazz and announcements concerning piston-rings and breakfast-foods just as one fondly imagines he is settling down to the after-supper peace and quiet of his home. He moves to the other side of the house, only to find that his neighbor to the left also has a radio going full blast. He decides to call on a friend, but the friend's wife meets him at the door with the statement that her husband went down to his office awhile ago to see if he could get away from his neighbor's radio. And so on. There should be a law making it a misdemeanor to operate a radio which can be heard across the street.



THE Extension Loan Library has followed its usual custom of collecting material to be loaned to the schools entering the debate and picture memory contests of the Interscholastic League.

Debate

Much material has been gathered together on the subject of Trial by Jury, special care being taken not to duplicate articles included in the bulletin published by the Interscholastic League. Fifty copies of two of the most important debate books on the subject have been bought—the H. W. Wilson Reference Shelf and the University of Kentucky Bulletin. As each of these contains a large number of selected articles, the members of a debate team can hardly have time to study them thoroughly in less than two weeks. For this reason only one of these books is sent to a school at a time. Two groups of package libraries made up of magazine articles on both sides of the question have been prepared. These, with the two books mentioned above, make four different sets. When a school has used one set a different one will be sent, upon request, until each of the four sets have been used. If either the Reference Shelf or the University of Kentucky Bulletin have been bought by a school it is well to mention the fact when applying for package libraries so that material will not be sent which duplicates what the school already has.

Picture Memory

Material has been collected about every picture represented in the picture memory contest. This has been made up into package libraries according to the nationality of the artists who painted the pictures. There are six different sets,—French, Italian, British, American, Dutch, and German, Flemish and Swedish together. One package library is sent at a time until the teachers desiring them have had all of the six groups. The teachers who used the picture memory material last year reported that they found it very helpful.

Application for the debate and picture memory material must come from the librarian, if the school is fortunate enough to possess a library with a librarian in charge. Otherwise the request must be made by a teacher. This material is not sent directly to students.

Christmas Plays

In the Extension Loan Library there are one hundred and forty Christmas plays and pageants, including the simplest of plays for children, plays of the Nativity or with a religious background, one-act plays suitable to the season, and pageants for the community. These plays may not be used in rehearsal, but as many of them as necessary may be borrowed in order to find a suitable one. When one has been selected it may be ordered from the publisher. A partial list of the Christmas plays is available and will be sent free to

anyone upon application. It is suggested that those who wish to examine these plays write in at once, so that when selection has been made there will still be time to order from the publisher.



MEMBER schools are referred to the third paragraph in the Introduction to Article VIII, Constitution and Rules, which reads as follows:

The Official Notice Column of The Leaguer is considered sufficient notice to all member schools concerning interpretations of rules.

For convenience in reference, all official notices issued so far during the current school year are published below. The name of the month in parenthesis after certain notices indicates the issue of the *Leaguer* in which they first appeared. Those notices not so marked appear in this issue for the first time.

Senior Spelling, p. 47

Correspondents desire information on senior spelling contest. Rule 4 (c), p. 47 and 4 (d) provide fifteen minutes spelling at rate of ten words per minute from senior list, and ten minutes at same rate from junior list. Seniors should be familiar with both senior and junior lists.

Rule 1, p. 59, Arithmetic

This statement seems to be misinterpreted by many:

Representation in arithmetic is the same as representation in music memory.

Following, as it does, the statement that only seventh graders are eligible in arithmetic, this statement means that representation is determined in the same manner as is prescribed in music memory, that is, a team with a minimum of two members, with additions in case eligible grade (i.e., seventh) has enrolled more than 100.

Spelling—Rule 4 (b), p. 46

Substitute for first paragraph of Rule 4 (b), page 46, Constitution and Rules, the following:

The first part of the sub-junior contest shall consist in pronouncing to the contestants the words in bold-faced type at the head of the numbered columns in Sections I to XXXVII, inclusive, beginning Page 46, Part I, State Adopted Speller, and ending on Page 74, for one half an hour at the rate of six words per minute. The Section at which the pronouncer shall begin shall be determined by placing slips numbered 1 to 37 in a hat and drawing one of the slips,—this number so drawn being the section-number at which the pronouncer shall begin pronouncing. If the end of the prescribed list is reached before the half hour is gone, the pronouncer shall turn back to Section I and continue until time is up.

Footnote, p. 79

The footnote on page 79 of the Constitution and Rules concerning "former school" should read: "Former school means the school where the student was last entered for a period as long as three weeks." (September.)

Debate Bulletin Is No. 3028, p. 111

The number of the debate bulletin had to be changed after the Constitution and Rules was published. The new number assigned is 3028. Please order by this number and not by the one given at the bottom of page 111 of the Constitution and Rules. (September.)

Page 107, Fourth Paragraph

In regard to the eligibility of a junior boy for participation in athletic events for juniors, boys, and the following to the fourth paragraph on page 107: "if he is not entered in the high school meet." See Rule 3 (c), page 92. (September.)

Rule 2, (b) Football Plan; Sec. 14, Art. VIII "Ineligible" as used in the fourth line of Rule 2 (b) of the football plan on page 79 of the Constitution and Rules means "ineligible" under Sec. 3 of Art. VIII. The same interpretation applies to the statement in Sec. 14 of Art. VIII on page 22. (September.)

Volley Ball, p. 109

On page 109 of the Constitution and Rules, under Volley Ball, eliminate the word "senior." This year volley ball is open to both junior and senior girls. See the rule at the top of page 92 which takes precedence. (September.)

Schedule of Fees, p. 10

Junior high schools are classed under "All Other Schools"; only high schools as described in Definition 3, p. 7, are included under "High Schools" in the fee schedule. Definition 4, p. 7, designates a junior high school as a particular kind of school, distinguishing it from a "high school," and hence it falls under the classification in the fee schedule of "All Other Schools." (September.)

Article VIII, Section 13

The State Executive Committee after hearing protests (Oct. 27) of several schools on ten-semester paper appearing in current edition of Constitution and Rules, has decided that the word "ten-semester" should be changed to "ten-semester" and that therefore schools had not had sufficient notice. Committee ordered that wording of rule now and for present year be in force exactly as it was stated in last year's edition of the Constitution and Rules, which wording follows:

No pupil who has been in attendance upon high school for ten semesters or more shall be eligible for participation in any interscholastic contest. (October.)

Article VIII, Section 16

Half unit credits means credits which the school counts towards graduation, not necessarily in subjects in which the school has affiliation.

Note that paragraph 2 of this section refers to pupils still in ward or grammar grades. A pupil who has been promoted conditionally from the seventh grade to the

High School Press

By DeWitt Reddick

DO YOU have a journalism club in your school? An honorary journalism organization of some kind with a membership composed of boys and girls who are seriously interested in journalism is an asset to the school paper and to the students alike.

Press Club

Discussions of the problems of the paper and criticism of the work done on it could be made an important feature of the club program. Talks by experienced journalists will give the students a broader and truer outlook on the field of newspaper work than they could get from their school activities alone. A criticism of the papers of other schools will give helpful hints of what to do and what not to do with your own paper. Membership in the organization might be given as an award for good service on the paper and thus encourage students to do their best.

The North Fort Worth High School Press club, organized this fall with thirteen members, requires that each student before being eligible for membership must have had at least eight inches of his material published in *The Lariat*, the school paper and must have otherwise shown his ability and desire to give good service to the paper.

