



LETTER BOX and PERSONAL ITEMS

HUBBARD HIGH SCHOOL has distinguished itself in debate during the past ten years, having won 12 consecutive county championships, nine district championships, and two state championships. Therefore a word from Superintendent Wilkes concerning the debating contest is worthy of attention. We give a few excerpts from a recent letter to the State Office:

"The thing which bothers coaches more than anything else is the judging. Things other than those listed in the League Bulletin are too often the ruling factors in their decisions. Specifically teams with memorized, canned rebuttal which is delivered in declamation style are being given more weight than those who study the speeches of their opponents, use debate tactics, and refute their arguments with extemporaneous rebuttal, which directly attacks the speeches of their opponents instead of rebuttal that is designed to offset anticipated arguments.

"I do not want to assume the role of a griper. I merely want to defend those teams who teach and follow real debate tactics and to ask that you instruct the judges at the state meet to give those teams precedence over those who, deliver set speeches and rebuttal argument. I think it only fair to those who follow the rules in the Bulletin. Many coaches have said to me that they feel the student judges are too often not sufficiently instructed.

"Canned rebuttal is making declamation out of debate. It is giving coaches the opportunity to write not only speeches but rebuttal and rejoinder argument. It should be penalized heavily. We have met 40 teams this year. Only two of them had extemporaneous rebuttal."

Superintendent H. C. Lyon, of Ballinger, commenting upon the effort made last year by Superintendent M. H. Duncan, of Lubbock, to have a One Year Residence Rule passed in football, says:

"Let us have any rule that will tame the game and bring it in due bounds. Football has been doing Texas schools much harm in many places. It is full of dynamite for superintendents, coaches, trustees, and the players too. Let's make it a part of the physical education program. Just this and this only. Let's go the intra-mural route—please."

UNDER date of April 7, A. B. Sanders, superintendent of the Ralls schools, says:

"We have just finished our County Interscholastic League meet. The meet was in all departments a success. Participation in the athletic and literary events was excellent. It is our opinion that each and every event of the meets serves well its purpose of building better citizens."

IN the county meet at Perryton there were six entries, according to Rudolph R. Willman, music director in the Perryton schools.

"The winning school made an average of 95. There were no 100% papers. The contest was very interesting and the contestants worked hard on the preparation for this contest. The smallest school in the meet won first place which indicates that music memory is one of the fairest contests held by the Interscholastic League."

Clyde Jones, Principal of the Freyburg School in Fayette county, says in a recent letter that a choral singing contest instead of the music memory contest for rural schools will be a great improvement. "Fayette county," he says, "has for a number of years substituted choral singing for music memory and found that the change was desirable."

## Frizzell Questionnaire Airs Opinions of Officials Fees

### School Authorities Believe Football Officiating Is Costing Schools More Than the Traffic Will Bear—Constructive Suggestions Made

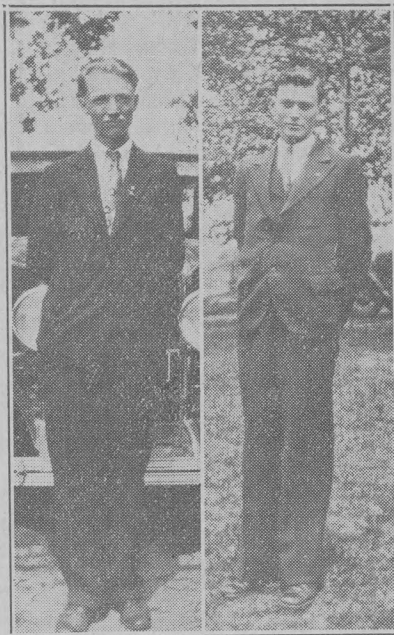
UNDER date of July 15, Supt. Bonner Frizzell, of Palestine, reported in circular form the results of an inquiry which he had been requested to make by the Football Committee of District No. 6. The purpose of the investigation is stated by Superintendent Frizzell in a foreword to the circular, as follows:

"Last fall the Executive Committee of District Six (Football), having considered the high cost of officiating in high school athletic contests, directed me as secretary to present the problem to other districts with a view to arriving at a common understanding as to reasonable fees to be charged by officials. I sent a questionnaire to representative schools over the State with a promise to report findings to those who responded. Replies indicated an obvious misunderstanding by some as to the information requested in regard to officials, fees, and expenses. Many reports included all expenses of the games, rather than expenses allowed officials. A large number obviously do not keep detailed accounts of receipts and disbursements for athletic purposes with separate records for officiating. For this reason, a tabulation of fees and expenses of officials would not be of great value.

**Widespread Dissatisfaction**  
"School executives were asked to give their views on the problem involved in officiating costs. Manifestly, there is widespread dissatisfaction over this phase of our school sports. Only two replies indicated unqualified approval of conditions as they now exist, and these came from places where substantial profits accrued from football games.  
"In view of the fact that an organization exists among officials, with coaches as active or potential members, and with the universal desire that games be well officiated, there arises some difficulty in getting competing schools to accept capable men who are non-members of the officials' association.  
"For the most part, satisfaction is

(Continued on Page Four)

## Goodson School Qualifies Two for Last State Meet



J. A. Goodson Halbert Foster

PRINCIPAL J. WILMOT FITE of the Goodson rural school, Hughes Springs, Cass county, usually brings to the State Meet one contestant or more from his school. In the county and district meets last spring he not only qualified a contestant in the Three-R contest in which competition is confined to one- and two-teacher rural schools, but also won the District Seven Extemporaneous Speech contest in competition with high schools. The two contestants from the Goodson School competing in the last State Meet were: J. A. Goodson, Three-R Contest, right figure in above cut, and Halbert Foster, extemporaneous speech, left.

## HOUSTON DEBATERS GET MUCH PRACTICE

### M. E. Foster, Editor The Press, Offers Generous Prizes to High School Debaters

FOUR Sam Houston High School debaters are the happy winners of the M. E. Foster awards for demonstrating the best ability in high school debating.

The prizes of \$25 each were awarded recently by Mr. Foster upon the decision of Coach Harvey Harris of the Houston Junior College debating classes.

The winning boys are L. E. Jones and Gene Latimer, and the winning girls are Margaret Epley and Evelyn Lee.

The award was offered by Mr. Foster in December to encourage debating in high school.

### Enrollment Increase

Since announcement that the awards would be offered, enrollment in the Sam Houston High School debating classes has increased from less than 70 to more than 100 pupils, and these boys and girls have demonstrated a vital interest in the subject.

The four winners of the awards thus far have participated in 23 contest debates, and they have 17 more scheduled.

The boy winners of the Foster award clashed Thursday in the Y. W. C. A. auditorium with Trinity debaters over the jury trial system, which is the Texas Interscholastic League debate subject for this year.

The Sam Houston boys, Jones and Latimer, argued that the jury system should be abolished, in contest with Stuart Allen and Hamilton Cauldon of Trinity.