Austin High, like Brackenridge High and several of the other larger high schools, has a chapter of Quill and Scroll, national journalism organization for high school students. Wiley Roundtree, editor of *The Maroon*, was chosen president of the Austin chapter for this year.

Laredo Awards Letters

Laredo High school has organized a system of awarding letters for service in journalism just like letters are awarded in athletics. For the spring semester two years ago and the two semesters of last year twenty-six students received such letters. Points are awarded in accordance with the number of inches of material appearing in the print in the Laredo High School Journal and the amount of time otherwise spent in work on the paper. Letters are awarded to those students winning more than 250 points for the year.

Alpha Carter is editor of *The Journal* this year. Some of you will remember meeting her at our I.L.P.C. Convention last spring. Under her direction *The Journal* ought to be a better paper this year than it has ever been. The biggest need of her paper at present is to adopt a standard set of headlines. The top column three-line step heads which are used would look better with a three-line inverted pyramid subordinate deck.

National Recognition

Announcements this fall have shown that high school journalism in Texas ranks well in comparison with high school journalism over the country. The Abilene Battery, The Amarillo Sandstorm, and The Brackenridge Times, San Antonio, were given all-American honors in the Quill and Scroll national contests ending last spring. In the Dixie Press Association of Knoxville, Tennessee, the Brackenridge Times this fall won first place over 36 other high school papers entered from various states.

Turkey Talk of Cuero High School, a new paper to the I. L. P. C., has a very neat appearance. It has two faults that probably can be easily remedied. The front page has too much white space above the title line. And second, no sub-heads are used in the stories. Sub-heads are the small black lines in the same size type as the story which break up the stories of practically all first class newspapers. Sub-heads relieve the monotony of a long column of type. Each story that runs more than six or seven inches (exclusive of the head) should be broken with sub-heads, one about every four inches. Several other papers we have been receiving on the exchange list might improve their appearance by a use of sub-heads. Among these are The Scream, Aransas Pass; The Eagle, Georgetown; The Yellow Jacket's Nest, Marquez; The Pecos Tumbleweed and The Austin Maroon ought to use more sub-heads than they have been using.

Subdue Title Lines

Title-lines on the front page of papers cause considerable trouble each year. Many high school papers

high school may still be eligible under this rule if he passed the last semester in the seventh grade, three seventh grade subjects. (October.)

Picture Memory, p. 109

Statement should harmonize with Rule 2, p. 67, which provides that only those in the fifth grade are eligible in this contest. A fifth grader under ten is not barred from this contest by the age rule. (October.)

Arithmetic, p. 109

Note that under Rule 1, p. 59, only those in the seventh grade are eligible in this contest. (October.)

make the mistake of getting a drawing to go with the name of the paper that is so big it is out of proportion to the rest of the page. The Coleman Round-Up and The Georgetown Eagle had this fault last year, but this year they are appearing with new title lines that occupy less room than the old. Look at your title-line. Is it too large for your front page?

Have you filled in an enrollment blank for I. L. P. C. yet? If not, we would welcome you and your paper into our Conference. Send your request to DeWitt Reddick, University Station, Austin.

Texas High School Press Association, directed by Miss Helen Z. Wortman of Baylor College, is holding its fall convention at Belton, December 12 and 13. If delegates from your paper go there, we are sure they will receive much benefit from the talks and criticisms and discussions that will make up the convention program.

Books and Magazines

Birds of New Mexico, by Florence Merriam Bailey, with contributions by the late Wells Woodbridge Cooke, formerly assistant biologist of the Biological Survey, illustrated with colored plates by Allan Brooks, plates and text figures by the late Louis Agassiz Puertes, and many other cuts and drawings, photographs, and maps. The New Mexico Department of Game and Fish, Santa Fe, New Mexico, 807 pp. 1928. Price, \$5.

New Mexico is generally considered a young state, and so it is if we considered statehood alone. But from the standpoint of transplanted European culture, it is one of the oldest states in the Union; while from the standpoint of an indigenous culture it is by far the most advanced and interesting state in the Union. The first ornithological notes were made in New Mexico some eighty years before the Pilgrim Fathers landed at Plymouth, and twenty-five years before the founding of San Augustine. But the observations of Coronado stood alone for 300 years, so far as the record at present reveals. From 1840 on, however, records become more and more plentiful until we come upon the present work, which is not only a compendium of birdlore accumulated from the past but a masterly presentation of the same, together with original contributions of the author, whose high place in America as an ornithologist is not challenged by anyone who is familiar with authorities in this field.

Of great importance to Texas ornithology is this monumental work. Texas borders New Mexico for 200 miles on the south and for 300 miles on the east. Spurs of the Rocky Mountains cross the state line and project far into Texas. Three great rivers rising in New Mexico flow into Texas: the Rio Grande, the Pecos, and the Canadian. Hence, the bird life of eastern New Mexico and of a great part of Western Texas is identical; and the student of bird life in Texas anywhere west of the 100th meridian cannot afford to be without this book. Moreover, it is a great help for those living in the central and eastern portions of the state.

The publication of this work is an evidence of the intelligence and enterprise of a department of the state government, the New Mexico Department of Game and Fish. It is a cooperative enterprise shared in by the State Game Protective Association, the Bureau of Biological Survey of the United States Department of Agriculture, and furthered by financial assistance of Mr. and Mrs. George Deardorff McCravy, Jr., of Silver City, N. M. Here the state, a private organization, the United States and private citizens have cooperated to good purpose. Without some such combination, the exhaustive storehouse of information assembled by Mrs. Bailey and her coadjutors might have lain in the dusty archives at Washington for a generation or two or three, unavailable for study except by the fortunate dozen or so people who happened to have access to the files.

There is no existence in manuscript form a crying shame that this work of Harry C. Oberholser has not long before this been made available in published form. Of course, the state of Texas, being of greater extent, having more varied climatic conditions, a long stretch of seacoast, and lying moreover, in the path of greater migrations, has a far richer bird life than her sister state to the west. Indeed, a greater number of species of bird life are available for study in Texas than in any other state in the Union, and still there is no published work on Texas birds, outside of a few purely local studies.

We cannot think it will be long before the example of New Mexico in this matter will be emulated by Texas.

In the meantime, every school in Texas west of the 100th meridian should have a copy of the "Birds of New Mexico" in its school library.

R. B.

Young men are better to invent than to judge, fitter for execution than for counsel, and fitter for new projects than for settled business, for the experience of age in things that fall within compass of it, directeth them, but in new things abuseth them.

Men of age object too much, consult too long, adventure too little, repent too soon, and seldom drive business home to the full period—but content themselves with a mediocrity of success.—Francis Bacon.

The Teacher's Guide to Good Plays

Conducted by

MORTON BROWN, Director of Dramatics

(NOTE: Plays recommended in this department are not necessarily eligible for League one-act play contests. That is a matter which requires a careful study of the requirements laid down in the Constitution and Rules.)

The Way of the Drama, by Bruce Carpenter. Prentice-Hall, Inc. New York. 1929. pp. 263. \$3.25.

A Book of Dramas, compiled by Bruce Carpenter. Prentice-Hall, Inc. New York. 1929. pp. 1111. \$4.50.