"Lawyers sing a Home, Sweet Home lullaby, get down on their knees, and seem to be able to sway a jury any way," Jones declared as he led the attack on the jury system with ripping satire.

Allen, in leading the defense, compared the jury system to an old Stradivarius violin, with a lost peg or string, which, though it may be patched or stored away, is nevertheless still of great value.

Miss Gertrude Lock is debating coach of the Trinity boys.

### Toured South Texas

The Sam Houston winners of the Foster award have just returned from a tour of South Texas, in which they participated in 12 practice debates. No decisions were made on these contests. On the tour they clashed with teams at Pearsall, Carrizo Springs, San Marcos and Brackettville High School at San Antonio.

This tour was an innovation in Texas high school debating. It has been highly praised by Roy Bedichek, chief of the Interscholastic League Bureau of the University of Texas.

The Sam Houston teams will meet teams from Daisetta High School at 8 p.m. Friday in Study B, Sam Houston High School. The Daisetta debaters, coached by William Schupp, were runner-ups in the state finals last year.

Sam Houston, represented by the winners of the Foster award, will enter the city meet April 7 with other Houston high schools.—Houston Press.

Coach Lyndon B. Johnson is a former high school and college debater. He represented Johnson City High School for three years in Interscholastic League Contests and was a member of the debating team at the Southwest Texas State Teachers College at San Marcos. Johnson received his degree from this institution last August and came to Sam Houston for his first year in September of this school year.

During his stay in Houston interest in debating has grown by leaps and bounds. The enrollment in debating work has increased from 67 to 115 during the first semester.

"What we want in this country is men with convictions," said the heated orator. "And now I ask you, my staunch supporters, where shall we find them?"

"In Jail!" shouted a voice from the balcony.

## Run School, Hidalgo County, Qualifies Four in State Meet



A DELEGATION to the State Meet last spring from the Run school, Hidalgo county, won the appellation of "League of Nations" because it contained two Japanese, one Mexican and one American. In the above cut Mrs. Lueta P. Heard, principal, is standing in the back, and the contestants, left to right, are: Harry Shimotsu, contestant in Art; Robert Champion, Rural Boys Declamation; Dorothy Shimotsu, Three-R; and Catherine Haggard, Rural Girls Declamation.

These contestants all won first places in the District Meet of District No. 26, and each made a fine showing in his respective event in the State Meet.

## Brushy School in Collin County Wins Distinction

Brushy school, located three and one-half miles east of Farmersville, near the Collin-Hunt county line, is one of the most progressive rural schools in our county.

During the past year its four teachers were Prof. E. L. Gantt, B.A., principal; Miss Mary Lou Stewart, Miss Natalie Terry and Mrs. M. A. Jones, all of Farmersville.

Prof. Gantt, who lives in Princeton, has been principal of the school for three years and is reelected again

for next year. In the interscholastic contests conducted in McKinney near the close of the school year this Spring, Brushy pupils were outstanding winners in both literary and athletic events.

One of the pupils, W. R. Bickley, won first in essay writing in the county, and also in the district, and was placed third in the state-wide contest.

The Brushy community has a fine school spirit. Its patrons are proud of their school and are backing its teachers and pupils up with the moral and financial support in a very fine way.—McKinney Courier-Gazette.

## Michigan League Offers Sound Advice for Conduct of Debate

THE following is taken from a bulletin, entitled "Michigan High School Debating League," issued July 11, 1925, by the Extension Division of the University of Michigan.

While in general, in the conduct of a debate, members of the contending teams rarely resort to practices which may be considered as unfair, yet it sometimes happens that, under the stress of a natural desire to win, individuals become over-zealous and do things which reflect on the good standing of the home school. The University has made every effort to raise the standard of its own debates in this particular. Every possible effort should be made to preserve friendly relations and to establish standards of the utmost fairness. And to this end the following suggestions are offered.

1. A debate is a friendly contest, not a war between enemies. Meet the members of the visiting team at the station, escort them to their rooms, plan to let them try out the auditorium undisturbed, treat them in every way as you would treat personal guests. If possible, arrange a little reception for both teams, judges, and presiding officer after the debate, having as many of the local faculty and student body present as possible. Do everything to make the visitors feel welcome.

2. Make every effort to secure fair and impartial judges. If a debate cannot be won by superior debating, it is better to lose it. A victory won by a vote of "friendship" is a most costly kind of victory. It is a moral defeat; and, above all else, the public schools should exalt honor and high standards.

3. Get the home audiences to be absolutely fair and sportsmanlike. Give generous applause to the visi-

tors. If demonstrations are in order, honor the visitors as well as your home team. The highest kind of school loyalty is that which reflects credit on the home school, not that which tries to secure a victory at any cost. Win, if possible, by debating merit; but, win or lose, let it be said that your audience was courteous, sportsmanlike, and hospitable. A good name is rather to be chosen than many victories.

4. Never allow anyone, debater, coach, or friend, to quarrel with the judges, after the decision. The real test of manhood comes in defeat. Learn to lose gracefully when you lose. Talk with the judges, get their criticism, learn all you can from them, but never, under any circumstances question their honesty. They have given of their time to help you. Reward them by accepting the result of their judgment, even though you may think it mistaken. Remember that anyone can win gracefully, but it takes real moral control and real manhood and womanhood to accept defeat.

5. Arrange all details of the debate in plenty of time so that there will be no delays or misunderstandings at the time of debate. When unavoidable difficulties arise, at the last moment, such as the absence of judge, etc., get together and try to adjust the matter with the utmost fairness, so that there will be no unfair advantage to either team. Trouble seldom occurs, however, if details have been planned well in advance.

6. Keep all letters received on file, and preserve carbon copies of all letters written. Have all correspondence present at the debate, so that, should dispute arise, the facts may be known. Care is correspondence often prevents misunderstanding.

## OLD-TIMER STILL ACTIVE IN LEAGUE

### J. W. Deering, Principal Milburn School, Began Participation 20 Years Ago

TWENTY years ago, Professor E. D. Shurter, then Chief of the Interscholastic League Bureau, visited a small rural school in Hays county and explained to the Principal, Mr. J. W. Deering, the advantages to the rural school of engaging in county and statewide competitions in such events as spelling, declamation and athletics. As a result, this school joined the League and won that year first place in declamation in the Hays county meet. Mr. Deering's picture is reproduced in the accompanying cut, top row to the left.

Each year since, Mr. Deering has secured membership in the League for the school of which he was principal and has seen to it that the children have taken an active interest in League contests. Not only has he been active in the League locally, but he has served as county director in several of the counties in which he has taught during this 20-year period.

Mr. Deering's school in San Saba county won the all-round rural championship of that county in 1929. The next year he was principal of the Placid school in McCullough county, and again took the all-round rural championship in the county meet.