In his preface to *The Way of the Drama* the author states that this book is "intended primarily as a practical text to be used in classes in appreciation of contemporary drama, . . ." and in addition is "for those who wish to attend plays or to read them with intelligent enjoyment." Having been considerably exposed to textbooks without knowing much about them, we usually look with some distaste upon a reviewer's text. But here comes a surprise: a textbook well arranged, clear, concise yet full, with notes, bibliographies and "Topics for Reports and Special Study." That isn't extraordinary after all, perhaps, but Mr. Carpenter's informal and conversational style, his humanness, his ability to put what he knows into terms the student can understand and appreciate, his sense of humor and his facile use of illustration to illuminate his points: these gifts are out of the ordinary, making the book not only an unusual class text, but also a book of interest and value to clubs and drama groups as well as to the individual. As a textbook the volume presents in an interesting and admirable way the general principles of drama and outlines a plan for the study of those principles. And for the playgoer or the drama lover it offers a wealth of comment and incident, a discussion of points and an enlightenment which may add greatly to his appreciation and enjoyment of plays.

The second book, intended as a companion volume to *The Way of the Drama*, is an anthology of nineteen plays illustrating the forms and moods discussed in the textbook. Mr. Carpenter has arranged the plays according to form: tragedy, comedy, farce, melodrama; and mood: romanticism, realism, sentimentalism, naturalism, symbolism, expressionism. Except for brief biographical sketches, the book is without notes, since all of the plays are discussed in the other book. While the textbook needs this volume to supplement it; for the man who merely wants a fine and unusual collection of plays in one volume, this one may well stand alone. For Mr. Carpenter has chosen from the finest plays of all time; from the greatest of the Greeks to the masterpieces of the modern playwright. As a teacher has been taken to select the best translations available of the foreign plays, the fine work of Sir Gilbert Murray being well represented among the Greek tragedies.

Drama and Dramatics, A Handbook for the High School Student.

By Helen Randle Fish. Macmillan. New York. (Address Dallas office.) 1930. \$1.40.

Miss Fish knows her subject and in addition knows how to present her material to the high-school student in a way that will at once arrest his attention and continue to hold his interest. In the short, concise chapters of the text she somehow manages to cover the principles of play appreciation, acting, and production fully and clearly. Leaving theories and generalizations entirely out of it, her work is directed toward the practical and immediate use of the principles she so aptly presents. While the book is intended as a class textbook it may be found of interest and of assistance to those teachers who, knowing little of plays or of directing plays, find themselves, either through choice or fate, "putting on a play." Included in the book are four one-act plays which are fully discussed and frequently used to illustrate points in the text.

Yule Light, by Alexander Van Rensselaer and Frank Butcher. The Century Company. New York. 1930. 75c.

A new and unusual Christmas choral pageant based upon ancient carols and old folk songs. Part I is a presentation of the Nativity scene, with the adoration of the Shepherds and the Wise Men. In Part II the scene changes to the great hall of a medieval English manor some fifteen centuries later, with a gay and festive merry-making in the yule-tide traditions of "Merrie England." Thirty or more persons may be used in the pageant and good singing voices are required. Simple costumes and settings may be made effective, ample suggestions for which are included. The play is especially recommended for presentation by choirs, glee clubs, Sunday schools, and community groups.

The Tinker, by Fred Eastman. The Century Company. New York. 1930. Bound in boards, \$2.00; in paper, 75c.

Comedy, 3 acts, 4m3w, 1 int, costumes modern. Somewhat reminiscent of *The Passing Of The Third Floor Back*, *The Servant In The House*, and *The Trumpet Shall Sound*, this modern comedy with a spiritual background was inspired by a study of the life of St. Francis of Assisi. While the "moral" is ever present and evident, the story is good, the plot well developed, and suspense sustained. This play is especially appropriate for the Christmas season, though it may be given at any time.

Recommended to high school and community groups.

Director's Manuscripts Furnished.

We have just received from Longmans, Green & Co., 55 Fifth Avenue, New York, the one-act plays listed below. An special feature of the Longmans' Play Series is the Director's Manuscript, prepared by an expert, and containing all necessary information for production, principles of acting and directing. Upon payment of the royalty or a satisfactory guarantee that it will be paid, the Director's Manuscript will be lent to the producer free of charge. In cases where a Director's Manuscript is not available, sufficient production notes have been included with the play to make the manuscript unnecessary. The list follows:

Long Distance, by William Hazlett Upton. 50c. Comedy, 4m2w, 1 int, costumes modern. Here's an out-of-the-ordinary play that may be put on quickly since the actors need not learn their parts. The story is brought out by a series of telephone conversations, and the actors, seated at desks, direct their parts. The play holds the attention, has good farce comedy situations and an excellent ending. This would be a good play for "Assembly."

Thank You Doctor, by Gilbert Emery. 50c. Farce, 3m2w, 1 int, costumes modern. This wildly melodramatic farce is full of action and highly "playable." Must be carefully directed for proper tempo.

Good Medicine, by Jack Arnold and Edwin Burke. 50c. Comedy, 1m2w, 1 int, costumes modern. An amusing farce comedy concerning a struggling young doctor and his wife. Easy to do and goes well with H. S. audiences.

Stockin' Money, by Eloise Earle Dean. 50c. Drama, 2m2w, 1 int, costumes modern. This South Carolina folk play of deprivation and sacrifice was the winning one-act play of the Drama-League-Longmans. Green Playwriting Contest in 1928. The characterization is somewhat difficult, but the play is well written and worth while.

Three Friends, by George H. Faulkner. 35c. Melodrama, 3m, 1 int, costumes modern. An effective and thrilling little play in which three thieves of different types kill each other. Runs about 15 minutes. Easy to stage. Requires good characterization. Well adapted to high-school use.

The Mouse, by Louise Van Voorhis Armstrong. 50c. Comedy, 4m1w, 1 int, costumes 1750. A jolly good story of a pirate captain who is with a novel plot. Not difficult, but requires care in staging and directing. Recommended to those looking for something out of the ordinary. Use of firearms makes this play unavailable for state one-act play contest.

A Woman Of Character, by Estelle Aubrey Brown. 35c. Comedy, 9w, 1 int, costumes modern. Mary Lange discovers her husband flirting with a French milliner and makes him buy for her the most expensive hat in the shop. Whether or not she will divorce him is the chief topic at the meeting of the Literary Club. Good characterization. Recommended to mature groups.

The Doctor Of Lonesome Folk, by Louise Van Voorhis Armstrong. 60c. Pantomime in 5 scenes, 7m7w1chld, 2 settings, costumes 1800-1830. Of this picturesque and romantic Christmas pantomime Miss Eunice Cox of Texas Technological College, says: "I consider *The Doctor of Lonesome Folk* the most artistically whimsical and yet the most realistic and practical of any of its kind that has ever come to my notice."

The Table Set For Himself, by Elene Wilbur. 50c. Drama, 3m5w1w, 1 int, costumes Irish peasant. This winning one-act play in the Drama-League-Longmans, Green 1929 Playwriting Contest is written around the Irish legend that every Christmas Eve the Christ comes down from Heaven, as a little child, to see how the world remembers him. This is a well written little drama requiring good acting but not too difficult for high schools.

The Idings Of The King, by Erle Remington. 50c. Burlesque, 5m1w, 1 int, costumes Medieval England, 15 min. An absurdity on life at Camelot in which King Arthur and his Knights of the Round Table abandon their jousts and knightly enterprises for jazz, bridge, and golf.

Heaven On Friday, by Vail Motter. 75c. Fantasy in 3 scenes, 10m4w and extras, costumes modern and fantastic. A highly fantastic play with an underlying theme of the classroom hostility of boy and teacher—the gulf which separates them and which is only bridged by tolerance and understanding. May be played by a cast of all boys. Full production notes, excellently written and covering fully all problems in staging are included in the book. A highly imaginative play, full of action and with keen insight into a boy's nature.