"When Placid school was consolidated with Rochelle," says Mr. Deering, "I came to Milburn, which was not even a contender in McCullough county in 1930. We got things under way late owing to our basketball in-



terest here, but have been going hard since February 15, and in the county meet we won the rural championship."

(Continued on Page Four)

## Says Race-track Gambling Sign of National Insanity

A DENUNCIATION of sweepstakes as "robberies" and, incidentally, of the Irish Derby sweepstakes, was made by Prime Minister Ramsay MacDonald to the correspondent of the London Daily Mail at Lossiemouth, Scotland, today.

The Prime Minister said the government had been seriously considering the question of sweepstakes for some time, but the difficulties of dealing with them seemed "overwhelming."

"It is most deplorable," he said, "and a reflection on the strength of mind of the majority of the people of this country that, especially in a time of economic depression, millions of dollars are devoted to this form of gambling on the pretext that it is to aid hospitals."

"Thousands of people are losing money that ought to be spent aiding British industry and providing the supports of life. It makes one almost despair and gives a feeling that civilization is crumbling."





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 the Act of August 24, 1912.)

Vol. XV SEPTEMBER, 1931 No. 1

STUDENT assistants in the School of Law of The University of Texas during the summer session include Edmund Dyche of Amarillo and Leroy Jeffers of Holland, quizmasters. Both of these young men represented their respective districts in State meets of the Interscholastic League during their high school days: Jeffers in debate, and Dyche in journalism and extemporaneous speech.

ON the front page of the *Hallsville Review* appears an interesting account of Dr. J. C. Hill, a local physician who has been practicing in Hallsville for many years. This sketch is a part of a series entitled "Who's Who in Hallsville," under an editorial announcement that a similar article will be printed each week which has been "worked up this year in the English department" of the high school. This seems to us an excellent illustration of helpful cooperation between the English teachers in the high school with the local paper.

LEO BALDWIN, coach at Cotulla, which is located in the middle of an oldtime cow country, can't keep his athletes from indulging in the sports of the range country: roping, riding, broncho busting, etc. And they wear the outfit of the vaquero, chaps, top boots, etc. By the time an athlete has spent the summer on horseback with his ankles encased in tight boots, his knees stiffened with supporting his weight in the saddle, and very constricted hip motion, he has to learn to run and dodge on the football field all over again. The worst way for a football man to spend the summer, says Leo, is in the saddle.

TRUST to the French for exquisiteness in compliment! Following is the concluding sentence of Compayré's preface to his *Abelard*, dated Poitiers, October 17, 1892: "I trust also, that the literary dictionaries of the future, if they should grant me a place in their pages, will have the goodness when they mention my name to follow it with this notice: 'Gabriel Compayré, a French writer, whose least mediocre work, translated into English before being printed, was published in America.'"

FEW people realize the insidiousness of modern advertising. Even such a general high class performance as that of George Arliss in "The Millionaire" is among other things an effective advertisement of tobacco. While we have no evidence that a tobacco manufacturer paid anything for the advertising, it is evident that a tobacco manufacturer could well afford to pay for it. The great, kindly, keen, benevolent and lovable man who is the millionaire cannot make a shrewd trade, cannot get his fighting spirit up to the sticking point, cannot, in short, be at his best without puffing out great clouds of smoke from a pipe. His habit is talked of by the other characters and emphasized in various ways. Finally, he recovers from invalidism by violating his physician's orders in many particulars, including, of course, smoking.

PROFESSORS of education hold themselves up as a shining mark for the columnist by stating a simple thought in very learned verbiage. For illustration, Professor Snedden speaks of "distinguishing sharply in curriculum offerings between proximate and deferred optimum functionalities." There is really no use in manufacturing a jargon. Why not say that it is necessary to distinguish between studies which are useful to the pupil at present and those which will be

useful in later years? "Curriculum offerings" are "studies"; "proximate" means here "present" and "deferred" means "later," while the jaw-breaker "optimum functionalities" means simply "greatest use." Even the medical profession, conservative as it is, abandons hieroglyphic prescriptions; and lawyers are dropping the traditional Latin phrases.

DIRECTOR-GENERAL of the Gray County League last season was G. C. Boswell, formerly of Byers, now of McLean. Eighteen cups were awarded, 16 of which were given by the business men of McLean, where the meet was held. The invitations to the schools to participate contained such alluring paragraphs as these:

"McLean welcomes you in a big-hearted way." "McLean golfers invite all teachers, parents, and visitors to bring their clubs and use them at 3:30 on Friday. Much pleasure may be had from this as at this period of the day events will be few. If you can make a 35 or a 60, bring your clubs and enjoy the game."

"The entire teaching staff of McLean will be ready to assist you; the service clubs, the business men and citizens of the town offer you their service at any and all times."

We cannot commend too highly this effort to surround the events of the county meet with a friendly social atmosphere. It is conducive to good sportsmanship, and serves one of the great purposes of the League: that is, to create an occasion for a county-wide community meeting, wholesome and enjoyable, with the schools and school children occupying the center of the stage. Many county leagues would do well to study the example set by this far western county.

CHORAL singing has been added to the schedule of events in county interscholastic league meets this year. A referendum on substitution of this event for music memory in the rural schools was taken last spring, and carried by a three to one vote. Guidance for teachers in this contest is provided in Fullerton's "One Book Course in Elementary Music and Selected Songs for Schools" which is furnished by the League State Office at 80 cents per copy, or 60 cents per copy in quantities of 10 or more. This contest has been carefully worked out, and is no experiment. The book is prepared by a specialist in this field, and the plan has been tried in the rural schools of the Middle West for a number of years. Experimenting was done under League supervision last year in Williamson county with gratifying results. Behind the contest is the great enterprise of building up in each county a rural school choir which will be able to furnish entertainment in county-wide school meetings, such as seventh grade graduations, county fairs, and so on. Ten songs are provided for the first year's contests, but the book will serve as a basis for the contests for the next four or five years, and hence the expense spread over a period of years is a small item. A division is arranged for ward schools and grammar grades, and there will be two classes for rural schools.

THERE is something formal, rigid, mathematical, about the usual college class-room. Seats accurately and uniformly spaced are screwed to the floor in straight lines. The square teacher's desk or lecture-stand is in front. The stream of liquid, free-moving students files in, each to his seat, sometimes numbered, each student to his number for greater convenience in roll-taking. The bell sounds and the last vestige of anything human disappears and the assembled mass crystallizes and so remains until another gong exactly 60 minutes later happily dissolves the group, and quite frequently, the students learn more really worth while in their free and easy passage from one class-room to another, streaming along the corridors or across the sun and shade of the campus, than they learned in the hour in which each was a crystal in his proper and mathematical place. We have read somewhere of a college president who proposed to have a university class-room arranged like a well-appointed lounging room. Students can "pull up a chair" and the individuals group themselves naturally around the professor in a rough semicircle as in an informal gathering of interested folk about a person who knows something worth talking about. That is an idea which will do more to effect a reform in teaching and in teacher-pupil relationship than all the profound and statistical studies and tests that have ever been issued by Schools of Education.

If class-rooms were more social and social affairs more studios, the average student's four years in college would be much more fruitful.



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.

#### Suspended Schools

Spur High School: Suspended in football for 1931 season.

Whitehouse High School: Suspended in basket ball, debate and track and field for the 1931-32 school year.

For penalty for contesting with a suspended school in the events in which the suspension occurs, see Article VIII, Section 12, Constitution and Rules.

#### Page 5, "Circular of Information"

In the third line from the bottom of page 5 of the "Circular of Information," an error occurs. The line should read: "that are devoted to teaching above the seventh grade" instead of reading eighth grade. The correct statement of the whole paragraph is made in the first footnote on page 7 of the Constitution and Rules.

#### Books and Magazines

Motivation Charts. Motivation Charts, Incorporated, Jewell, Iowa.

The value of graphs in recording the accomplishment of both individual pupils and classes has been recognized for a long time. Teachers and learners alike have found the graphic story of an arithmetic test or a history examination an effective means of analyzing school work and stimulating all concerned to a higher degree of achievement.

However, one of the drawbacks to graph making for both teachers and administrators has been the undue amount of mechanical work involved. But now the laborious side of chart making is unnecessary. An organization headed by Dr. R. W. Tallman, formerly head of the Department of Education Vice-President of Western State College of Colorado, and E. M. Andres, Director of Economics at the Phoenix Junior College, is manufacturing a device whereby graph making is literally a simple "twist of the wrist."

Motivation Charts present a way whereby the graphic records of both individuals and large groups of pupils may be made by the simple process of tearing small perforated strips of white paper from a cardboard, leaving graphs of the proper length and size in either black, red, or blue as is desired. Administrators, as well as teachers, will welcome Motivation Charts as an unusually fine contribution because these charts make it easy to utilize graphs in a simple, effective and artistic fashion.

#### Sincerity in College Sport

HOPE that intercollegiate sport will come out of its long fever of overstress with a normal pulse is encouraged by the report of the Carnegie Foundation for the Advancement of Teaching in its Bulletin 26, a well balanced review of evidence gathered at first hand. The tumult and the shouting already have undergone abatement; it is becoming more difficult for the experts of ballyhoo to whip up excitement over coaches and stars and artificial rivalries. Most significant is the failure of football to respond to the familiar stimuli. Receipts for college football last season decreased markedly in twenty-five institutions, including most of the football centers of the country. The foundation's report suggests that a capricious turn of public interest may account in part for the falling off and that numbers of football enthusiasts are beginning to prefer the better played professional game to the "comparatively bungling college match."

But the heart of the new moderation, as the Carnegie bulletin makes clear, is the change in the undergraduate attitude from perfervid emphasis on intercollegiate sport to sensible enjoyment of athletics which all can share—a wholesome return to the player's interest above that of the spectator. The students have grown tired of hippodroming sports. Many of them for years have been bored without daring to say so by the pumped up "Rah! Rah!" of football rallies and the like. Now the realists who would have college sport something to take pleasure in are in the majority and they have established a habit of independence. They can no longer be dragged into football chauvinism by alumni, coaches, sports writers or chambers of commerce. There is a gain for sincere sportsmanship in the new approach. Football will be all the

better for relying on genuine undergraduate sentiment without compulsion for its support.

Regarding commercialism in the form of recruiting and subsidizing athletes, the Carnegie report notes improvement since the issue of its bulletin covering that subject two years ago. It estimates that these practices have been reduced by 50 per cent since the original inquiry. Newspapers are still criticized for inordinate sports publicity, retarding the efforts within the colleges to rationalize their games. But the deflation of the enormous puffery of the exhibitional features of college football has begun. Sport as sport in the colleges is looking up.—*New York Herald Tribune.*

#### Express Editor Praises Interscholastic League

RECALLING the Friday afternoon spelling-bees in the old crossroads schoolhouse—though incomparably more elaborate—the recent Interscholastic County School Meet and City Championship Public Speaking Contest, under the Texas Interscholastic League's direction, aroused considerable community interest.

In the county competition, teams representing the several rural schools matched skill in debate, declamation, arithmetic and picture-memory; and exhibits of school work also were scored. Harlandale schools received the highest number of points; Alamo Heights was a close second, South San Antonio was third and Los Angeles Heights fourth. Team and individual honors were distributed widely. For examples, Converse School arithmetic team won first place in that division; a Leon Valley pupil scored 100 per cent in picture-memory. In so versatile a competition there are honors enough to go around.

The Interscholastic League work is to be commended for its contributions to stimulating school spirit, arousing community interest and elevating cultural standards. And evidently the literary division—though less dramatic—is fully as effective in those directions as athletics.

The place assigned to "rithmetic" happily suggests that present-day pupils not only are well drilled in handicraft, athletics, the elemental arts and club activities, but also learn something of the "three R's." Too, the League contests demonstrate that pupils can spell.

Subjects treated in the senior school competition show how the present-day classroom keeps its touch with current life. A common fault of old-time teaching was that while helving into the past, it neglected the present. The winning debaters—representing Brackenridge Senior School—argued that the jury system should be abolished. The orators expounded "Issues in the Next Presidential Election" and "Freedom for the Philippines." The county school debaters also discussed the merits and faults of trial by jury.

Both competitions revealed considerable talent, fortified by painstaking drill. Results here promise that, as usual, Bexar County contestants will win a generous share of district and State honors in the coming meets.

In 1928, Bexar was the first county to attain 100 per cent membership in the Interscholastic League. That achievement reflected particularly the uniformly high quality of the work done in its rural schools, which also were the first in Texas to apply a uniform system of standards.—*Editorial in San Antonio Express, March 22.*

#### Graders Show Favoritism

Mrs. W. E. Phillips, Principal, Ramsey School (McDade) writes:

"I have a suggestion that I want to offer for the 1932 League Contests—couldn't there be some way of numbering spelling papers as the arithmetic, picture memory and music memory test sheets are numbered? It seems to me that that would be a much fairer way of conducting a spelling contest. I know in our county (and I'm sure it's the same way in other counties) the teachers who grade these papers are the ones who have contestants and on that account I do not think the child's name and school should be at the top of his paper. Every year that I've attended a spelling contest in this county there has been a disagreement and I feel that this is the big reason for it. Couldn't you have spelling test sheets like you do music and picture and picture memory test sheets?"

(Editor's Note.—Graders who have taught the pupils whose papers they are grading can recognize the handwriting of their pupils, so a system of numbering the test sheets would not obviate the difficulty. Any county committee may, however, identify spelling papers in the same way that the rules provide for essays to be identified. The spelling rules provide that none of the graders shall be allowed to grade the papers of their own contestants in the county meet.)