Pals, by Tacie May Hanna. 50c. Comedy in 4 short acts, 9m2w and extras, 3 int, costumes modern. Pals is an excellent play for high-school students, written with their needs and preferences in mind, well within their emotional experience, with a theme touching their everyday lives and of great interest to them. The cast is elastic and a large number of extras may be used: the football team, glee club, dancing classes, etc. The same set may be used throughout by making a few simple changes.

'JINGOISM' FOUND TO COLOR TEXTS

Writers of School Books Distort Views of Foreigners, Chicago Professor Shows

IF an American says he doesn't like the British but thinks France a splendid nation, or if he is convinced the United States has never lost a war and is always right, his attitudes and convictions can probably be traced to the textbooks he studied in school.

Miss Bessie L. Pierce, professor of history at the University of Chicago, draws these conclusions after making a study of 400 school texts in common use for teaching history, geography, foreign languages, music, reading, and civics in this country. Her findings have been published in a volume, "Civic Attitudes in American School Textbooks," by the University of Chicago Press.

The United States gets an idealized portrait of itself in most school books, Professor Pierce declares. She found no good ground for charges made in certain political campaigns that many histories are pro-English and pacifistic. On the contrary her study convinced her that textbooks are "permeated with a national or patriotic spirit," that many are pro-American to the extent of being derogatory to other nations.

Prejudices Perpetuated

Prejudices against Great Britain dating from the Revolutionary period are perpetuated in many books, although a sudden friendly attitude to that country becomes evident when Great Britain is chronicled as an ally in the World War. Then, Professor Pierce says, "England is naturally accorded nothing but praise."

The geographies were the least jingoistic of the textbooks, according to Professor Pierce. Histories and readers were described as the worst offenders in painting the American as a superior person.

Professor Pierce saw encouraging signs, too. "Reputable historians and others," she said, "have endeavored to set forth both sides of controversial questions and of late there has been a decided development of the spirit of fair play."

Belief in the invincibility of the United States, which Professor Pierce says is held by not a few people who are convinced that their country could whip any nation before breakfast, has its roots, she feels sure, in misinterpretations of history such as are given regarding the War of 1812.

War Pictured Beneficial

"In general," she writes, "in discussions relating to the battles of the war, the success of American arms is not modestly concealed. On the whole, the results of the war are pictured as beneficial. The textbook writer, implanting in the pupil's mind the impression that Great Britain had been beaten again by the United States in a struggle for the rights of men, has but strengthened a nationalistic egotism attributed to Americans." Professor Pierce quotes a military authority who came to similar conclusions, deploring "false impressions given as to the unvarying success of American forces."

Professor Pierce did not make any editorial comment on her findings, preferring to let the facts speak. But she carried her study one step further by questioning 1,125 children in Pennsylvania as to what they had gained through their study of history. Asked, "How can you show your loyalty to your country," the majority replied, "By defending it." About one-ninth as many said, "By voting."—*Christian Science Monitor*.

League Debaters Go In For College Debating

(Thomas A. Rousse, Debate Coach, The University of Texas.)

We have about fifty-five signed up for the debate try-outs and this includes a large number of former interscholastic debaters. Among those Interscholastic Leaguers that I know, and there are probably many more who are trying out for the debate squad this year, are the following:

Frank Alvarado of San Antonio, Calhoun McCutcheon of Taylor, R. I. "Shorty" Tennant, Tom Bagby, Mathias Schon, H. R. Branch, Edgar Pfeil of San Antonio, Will Crews Morris, A. G. McNeese, Lester Springer, Frank Knapp and Jay Sam Levy of San Antonio, Simon Frank, Leroy Jeffers, D. B. Hardeman, Edward Reichelt, and Mervin Whalen and James Starley of Pecos.

EXTEMPORANEOUS SPEECH

EXTEMPORANEOUS speech topics so far issued this year are published in the list which follows. A few new references are inserted from time to time. Topics upon which the Extension Loan Library has material in package form are starred. It is a good plan to keep a notebook containing references, newspaper clippings, and an outline of each topic.

1. The Debutante Plan for Farm Relief. (Contentant may merely present the Plan; or advocate it; or dispute its efficacy.) (Daily papers; Sept. R. of Oct. 21-22.)
2. Contributing Factors to Agricultural Depression. (Daily papers; Sept. R. of Oct. 21-22; ibid. p. 107; Oct. R. of R. p. 39; Nov. W. W., pp. 39-41.)
3. What the Federal Farm Board is Doing for Farm Relief. (Sept. R. of R. pp. 41-43; Oct. R. of R. p. 40; daily papers.)
4. The Rockefeller Radio City. (Sept. R. of R. pp. 63-67; Sept. W. W., p. 18.)
5. The New Postal State. (Sept. W. W., pp. 61-69.)
6. Is Prohibition a Failure? (Sept. W. W., p. 52; Nov. W. W., pp. 35-37; Nov. W. W., pp. 24-27; contentant may argue either affirmatively or negatively. The citation is to an affirmative article.)
7. France Returns Colonel Lindbergh's Visit. (Daily papers; Oct. R. of R. pp. 24-26; Oct. R. of R. p. 120-122.)
8. Government by Dictatorships. (Oct. 4 Scholastic, pp. 16-17; 32; Oct. R. of R. p. 3.)
9. The Post, Virgil. (Scholastic, Oct. 18, p. 3.)
10. The Gross Sales Tax. (Contentant may simply present plan; may argue against it, or in favor of it, or give pro and con. Oct. R. of R. p. 120-122.)
11. Progress of Aviation. (Oct. R. of R. pp. 34-36 and pp. 73-75; to the Texas Constitution carried Nov. 4, 1930.)
12. Freedom for the Philippines. (Oct. W. W., pp. 61-69; Interscholastic League furnishes Bulletin, No. 2429, dealing with this topic at 10 cents per copy.)
13. Is High School Debating Worth While. (Scholastic, Nov. 1, pp. 16-17. Contentant may take either affirmative or negative stand, or present both sides of the argument.)
14. Revolution in Brazil. (R. of R. Nov. pp. 63-64; R. of R. Oct. p. 39; daily papers. Keep topic up-to-date.)
15. The Hitler Movement in Germany. (Oct. R. of R. pp. 41, 65-68, 128.)
16. Changing the System of Agriculture in Russia. (R. of R. Nov., pp. 49-53.)
17. The Texas Constitution Carried Nov. 4, 1930.
18. Method of Amending the Texas Constitution.
19. Recent Developments in the Natural Gas Business. (Nov. W. W., pp. 55-58.)

REPORT OF COUNTY OFFICERS NOW DUE

Counties Which Have Elected and Not Reported Should Wake Up

COUNTIES that have not reported officers should do so at once, if election has already taken place. In many counties institutes have not yet been held, and in some other counties institutes will not be held until shortly before the Christmas holidays. 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, Andrews, Angelina, Archer, Austin.
Bandera, Bastrop, Baylor, Bee, Bexar, Bosque, Bowie, Burleson, Burnet, Brazoria.
Caldwell, Camp, Cass, Castro, Chambers, Cherokee, Coleman, Collin, Collingsworth, Colorado, Comanche, Concho, Cottle, Crosby, Culberson.
Dawson, Delta, Denton, Donley, Eastland, Ellis, El Paso, Falls, Fayette, Fort Bend, Freestone, Frio.
Gillespie, Gaines, Galveston, Glasscock, Goliad, Gonzales, Grayson, Grimes, Guadalupe.
Hale, Hamilton, Hansford, Harrison, Haskell, Hidalgo, Hill, Hockley, Hopkins, Houston, Hutchinson, Jack, Jackson, Jasper, Johnson, Jones.
Karnes, King, Kleberg.
Lamb, Lampasas, La Salle, Lavaca, Leon, Limestone, Lipscomb, Live Oak, Llano, Lynn.
Martin, Matagorda, McCulloch, McLennan, Medina, Milam, Mitchell, Montague, Montgomery, Morris, Motley.
Nacogdoches, Newton, Nueces, Ochiltree, Oldham.
Panola, Parker, Polk, Potter, Rains, Randall, Reagan, Real, Reeves, Refugio, Roberts, Robertson, Rusk.
San Augustine, San Saba, Scurry, Stephens, Sterling, Swisher.
Tarrant, Taylor, Titus, Tom Green, Travis, Trinity, Tyler, Uvalde.
Van Zandt, Victoria.
Walker, Ward, Washington, Wharton, Wheeler, Wilbarger, Willacy, Wise, Wood.
Young.

To be rich is not an end, but a change of troubles.—Epicurus.

LEAGUE DEVELOPS COLLEGE PLAYERS

Noted Sports Writers Attributes Sw. Conference Strength to High School Play

By GAYLE TALBOT, JR., Associated Press Sports Writer

A RECENT remark by Gwinn Henry, University of Missouri coach, to the effect that Texas high school teams have become unusually strong and smart in recent years, received nationwide circulation over the wires of the Associated Press.

It not only was well-merited praise for the results gained by the Texas Interscholastic League in the last ten years, but was as well an explanation for the increase and all round strength of the Southwest Conference. As the state schoolboy league has expanded and the competition has become more strenuous, so has the big conference become more powerful and better balanced. Well trained, smart football players are going into the state's universities.

In other years there usually was one outstanding Southwest Conference team, loaded down with two- and three-year veterans. It was a natural favorite before the campaign began. Teams that had lost the bulk of their line-up by graduation were dismissed in pre-season guesses with the simple statement that "Coach So-and-so has to start all over again and build from the ground up."

No Green Teams

There is none of that these days, what with every conference squad loaded down with high-powered sophomores—boys who have had four years of good coaching and keen competition in high school and another season with the freshman eleven. Instead of building from "the ground up," the university coach can start along about the second story.

Last year, for example, Baylor had a veteran team and a good one. The Bears were rated favorites for the conference flag. Southern Methodist had lost the bulk of that crack outfit that the previous year had fought the Army to a 14-13 decision, including Hume, and was not expected to do much. Yet the Ponies, with a sophomore backfield and sophomores well sprinkled over their line, defeated Baylor 25 to 6 and finished a close second in the conference scramble. Baylor finished fifth.

Because it does not have such a well-organized training system to draw from, the University of Arkansas is at a distinct disadvantage in competing with other schools of the conference. Every Texas member this year has a bulky squad, a wealth of reserve strength, while the Razorbacks boast just a "first" team and a list of substitutes. When Coach Thomsen is forced to jerk one of his regulars, that position is weakened.

Stars Stay in State

Except for rare instances, the state's high school stars are being kept in Texas. The outstanding performers find their way to a Southwest Conference school, for the most part, while the slightly less capable remain to star for some eleven in the Texas Conference, Texas Intercollegiate Athletic Association or the numerous academies and lesser colleges. That is not to say, however, that there are not players of Southwest Conference calibre in some of the smaller schools. Such fellows as "Nig" McCarver at Howard Payne, Doyle Coe at Sam Houston and others would find a hearty welcome in any conference camp.

It might be news to the average fan to know that several Southwest Conference schools make a practice of scouting the principal high school games just as regularly as they do their rivals within the big circuit. Breckenridge and Cisco, outstanding teams in the Oil Belt, clash tomorrow at Breckenridge, and the scouts will be there. They will be at Corsicana next week when the Tigers meet Waco in a game that is expected to decide the championship of Central Texas. Not just volunteer gumshoes, but regular accredited members of the universities' coaching staffs.

Rice Has Cream Now

The sophomore crop seems to go in cycles, first one school and then the other coming up with a brilliant set of youngsters. Rice got the cream of the crop this season, with Texas Christian a close second and the Texas Longhorns third. In Ernie Koy, 190-pound line smasher, the Longhorns appear to have drawn the outstanding sophomore back, and in "Ox" Blanton a great lineman. The Frogs have in Dennis and Spearman two dazzling young halfbacks, and in Pruitt and Salkeld two first-year ends who promise to hold their own against any pair in the conference.

To attempt to enumerate the array of Rice sophomore stars would be too much. The team practically has been taken over by the youngsters, only such veterans as Jones and Captain Morgan managing to hold their own.

Give Us More of His ilk Says School Executive

By GEORGE P. BARRON, Superintendent Pearsall Schools

DURING the football game a few weeks ago between Pearsall and Alamo Heights, Coach Wilkins of Alamo Heights High School sent a new quarter into the game with instructions to do a certain thing. So impressed was the lad with his mission he forgot the rule prohibiting substitutes from talking until after the first play. He whispered the message on his heart to a fellow-backfield man.

Referee T. A. Craft assessed the penalty of 15 yards for the offense, although not right sure of himself as to whether the boy really talked. Coach Wilkins protested the action, whereupon Craft said:

"We'll leave it to the boy; you ask him."

When the question was propounded the game little quarter, with tears in his eyes and his face bowed with grief, said:

"I did, sir; but I'm sorry!"

Then, after calling signals through the tears that choked his voice, the lad sped like a demon through a line that had not been penetrated all the afternoon for a gain of eleven yards. Again he repeated the feat before calling on another who was held for no gain.

I don't know who has coached this boy, but he has learned the greatest lesson to be learned from the game, he has learned to play the game fair.

Under the most tempting situation that could have been presented he stood the acid test. What a simple little lie would have meant at this time! It would have meant 15 yards for his team, needed now as never before; it would have meant being saved from the embarrassment of having pulled a boneheaded act; it would have meant being saved from derision and abuse from the fans and his teammates; it would have meant being saved from breaking down and crying in the presence of his best girl who was watching from the sidelines. But no, this boy didn't learn to play the game to save himself, he didn't learn it that way! Back yonder somewhere, somehow, and sometime he learned to play the game fair and square.

Give us more of his tribe! For when the Great Scorer comes To write against your name, He writes,—not, that you won or lost, But how you played the game."

The Annual Football Scandal

THE football season is running its usual course. The University of Kansas team has been outlawed by the Big Six conference because of alleged proselytizing and professionalism. At George Washington university in Washington, five members of the freshman squad have been suspended for demanding their "pay." The presumption is that they had been promised some sort of cash remuneration and became peeved when it wasn't forthcoming.

Each season sees charges and hints and rumors of excess zeal in recruiting talent. Perhaps there will be more of that sort of thing this season because of the report which the Carnegie Foundation made last year, calling attention to some of the practices. The average follower of football strongly believes, even if he has no semblance of proof, that it is much too easy for a proficient player to be "helped" through college and that the line between a loan and a gift is often very thin.