#### A WORTHWHILE ORGANIZATION

(Editorial, *Alice Echo*)

PERHAPS there is no other organization in the state that is doing so much for the school children as is the Interscholastic League. Where the classroom leaves off, the work of the Interscholastic League begins. It is truly a wise and helpful supplement to scholastic endeavor.

However, participation in Interscholastic League contests is dependent upon scholastic ability. It is not an organization in which the dullard and the youth of no ability may participate. Certain scholastic ability capable of maintaining a fair grade in classroom work is a prerequisite to entrance in the contests sponsored by the League.

One of the most commendable features of the Interscholastic League is the wide range of contests sponsored by it. It is not difficult for students to find an event that appeals to them, whether it be some form of athletic competition or a literary event. The League also sponsors competition in dramatics, in art, in music memory, in wild flower collections, and numerous other events which lay before the student a wide field of contests to enter.

Friday and Saturday the students of the Jim Wells County schools are engaging in various contests at the County Interscholastic League meet. Many weeks of training and study will be represented by the showings made by the various contestants, and whether an entrant wins or not, his efforts will bear fruits. Winning a contest is not the primary purpose of the Interscholastic League; training is what it stresses.

The Interscholastic League is truly a wonderful organization and is doing much for the boys and girls of the state.

#### Citizenship Contest

By Supt. A. B. Sanders, Ralls

GROWING out of the fact that one of the true functions of all schools is to teach citizenship, we have felt for some time that a contest in "Citizenship Training" would be very attractive to the schools of the state and at the same time would be a great stimulant to the training in citizenship.

The State, as such, is interested in getting a uniform type of citizenship training across to all the pupils of the state. This contest would tend to do this thing. The Interscholastic League and the State Department of Education could work together on the matter to the end that the contest would sponsor the items in citizenship training that the State considers worthy.

For some time a great many people have considered that character education and citizenship training should come through the medium of incidental learning. There is nothing unreasonable about some of the training being given in this manner but could not the student have a more direct path to the proper habits of citizenship practice if he first knew the qualities that make a good citizen?

Training could be given in these qualities to all the students through the regular citizenship training channels. Just the type of test and the manner of administering same should be left to the Interscholastic League Officials but as a mere suggestion we might venture something in regard to the nature of same. It will be understood that this contest is a contest in the knowledge of citizenship qualities rather than a contest to determine the best citizen of each school. We will consider that the State Committee should decide to apply a test on the order of the new type examination; namely, true false, completion, multiple choice and matching questions. These questions to be of such a nature as to bring in all the qualities of "A good citizenship code" as appears in the Course of Study for Elementary Grades, 1927, State Department of Education. These tests could be arranged so as not to reveal only a knowledge of the qualities themselves but the applications as well.

This type of objective test would be easily administered as the questions and a key to the same could be sent out from the Interscholastic

League office. This would make the grading uniform and efficient.

This contest would be of such a nature that each grammar school should be allowed to enter a team of junior boys and a team of junior girls. The size of the team could be determined in somewhat the same manner as is "Music Memory" or "Picture Memory." High schools should probably be permitted to enter a team in both Senior boys and girls. The size of the team determined by the number of pupils in the eighth and ninth grades.

Points could be awarded in the various championship sponsored in the county meet at the discretion of the League. This contest probably should be a county event only for some time at least.

(Editor's Note.—The above suggestion is well worth considering. The Leaguer invites correspondence relative to the proposal.)

#### Let's Pay Our Gridders

ONE of the readers of this column, who by the way doesn't live in Iowa, writes to ask why it wouldn't be a good idea for colleges in the important athletic conferences to come right out in the open and pay football players.

The boldness of the reader's proposal seems to entitle him to the floor, so we shall let him have it to present his arguments.

He says scholarships, which have dividends attached, are given to students who have made exceptional scholastic records, and that per se some kind of athletic scholarships, also with cash attached, should be given those who excel in athletics. He points out that these athletes draw bigger crowds than any professional sport, and if the Boston Red Sox get paid for staying in the cellar year after year and playing to rows of empty seats, the young men who pack 80,000 raccoon coats, chrysanthemums and hip flasks in a stadium on a chilly Saturday afternoon are really entitled to some consideration.

#### Why Not a Union?

This reader would have a set scale of salaries for all football players in a conference, and, in fact, is so bold as to suggest that the players ought to organize a union.

This proposed union would regulate the salaries of the football players who perform on the varsity squads of the conference members. If wages were not high enough, the union could declare a strike until the demands of the athletes were met or a reconciliation had been effected. If practice hours were too long the union might determine what length the daily drills should be, when overtime would begin, and under what conditions they might be held without endangering the earning capacity of the player.

#### Pay Them \$200 a Month

A fair salary for a varsity football player might be established in the Western Conference at \$200 per month. Since three teams usually make up a varsity squad, there would be 33 athletes drawing their pay envelopes at the end of each month, which is a season of two and a half months, would amount to \$16,500.

A payroll of \$16,500 might seem rather heavy, but it wouldn't be a burden to a Western Conference school. Each member has a schedule of—well, say seven games. The attendance for the season would reach 210,000 persons, or an average of 30,000 persons per game. And at \$2.50 a head the gross receipts for the entire schedule would reach \$525,000.

#### Still Make Profit

Of course, Illinois would have to offer a large guarantee to Minnesota that she would for Butler. But since we're dealing with examples, let's say that \$10,000 is each team's guarantee. Then Illinois would pay out \$70,000 to her opponents.

The Illinois payroll is \$16,500 and her guarantee to opponents is \$70,000, making a total of \$86,500 she would have to pay for her entire football season. Still, the Champaign school grosses \$225,000, which, when disbursements are deducted, leaves \$438,500 as income from the football season.

Salaries and guarantees aren't the only items of expense to Illinois' football season. She must pay coaches' salaries, hospital expenses for the injured players and buy equipment. Still, all those items except the players' payroll are included in her expenses today. And Illinois is making money with her football teams.

Our dear reader has said his piece. Anyone desiring to speak in rebuttal may do so until the first kickoff next fall.—*William Braucher in the Denton Record-Chronicle.*

David Starr Jordan was in his day a great baseball player. He got his nose broken once in this sport. Played first base on faculty baseball team until he was 59.



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 careful study of a given play in the light of the eligibility requirements laid down in the Constitution and Rules.)

**Play-Making and Plays, The Dramatic Impulse and Its Educative Use in the Elementary and Secondary Schools.** By John Merrill and Martha Fleming, Macmillan Company, 1930, 580 pp., \$2.60.

A book on school dramatics going quite fully into the educational aspects, with stress on dramatization by pupils. The examples included are taken from the work done in the Francis W. Parker school and the School of Education, Chicago. Includes an annotated bibliography of plays and illustrations of stage settings and scenes of dramatizations. We quote in part from R. L. Lyman's review in the *Elementary School Journal*, February, 1931: "... The point of view taken by these teachers is sound; their program of education through the study of the drama is sensible. They vigorously decry the waste of time and energy spent in the preparation of musical comedies, trivial farces and meretricious plays such as are too often produced in extra-curriculum clubs and such as are even more frequently produced as professionally-coached entertainments at camp conferences. In contrast to such cheap productions they offer dramatic courses in the study of high-class drama as literature, accompanied by a thorough study of the various arts of the theatre. They regard preparation for the staging of plays as the laboratory aspect of class work. It is distinctly heartening to read about the work of teachers who realize that the finished products of their pupils in dramatics, or for that matter in any other school subject, are relatively unimportant as compared with the merits of the learning processes through which pupils are guided in the preparation of finished products. Chapter XXIX presents the making of a play called "The Magic Gifts," by an elementary school group. All the processes, from the choice of the story through the writing of the play, the preparation for staging, the staging, and the text of the play itself, are laid concretely before the reader. An inexperienced teacher, after studying the procedures described in this and other chapters, would have definite ideas of carrying through similar enterprises. Moreover, the carefully annotated lists of meritorious plays suitable for school use make the volume indispensable for all teachers of drama.

**The Birthday of the Infanta, dramatized by Vail Motter.** Longmans, Green & Co. New York, 50c.

Fantasy, 1 act, 6m2w & extras, 1 interior, costumes Spanish Court 16th century. A grotesque dwarf has been brought from his home in the forest to dance for the Infanta on her birthday. His antics amuse her and he is happy until, seeing his reflection in a mirror, he dies of a broken heart. This free adaptation of the story by Oscar Wilde is highly recommended. Costumes and setting are picturesque and colorful; its poignant and bitter story is highly dramatic. We suggest that the cast be given access to the story by Oscar Wilde contained in his book, *The Happy Prince*, and also to prints of portraits by Velasquez.

**The Boundary Line, by Dana Burnett.** Longmans, Green & Co. New York, 75c.

Drama, 3 acts, 7m5w, 1 int, 1 ext, costumes modern. The husband is a poet, the wife a materialist, with the third angle a rich man who flatters and satisfies her ego. A psychological study of a man and a woman with a steadily developed plot and well drawn characters. Suited to older actors only.

**Watch Your Step, by George M. Savage, Jr., and Edouard H. Pellety.** Longmans, Green & Co. New York, 75c.

Mystery farce, 3 acts, 5m4w, 1 int, costumes modern. The scene is laid in an abandoned sanitarium, where a detective, disguised as an ultra-modern poet, foils a team of desperate crooks and catches them with the goods on—"stolen jools." Three society girls and a woman who once worked with the crooks help to complicate the affair. A series of scenes with both comedy and thrills lead to a satisfactory climax for everybody except the crooks.

**Goldtree and Silvertree, by Katharine Duncan Morse.** Illustrated by Winifred Bromhall. Macmillan, New York. (Address Dallas office.)

Adapted to the use of children in the upper primary and intermediate grades are these dramatized fairy tales that are intended both for reading and for acting. The dramatizations are well done and the illustrations are delightfully in tune with the spirit of the plays.

**Making Rosie a Cook, by Francesca Falk Miller.**

Comedy, 1 act, 1m3w, 1 int, costumes modern. Dealing as it does with emotions shared alike by all races and all creeds and with the ever-present problem of the adjustment and understanding of the older generation to the changing ways of the younger; this little play makes a quick and certain appeal to any audience. An old Jewish mother is a wonderful cook. Her son's wife, Rosie, brought up in the modern way, relies on the delicatessen to set her table, and bitterly resents her husband's fondness for his mother's good cooking. The mother, sensing the situation, deliberately ruins a beautiful dinner; and Rosie happily bears her husband off in triumph to show him

what she can do. Two of the characters speak in the familiar German-Jewish dialect but the excellence of the dialogue and the situation itself will make the way easy for a group of intelligent and sincere players.

**Short Plays from Great Stories, by Roland English Hartley and Caroline Marguerite Power.** Macmillan, New York. (Address Dallas office.) \$1.20.

In the words of the authors, this collection of one-act plays may be considered: "... as a group of plays for study in the classroom; as a supplement to the study of the short story; as an introduction to the study of the drama and of dramatic technique; as a guide to the student in his own efforts at dramatic writing." The 18 short plays in the book are adapted from stories that are well known and widely read. In addition to the plays the volume contains: Suggestions for Study; Notes on Production; Notes on the Little Theatre; and a Bibliography.

Under the able editorship of Alice Gerstenberg, the Dramatic Publishing Company, 542 South Dearborn Street, Chicago, is bringing out a special group of short plays in their "Serge's Playwright Series." Miss Gerstenberg's ability as dramatist and director and her opportunity to test all plays in actual production before admission to the series limits the plays included to those of high dramatic content, of sure appeal, and well turned craftsmanship. Further advantages of the series besides that of being assured a really good play are: brief, but comprehensive and eminently practical production notes accompany each play; the plays are well printed and attractively bound in paper covers at 50c each; the royalty is low—\$5.00 for all here listed with the exception of "No Sabe," for which \$10.00 is charged.

**Pierrot—His Play, by T. Schwartz.**

Drama, 1 act, 1m2w, 1 int, costumes modern, 20 min. Quite the loveliest play with a Pierrot plot that we have seen in this one: a play of beauty and poignancy, a smile and a tear. Pierrot plays lightly with love, cruelly but unconsciously and innocently wounding those who love him—left at last alone with only the moon and remorse—the eternal Pierrot. The editor's preface makes the way easy. Done with imagination and sincerity, this little play will make an exquisite production.

**The Loves of Lionel, by Ruth Welly.**

Comedy, 1 act, 1m4w, 1 int, 25 min. Lionel Lord, great screen lover, finds his newest romance pricked with the pin of satire when the present Mrs. Lord talks to the past Mrs. Lord about Lionel and the future Mrs. Lord. An extremely amusing play suitable for older actors.

**No Sabe, by Elisha Cook.**

Drama, 1 act, 4m1w, 1 int, costumes modern, 20 min. A murder has been committed and after a night of third degree grilling suspicion is fastened on the lover of the dead man's daughter. He is saved from arrest by the courage of Wo, the Chinese servant, who gives himself up, revealing that the motive of the crime has been love rather than hate. A tense and moving drama, highly recommended to both H. S. and L. T. groups. Good "contest" material.

**You Can't Joke With a Woman, by Helen H. Torrence.**

Satire, 1 act, 1m2w, 1 int, 22 min. John, philandering man about town, is accustomed to tell the hesitating wife, "Oh, poison your husband!" when she humors Lucille and Elizabeth arrive at his apartment to tell him that they have taken his advice. A clever play recommended to advanced amateurs.