The basic trouble with college athletics, more particularly with college football, is the emphasis placed on victory. In theory, the purpose of school athletics is to build up the physiques of the participants. American colleges have wandered very far indeed from that purpose. Most schools look on their teams as first aids to publicity and develop them accordingly. A winning team this year means a larger student body next year, better alumni support, and so on. So the effort is made to have a team that will win. If the student body doesn't contain enough good material, most colleges believe in going out and recruiting it, in one way or another.

The high school graduate who can star at football cannot be blamed for using his gridiron talent to help himself complete his education. But there are right ways of helping him, and there are wrong ways. The wrong way seems to be too much in the ascendancy these days.—*Wichita Falls Times*.

George Littlewood of Sheffield, Yorkshire, England, in Madison Square Garden, December, 1882, ran 623 miles, 1,230 yards in six days, the longest distance on record ever covered by a human being in that period of time.

RADIOS SET UP IN S. DAKOTA SCHOOLS

Manufacturer Furnishes Them Free of Charge as Experiment

A RADIO receiving set in every school is the aim of E. C. Giffen, superintendent of public instruction. A radio manufacturing company already has begun installation, at its own expense, of receiving sets in sixty-four county school superintendents' offices, and normal schools, and in colleges having teacher-training departments.

Attracted by South Dakota's state-wide public school curriculum revision program, Mr. Giffen indicated, the radio company has decided to make this state an experimental area for radio education. It is through this program of radio education that Mr. Giffen hopes that South Dakota may lead the nation in this new branch of instruction.

Nearly \$18,000 will be spent by the company in the installation and equipping of these schools with radios, the superintendent said. The radios will cost \$14,000 and installation will cost approximately \$4,000. Neither the state department nor the county superintendents are under any obligation to buy or to recommend the purchase of the radios.

By accepting offers of South Dakota radiocasting stations, Mr. Giffen said, the state department can maintain radio contact with county superintendents and school executives. Five of the state broadcasting stations have offered radiocasting privileges for educational work in the past.

If the proposed legislation to provide national radiocasting channels for education work is passed by Congress, action is then expected on the South Dakota Educational Association's request for an exclusive wavelength for state-owned stations. The request is now before the Federal Radio Commission.

Plans for the radiocast of educational programs for this year's work include Young Citizens' League Programs, instructions to teachers, and radio talks to educators and school boards.

It was because of South Dakota's progress in the public-school courses of study revision that the radio company agreed to experiment.—*Christian Science Monitor*.

RESOLUTION OF RESPECT

Whereas, He who doeth all things well, has seen proper to call from his labors our friend and co-worker, Supt. M. O. Britt; and

Whereas, in his passing his wife has lost a devoted and companionable husband, the country a patriotic citizen, the church a sincere and useful member, and the teaching profession an educator whose very being was dedicated and consecrated to service; and

Whereas, the school buildings erected under his supervision stand as monuments to his untiring efforts to bless humanity, and yet these buildings of stone dwindle into insignificance when compared to monuments of uprightness of conduct and character exemplified by the lives of the men and women who were privileged to come under his tuition and the influence of his noble character; therefore,

Be it resolved: That we, the Interscholastic League Committee of District No. 12, tender to his bereaved wife our sincere sympathy and condolence in this sad hour of her irreparable loss; and

Be it further resolved: That a copy of this resolution be forwarded to his wife and that a copy be presented to the press for publication.

Guy C. Moses, secretary, Junction; E. L. Allison, Menard; C. W. Feuge, Fredericksburg; E. A. Gay, Bertram, Committee.

Hopes for the Best

Caught by the wave of enthusiasm among alumni and athletic fans for winning teams, college directors and coaches have found themselves in the midst of over-ambitious building programs which can be financed only by successful athletic teams. Most of them deplore the conditions which they feel have forced them into systematic competition for high school stars. It is not too much to hope that within a few years athletics may be placed upon a basis that will permit the promulgation of a program that will have as its aim the proper training of young men rather than the satisfaction of the public's demand for entertainment through winning at any cost.—*The Kansas Athlete*.

NEWS ITEMS FROM ATHLETIC LEAGUES

Cost and Quality of Officiating Engages Interest in Many States

In the Michigan High School Athletic Association for November we find a number of news items of general interest culled from announcements of other athletic associations. The items follow:

The Illinois High School Athletic Association has completed some interesting studies on the cost of football officiating. Following is a summary of the investigation.

Schools over 500 enrollment—Average amount paid referee, \$18 per game; average amount paid umpire, \$17 per game.

Schools of from 200 to 500 enrollment—Average amount paid referee, \$15 per game; average amount paid umpire, \$12 per game.

Schools of less than 200 enrollment—Average amount paid referee, \$12 per game; average amount paid umpire, \$8 per game.

All registered football officials in Illinois were sent a set of football examination questions this fall. These were sent out as a stimulus for studying the rules rather than as an examination although any officials writing on the questions and sending in their papers were given grades on them.

A plan of insurance for athletic injuries is being worked out in Wisconsin. It provides for specific injuries only with a definite amount being paid for them. The amount allowed for injuries varies from forty to two hundred dollars.

Wisconsin is urging all athletic officials to register with the State Association. The fee is one dollar for one sport and two dollars for two or more sports.

Delaware arranges division football schedules for the season with finals in each division being played off on Thanksgiving Day. Likewise, division champions in soccer, field hockey, and volleyball are determined. These division champions then play for the state championship.

There were over eleven hundred member schools in the Ohio High School Athletic Association last year. Ohio requires that the eligibility records of all football contestants be sent in to the office of the State Commissioner within thirty days after a school plays its first game. This regulation applies to other sports as well.

The fee for membership for schools in the Oklahoma High School Athletic Association is five dollars.

Oklahoma has three classes of athletic officials, as follows: (1) Certified; (2) Approved; (3) Registered.

Following is the basis for rating athletic officials as used by the Iowa High School Athletic Association: Superior—If you would unqualifiedly recommend him for the conference championship game.

Above Average—If you would recommend him for a mid-season game of importance.

Caldwell Debate Squad, 1929-30



First row (top): Alvin Alvin Urbanousky, Charles Porter, Monard Mobley, Mae Adel Clepper, Callie Louis, Leigh Peck (Coach), Dan Louis, Stanley Kozar, Alton Ahrons, Edmond Kristof, Ethel Haddox.

Second row: Louis Loehr, Frank Rowen, Clint Lewis, Mary Nowotny, Newell Johnston, Lucille Goodson, Morris Cross, Joe Toupal, Ervin Kaltwasser.

Third row: Catherine Porter, Ewald Polansky, J. C. Hawthorne, Vallie Mae Gardiner, Lucille Dalchan, Lester Cross, John Toupal, Charles Slovaks, Rudolph Kocwrek.

Changes in District Organizations

THE LIST of districts and district officers given in Appendix VI of the Constitution and Rules went to press about August 20. Naturally, a few changes have occurred since then.

Below are listed changes made up to date of publication of this issue of THE LEAGUER:

District 2.—Mr. J. O. Morgan, Texas Technological College, has been appointed Director of Athletics for the district in place of Mr. Pete Cawthon, resigned.

District 7.—Superintendent M. E. Irby, Director of Extension Speech, changes address from Omaha to Atlanta.

District 17.—Joe R. Humphrey, Pecos, Director of Declamation, instead of Joe H. Humphrey.

District 19.—Superintendent Raymond L. Hiles, Georgetown, has been appointed Director General in place of Thos. E. Lee, deceased.

District 20.—Mrs. Virginia Tensue, Brenham, has been appointed Director of Junior Declamation in the district in place of Miss Laura Wendt, resigned.