**Two Plus Two, by Mary Aldis.**

Comedy, 1 act, 2m2w, 1 int, 16 min. The setting of this unique play shows two identical living rooms in adjoining apartments. The action and conversation in one is duplicated in pantomime in the other, the idea being that we are all pretty much alike—two plus two. At first each couple conducts its argument independently, but soon the wife in one apartment is quarreling with the husband on the other side of the wall, and vice versa, to the amusement and delight of the audience. Highly recommended to advanced groups.

Use Sports to Socialize Pupils

From a very early age the Soviet child is trained to regard himself as a member of a group, rather than as an individual. His school studies, his games and sports are organized on a group basis. As he grows older "obshchestvennost," which might be loosely translated as organized public opinion, begins to play a very large role in his life. The idea of the subordination of the individual to the group is strengthened if, as is quite likely, he joins the Union of Communist Youth, the only mass organization of young people in the country.—W. H. Chamberlain, *Christian Science Monitor*, July 21, 1931, Page 1, describing Soviet methods of educating young for communism.

If anything external vexes you, take notice that it is not the thing which disturbs you, but your notion about it, which notion you may dismiss at once if you please.—Marcus Aurelius.

Academy Offers to Help Science Club Sponsors

THROUGHOUT the State of Texas there are many energetic, enthusiastic and able science teachers who are working desperately to keep their clubs alive and active. It is a work the merits of which the administration does not always appreciate.

Last fall the Texas Academy of Science assumed the task of helping any and every Science Club and its sponsors to carry on their work more easily and effectively. This plan provides for a Junior Texas Academy which shall consist of the membership of the Science Clubs of the State. Arrangements have been completed whereby each club may secure the assistance, advice and direction of a group of Senior Texas Academy of Science members who are devoting their time and interests to the problem of the Science Clubs. The chairman of this committee is very anxious to get in touch with every school Science Club in Texas, as early as possible, and the sponsor or the club secretary is urgently requested to send to Professor Clyde T. Reed, Department of Biology, T. C. A. I., Kingsville, Texas, the following information:

1. Name of club.
2. Names of sponsors and their addresses.
3. Number of club members.
4. Names of club officers and their addresses.
5. Time of regular club meetings, and place.
6. Name of school in which the club is organized.
7. A statement of some of your most serious problems and your most urgent needs.

No Guns in League Plays

THOSE one-act play coaches who object to the no-firearms rule in the League contest are again reminded that this rule was put in as a safeguard for the children engaged in the contest. The near-fatality in the Buda district tournament a few years ago was directly responsible for the insertion of this rule. Here is a newspaper account of what happened at Quincy, Illinois, May 8, 1931:

"The scene was the primary room of the Grace Methodist Episcopal church. The time was last night. 'Ten of the 11 players selected to put on the church's next amateur theatrical production were on hand waiting for the eleventh member of the cast to arrive so they could start their rehearsal.

"There were two revolvers, filled with blank cartridges during the previous rehearsal, lying on the table. Robert Randall, one of the players, picked one of them up, and, just to pass the time away, fired it several times. Nothing happened. The shots were all blank. Then he fired again and Mildred Hughes, 18, popular in Quincy amateur theatricals, fell over—fatally wounded. The bullet passed through her lung.

"Arthur Weisenberger, 16, one of the players who brought the weapon to the rehearsal, told police he had been practicing shooting with it at home and had forgotten there was still a bullet in it when he brought it to the church last night.

"Unquestionably, said County Coroner Louis Terliser, it was an accident. He set the inquest for this afternoon."

College, Amateur, Professional

ATHLETIC officials at Rice Institute recently voted to enlarge their gymnasium capacity to accommodate around 500 students. In the beginning the present fieldhouse took care of but 35.

It is a good sign. Intramural competition and the development of athletics for the individual student will have their day in America just as they are having their day in other countries.

The mailed first of professionalism has seized college athletics in this country until there is a very objectionable air about it all. There is some mysterious odiousness about professionalism applied to the college athlete and the amateur athlete.

In this connection lets hop a train in a sidetrack and regard the situation in tennis. I admire men like Bill Tilden and Vin Richards, who have come out openly and gone into the tennis business. They are not on the fence, accepting this bribe and that and making their little pocket-book gains on the side. They are in one of the hardest businesses in the world, that of the professional athlete. And it seems a shame that to many people that same feeling of odiousness referred to above should apply in their case, and all because they were amateurs for so long. But it does. Will somebody please tell me why?—Galveston News.

Frenchman Sees Harm In Our Student Activities

THE most hasty of the American tourists is struck by the drab austerity which surrounds our lycees and the greater part of our French universities. The lightest of French observers, traversing the United States, looks with astonishment upon the smiling welcome of its colleges. These two reactions, superficial if they be, are none the less born of genuine causes. The first encouragement to confidence, in the United States, is in effect the surroundings which bring it, the environment into which the pupil is summoned for his instruction.

Into his college the boy enters with pride, the young girl with a smiling assurance—for they will hear, from the gates, issuing from the dormitories the sound of phonographs inviting to the dance! It seems indeed that the first impression which is meant to be conveyed to the young people is that of being very much at home, that is, not between four walls but in an element substantial and expansive which only asks of them that they share in its strength and growth. Parks, mountain lakes, sun, snow, ocean, all the abundance of a natural setting that can range from charm to grandeur is offered not as a luxury but as an element through which the student will nourish himself by the same right as through his course of studies. As to the interiors of the edifices, the same preoccupation will cause to reign there (not to mention in the fraternities and the clubs) a reassuring comfort. Provision appears to be made, even for the numerous cases where the ill-endowed student, the unintelligent, or simply the lazy, may have a tendency to permit himself to become discouraged because of poor grades or the too great difficulty of studies; for this sort of student there exists, in effect, the safeguard of all sorts of activities, aside from classes, where it will be permitted him to shine.

In particular the field of sports will give an admirable opportunity for whoever, in default of mind, possesses muscle, to win applause in becoming the idol of a fervent public. But sports do not form the only addition to the happy and confident equilibrium of the student; there exists also in the colleges a knowing organization of what in France we call the *cotes*, understanding by this all that can adorn, rejoice, distract—as if the arid aspect of a classroom, or of the course of studies, properly so called, were having the advantage of being camouflaged by shows that own only a very remote relationship to it. Only those who have dwelt upon the grounds of the colleges themselves can take account of the importance which the students attach to their *cotes*, such as dances, parties, societies, fraternities, sororities, football games—a *cotes* which are not far, in the final account, from being enough to cause the program of studies to appear, if not as a detail, at least as without a significance which one does not know how to reduce to its proper proportions, and over which there is desired but the power to glide as swiftly as possible.