District 26.—Superintendent H. A. Moore, La Feria, takes the place of Mr. H. C. Baker, of Edinburg, as Director of Debate.

Average—If you would accept him for an ordinary game in which no championship is involved.

Below Average—If you would accept him in a minor game.

Very Poor—If you would not accept him in any game.

Kansas has two classes of athletic officials, Approved and General. Those officials who have average ratings of 2.5 or less from five or more schools are placed on the Approved list.

A new regulation became effective this year which requires that all athletic officials must be registered with the Kansas State High School Athletic Association before they may be used by schools in football or basketball games.

Indiana has a new regulation effective this year that no school may schedule more than twenty basketball games during the season.

Those fine, sturdy John Bulls who "hate flattery, sir," "Never let anybody get over me by flattery," etc., etc., are very simply managed. Flatter them upon their absence of vanity, and you can do what you like with them.—Jerome K. Jerome.

Dramatics Coach Needs Magazines

(Continued from Page One)

ticles are of interest not only because of their subject matter, but also because of the smoothness of Mr. Turner's writing and his happy faculty of expressing himself.

Theatre Arts Monthly, New York, September, 1930. Single copy 50c.

The September issue of *Theatre Arts Monthly* contains a witty, gay little comedy in one-act termed by the author, William H. Fulham, "a warm weather fantasy," and titled *The Devil Comes to Alcaraz*. Its story is of Casilda, thrice jilted, whose mother, with seven daughters on her hands, vows she will wed her to any one who will have her, "if he be the devil himself." Now it is the time of the Fiesta of Cristobal, celebrated for five hundred years in Alcaraz, the little Spanish town in which our scene is laid. The legend runs that Prince Lucifer came to the town disguised as a gentleman, proclaimed himself, and announced that he would not leave until he had married a virgin in the market place. Lady Cristobal was chosen as his bride, but by a clever ruse the devil was outwitted.

Cristobal was acclaimed the "savior of Alcaraz," and "immediately all the young men rushed to her parents and asked for her hand in matrimony." How the devil returns after five hundred years, meets Casilda, teaches her how to become "desirable," and re-enters with her the story of the legend, is too charmingly told in the play to spoil it here.

Players Magazine, Omaha, Nebraska, March-April, 1930. Official publication of National Collegiate Players. Single copy 50c.

A good one-act play isn't easy to find as we all know. But here is a good new one-act comedy, "Elmer," by Beatrice Humiston McNeil; a play that is light—slight, with the age-old Cinderella plot, but nevertheless expressing what it has to express in terms of human life. And the sincerity, the genuineness of its dialogue and situation is a joy and delight. The play is not difficult, but deserves a hardworking, capable cast and requires some good character work. Six of the nine parts are straight, calling for one actor who can play twelve; and five actors of sixteen and seventeen years of age. The play is especially recommended to high schools.

Theatre and School, Official publication of Drama Teachers Association and Oral Arts Association, 2401 Waring St., Berkeley, California, May, 1930. Single copy 35c.

Small in size but containing a surprising amount of information of interest and value to the teacher or director of dramatics is *Theatre and School*. Among the articles appearing in the May issue are "Junior College Dramatics from the Sidelines," "Educating an Audience Dramatically," "The High School Matinee," "Why Not a Playwriting Club in Junior High School," and "Field Notes." "Field Notes" tell briefly of the dramatic activities and plans of a number of junior colleges and high schools. Then there is a jolly absurdity in one-act called *The Chocolate Ice Cream Soda—Frothy, frivolous, sweet—but we like it!* Another brief play by Miss McClure in this issue, *You Can't Kiss Her*, is short and easy to do and ought to go well for "assembly."

Theatre Magazine, New York, October, 1930. Single copy 35c.

Mr. John Patten Russell, a playwright and a practicing "play doctor" has written for this issue an introduction to a series of articles upon play construction; this article setting forth details upon the preparation of play manuscripts, and stating some general truths. Next month he will proceed to discuss construction itself. Mr. Russell says in beginning his article: "Playwriting is the one form of literary expression which is absolutely depending upon an understanding of technique. The purpose of the play will not be accomplished unless the idea is correctly developed." In this series of articles it is intended not only to set down the technical points of playwriting, but also to tell something of how plays are read, accepted, and produced all of which will, no doubt, be of considerable interest to the budding or would-be playwright.

Pupils Get Credit For League Work

(Continued from Page One)

participation be to the extent that the instructor in charge of such event, or coaching such event, shall duly recommend said student for these extracurricular points. The recommendations of the coach shall be final, in practically all cases.

1. All literary events except debate shall be on the following basis:

- Working out until tryouts, which is called "service," 2 points.
- Making an alternate or "sub" upon any team, 4 points.
- Winning first place (making first team), 6 points.
- Training for district meet after winning county, 8 points.

2. Debate shall be on the following basis:

- Service (working until tryouts in local school), 4 points.
- Alternate on debating team, 6 points.
- Winning in Finals or first team, 8 points.
- Training for the district meet contests (after winning county meet), 10 points.

3. Girls' athletics (tennis and volleyball):

- Service (working until tryouts), 2 points.
- Alternate (making a substitute), 4 points.
- Making team, which means a first place, 5 points.
- Training for district contest (after winning county contest), 7 points.

- Boys' athletics (basketball, football, track, and tennis):
- Service, 2 points.
- Alternate, which means a substitute's place, 3 points.
- Making the team or first place, 4 points.
- Training for district meet (after winning county meet in that event), 5 points.

Note: That the girls are given more points for each place than are boys, as they only have two sports and boys have four.

That "service" means "coming out" for the entire season, or to the extent that the coach says the pupil has trained reasonably well.

That each student must meet the interscholastic eligibility rules before he gets any points, regardless of the number earned.

One of League Founders Tells Early Chapters of Its History

(Continued from Page One)

Chairman Bantel asked me to look after this annual high-school meet and to try to make something worth while out of it. I remember that I took the job reluctantly. As already said, this meet was an invitation affair—Curtiss's "Interscholastic Athletic Association" had died—and only a few schools sent teams to it. There were very few teachers who knew anything about training the boys for the varied contests in track and field sports; the trips to Austin seemed expensive; no medals, banners, or other tangible proofs of prowess were given; and there was no real state championship involved. Consequently the meet had aroused little enthusiasm among the schools, especially among those at great distances from Austin. Moreover, there was little genuine interest anywhere in Texas in this form of sport. Even in the University it was seldom that a large crowd attended a college track meet unless some well-known star was to perform. The high-school meets drew a very small attendance and the University students were as likely to ridicule as to applaud the performances.

Plans State Organization

When I began, in the early spring of 1911, to try to stir up some interest in the forthcoming meet through correspondence with the superintendents and high-school principals, I began to understand some of their difficulties. At the same time, it became evident that these teachers felt the need for the development, under sane control, of school athletics. In trying to think the situation through from their own point of view, I began to see that there were large possibilities in the situation for the advantage of the schools themselves. It became increasingly clear that school athletic teams, properly handled, with sound scholastic standards, would serve to solve problems of discipline, interest adolescent boys in staying in school, develop a healthier school spirit, and foster higher ideals of sportsmanship. This would require, however, not only sound local control but a wide organization with definite policies. I then began to plan for a state-wide organization. In outlining a constitution for the new organization, it was necessary to keep two things in mind. The school representatives must have a vital part in the government of the association because it was their affair; but the financial responsibility was upon the athletic council of the University which was in fact in charge of the meet.

Constitution Adopted

In the constitution which was eventually submitted and adopted it was provided that the athletic council should appoint the first set of officers; and that thereafter the representatives of the member schools should elect the president and vice-

president, while the secretary-treasurer should be selected by the athletic council of the University of Texas and should account to it for all moneys received and disbursed. The rules and regulations for the meet itself were based, with suitable modifications, upon those of the intercollegiate association. I remember that I received a great many helpful suggestions on both the organization and the regulations for the meet from Mr. L. F. McKay, of the Temple High School, Mr. W. J. Moyes, of the Marshall Training School in San Antonio, and Mr. J. H. Hubbard, superintendent of the Belton schools, now president of the Texas State College for Women at Denton. But I am getting ahead of my story.

Discouraging Outlook

As the date for the meet approached, despite constant prodding and urging, it seemed that few schools would send teams. In fact, most of them could not afford the financial expense. A. & M. held its meet a week ahead of ours and offered to pay the traveling expenses of six men from each team that had won in a local meet and of any athlete who had won as many as twelve points in such a meet, besides taking care of all visiting teams. We could take care of visitors, but could pay nothing toward traveling expenses. Few teams could make both trips, and the better teams found A. & M.'s offer the more attractive. The only effective bid we could make was membership in a prospectively wider and more liberally self-governing organization. The prospect was not very encouraging.

But on May 6, 1911, ninety young athletes from eleven high schools and four academies were on hand. Since there had been no elimination contests, this was a very small number; but there had never been as many as ninety contestants in one of these meets in Austin before! There is no need to go into an account of that meet, except to say that it was run off in two divisions, one for high schools and one for academies, and that Beaumont won first place in the first division and Marshall Training School in the other.

First Officers Named

The attendance was somewhat larger than I had expected, but the entry fees and the gate receipts were barely enough to pay for the gold, silver, and bronze medals and the relay banners. These were not ordered until after the meet—a financial precaution. Silver loving cups were donated by A. G. Spalding & Bros. At a meeting of the representatives of the competing schools, the tentative constitution was approved. Soon afterwards, the athletic council named Mr. W. F. Doughty, superintendent of the Marlin public schools, later State Superintendent of Public Instruction, as president; N. J. Marshall, of San Antonio, as vice-president, and C. W. Ramsdell, as secretary-treasurer of the newly organized "University of Texas Interscholastic Athletic Association," which had actually come into existence on May 6.

Through the summer, fall, and winter of 1911-12 an effort was made to induce A. G. Spalding & Bros. to print a special handbook for the new association, but it failed. In the spring of 1912 a cheap little handbook, containing the constitution, by-laws, rules, and regulations for the annual meet, two articles on the training of young athletes, lists of Texas interscholastic records, and pictures of some of the teams and individuals in the 1911 meet, was printed by an Austin firm at the expense of the athletic council. The membership dues from the schools were enough to pay for stationery and postage. The secretary used his own stenographer without charge to the association.

Slow Progress

As the time for the 1912 meet approached, more general interest was manifested by the schools, but the old difficulty of traveling expenses was again in the way of a large attendance. Some of the schools had never had any experience with track athletics and had no one to instruct them. One superintendent wrote in to ask what a hurdle was like and to inquire if the 12-pound hammer was a sledge hammer. Sometimes former college boys volunteered their help to coach the high-school team. Llano High School, having no one at hand to give instruction, sent one of its own students, Max Fichtenbaum, now assistant registrar of the University, to Austin some weeks before the meet to penetrate the mysteries of track and field equipment and training. Max spent one Saturday in Austin soaking up information—there was a college track meet that day—but Llano did not feel ready to send a team that year.

Only sixteen schools—fourteen high schools and two academies—sent teams to the 1912 meet, and the

number of contestants was only slightly over a hundred. This was no great increase over the previous year's entries. The reason again was the expense. A. & M. had continued its policy of paying the expenses of the better teams and individual athletes. This time, however, the medals—and they were handsome ones—the relay banners and the silver cups were ready for distribution at the end of the meet. Beaumont and Marshall Training School again won in their respective divisions. Among the winners of gold medals was Clyde Littlefield, now football and track coach of the University, and at that time the star hurdler of Marshall Training School.

Attendance Better

The attendance was considerably larger than in the previous year, due chiefly to the cooperation of a number of leading University students, such as Dick Fleming, Marion Levy, and Teddy Reese, in giving publicity to the meet and partly, it must be confessed, to the devious devices of the secretary-treasurer. He induced his own classes to go by intimating that he could leave a quiz for them on that day, since he could not meet classes, unless of course they wanted to attend the meet themselves. They unanimously agreed to attend the meet, and most of them, to my amused surprise, were actually there. Anyway, there was a good crowd on hand, so that the gate receipts were much larger than the year before. It was possible, after expenses were paid, to rebate to the visiting teams 40 per cent of their railway fare. This rebate went to all teams from outside Austin, regardless of the quality or size of their teams. The payment of this rebate was the first turning point in the success of the association, as was shown by the size of the meet next year. Mr. E. E. Edwards, of Fort Worth, was elected president of the association and Mr. W. D. Williams, of San Antonio, vice-president.

Merger Is Effected

Early in the spring of 1913, Prof. E. D. Shurter, then head of the Department of Public Speaking in the University, who had in 1910 started the "Debating and Declamation League of Public Schools," proposed to me the amalgamation of our two organizations under the general supervision of the University Department of Extension. The advantages of the proposal seemed obvious, but he was told that it would rest with the athletic council and the school members of the Interscholastic Athletic Association. At that time our organization had better financial prospects than his, and I was not sure that any pooling of funds would be satisfactory to our group. It turned out, however, that the membership was largely the same in both organizations, the athletic council consented, and the merger was effected at a joint annual meeting on May 3, 1913.

In the meantime the responses to calls for the meet of 1913 were so numerous that the work of the secretary became extremely heavy. It was only with the generous aid of a number of enthusiastic University students, who worked with him nearly all night after the preliminaries on May 2, that the secretary could get the final program, with all the entries in their proper places, ready for the printer in time for it to be in the hands of the officials and spectators. This time there were forty-one schools represented, with 248 young athletes. The meet went off without a hitch before what was for that day a large crowd. Houston and St. Edwards were the winners in their respective divisions. An even larger rebate on traveling expenses was paid to the visitors than in the previous year.

Merger Proves Beneficial

The union of the two organizations had the immediate effect of greatly increasing both the interest of the schools and the membership. It was clear that the supervision of the athletic division was getting to be too big a job for one man to handle as a side-line. I could no longer afford the time necessary for it, and easily persuaded the authorities to take this rapidly growing infant off my hands. Mr. A. J. Robinson was thereupon brought in to take over the work as director of interscholastic athletics, and I was relieved. Robinson stayed two years, and was soon succeeded by Mr. Bedichek, present chief of the Interscholastic League Bureau. The League now has more than 5,700 member schools. I am sure that none of us who were concerned with its beginning had any conception of what it was destined to become under the efficient, far-sighted management which it has since enjoyed.

*Really, Mr. Robinson's duties were taken over in rapid succession by R. G. Bressler, Morgan Vining, Grover Hartt, and Roy B. Henderson. In the meantime, Roy Bedichek had become head of the Division in the Extension Department which administered the League.—Editor.

Basket Ball

Last Call Before Penalty

Six Hundred Schools Now In

\$1 Fee if Paid Before December 15

\$2 Fee if Paid After That Date

No Fee Accepted After January 15, 1930