So strong is the fear of ennui, and (O paradox!) of idleness, that ingenuities to contrive the better and better organization of amusements, until the campus sometimes ends by taking on a sort of perpetual holiday allure, as of a Sunday picnic which without hesitation is extended to the length of the week. This is so much the case that one must ask himself how the student worker manages to withdraw at all from these powerful external influences which pull him, tempt him, and in any case take from him a good part of his energy. Moreover, it is often difficult to distinguish which are the extra-curricular activities wastefully dispersive and which, on the contrary, form a stimulus to work. There are, for example, in a great number of institutions in the United States "little theaters," schools of the theater, studios, etc., where are brought under way the most excellent undertakings and which achieve sometimes results which our university establishments should envy. But the greater portion of these distractions do not simplify the problem, and it is these that give the force of their presentation of college life to the student.

From an essay by Baron Paul D'Estournelles De Constant published in a symposium, "Higher Education Faces the Future," pp. 101-103, edited by Paul Arthur Schlipp, Horace Liveright, New York, 1930.

Every child should have mud pies, grasshoppers, water bugs, trees to climb, brooks to wade in, rocks to roll, various animals to pet, and any child who has been deprived of these has been deprived of the best part of his education.—Luther Burbank.

State Champion 1-Act Cast



THE one-act play cast of the Austin high school won the 1931 State tournament with "Casualties," coached by J. R. Burton. The players shown in the above cut are, left to right: Harry Garner, Wheeler Lyon, and Maurice Weed.

WANTS EXTENSION OF MATH CONTEST

Masonic Home Principal Suggests Contest in Commercial Arithmetic and Algebra

THE arithmetic contest for the grades has revolutionized the teaching of arithmetic in the schools where teams are entered in the meet. This has been a genuinely progressive movement. Why not start one in commercial arithmetic and algebra by having district contests in these subjects? The commercial arithmetic contest would be easy to handle. I don't know so much about the algebra. Several publishing companies have rapid calculation pads that could be made the basis of the preparation for the contest. The test sheet could be prepared in your office or by a committee appointed for that purpose.

Extension Division Gives Course in "Gang Control"

A POLICE training school, which will give special emphasis to means of gang control, will be conducted by the University of Wisconsin extension division during the coming scholastic year, it is announced, and will be open to all cities wishing to send representatives. The course, it was said, has been developed at the request of the League of Wisconsin Municipalities.

Prof. A. J. Barry, superintendent of the Juvenile Detention Home in Chicago, has been chosen to direct the course, and will be assisted by associates from the university and from the enforcement and judicial branches of the state and city governments.

The League of Wisconsin Municipalities, the announcement said, looks to the plan as an opportunity of giving the state's police forces valuable training in crime control at a time when new and serious phases are pushing themselves to the surface in numerous communities. The invasion of the gangster fugitive, it was said, prompted the organizers of the course to make gang control the central theme of this year's program.

Editor Commends Contest

THE INTERSCHOLASTIC LEAGUE in making a contest, "Spelling and Correct Writing," has in the last few years encouraged development in the youth of Texas upon two subjects a decade ago sadly neglected. In fact, incorrect spelling and illegible writing used to be rather a matter of pride among young people. Not only must words be correctly spelled but must be written plainly enough to be read—each word independent of the others. How often it is that in a letter or other composition the reader, to determine a word, must examine other words concerning which there is no doubt and compare the formation of letters. The Interscholastic League requires, and rightly, that the letters of each word be so plain as to relieve all doubt as to what they are. It should be a gratification that more are each year competing in the "Spelling and Correct Writing" contest.—Lockhart Register.

Editor: "We'll have in the next issue a symposium on 'How to Succeed in Life' by those who haven't."

Manager: "Why by those who haven't?"

Editor: "Those who have charge too much for what they write."

TINY TOT STORY TELLING CONTEST

Gray and Howard County Leagues Held This Interesting Event Last Year

A NUMBER of county leagues have experimented during the past few years with a "Tiny Tot Story Telling Contest" with promising results. For the benefit of those leagues which wish to try this event as an optional county contest during the present year, we publish below the rules used in the Gray county league and those used in Howard county. The Director General of that county, G. C. Boswell, of McLean, declares that it was one of the most entertaining features of the Gray county meet. A handsome cup was provided as a trophy for the winning school. The rules follow:

- I. There shall be one section divided into three classes.
- II. Only sub-junior enrolled in one of the first three grades may compete.
- III. There shall be three divisions in each section, a First grade, a Second grade, and a Third grade.
- IV. Any story which is within grade range of the group by whom it is given may be used, provided not more than eight minutes is used in the telling of it.
- V. Each school shall be allowed one speaker in each class.
- VI. The groups shall be designated thus: First grade, Class I; Second grade, Class II; Third grade, Class III.
- VII. Names of Contestants should be posted with Director of Story Telling one week in advance of meet.

The Howard County league also conducts a similar contest under the following rules:

1. Eligibility: Each school in the League may enter a team of two in the sub-junior division. Each contestant shall be of the sub-junior age and in any of the first three grades.
2. Classification: In the county contests there shall be a contest division for the rural schools, class "B" school and ward schools included with the class "B" school.
3. Sources: Stories may be selected from the school basic and supplementary readers. The selections chosen must be in good English and may be told in monologue style. The purpose of this contest is to add to the mental enrichment of the pupils and to enable them to give a sincere, intelligent, and effective oral interpretation of the same to the audience.
4. Length of story: No story shall exceed five minutes in length.
5. No cheering and no coaching shall be permitted during the delivery of the story.
6. Judges: The judges for the story telling shall be selected as prescribed in the rules for declamation.
7. Instructions to the judges: This is a contest in delivery only, and from selections dealing with (3). The basis of judging each contestant shall be general effectiveness as a story teller, qualities of naturalness, force and expression.
- At the close of the contest each judge shall rank the contestant by the numbers 1, 2, 3, etc. A contestant ranked first by the judges in majority shall be awarded first place. Second and third places shall be determined in the same manner.

The greater the difficulty, the more glory in surmounting it. Skillful pilots gain their reputation from storms and tempests.—Epicurus.

FOOTBALL

United States Senator James J. Davis says: "Any college that sends a young man into the world with a desire to do nothing but follow the football news through the sports columns of the newspapers has failed in its duty to that young man."

"Whenever a team, or a school, or a group of alumni becomes imbued with the thought that only a winning team counts for anything, there is trouble ahead for football."

"It is a commendable thing to strive to win, but the game itself means much more than the score."

"The game is doomed to extinction, however, if the demand for winners season after season makes it necessary to resort to unfair tactics and long, grueling periods of training to produce winning teams."



## PHLOX SHOULD BE OUR STATE FLOWER

Director of Wild Flower Contest Thinks Mistake Made In Adopting Bluebonnet

THE PHLOX, and not the famed bluebonnet, should be the official flower of Texas. This is the view held by Dr. B. C. Tharp, associate professor of botany at The University of Texas, and Director of the League Wild Flower Contest, who declared that the phlox is far more widely distributed in Texas than the bluebonnet, and is of far more value as a botanical specimen.

The phlox is the most famous flower under the sun, Dr. Tharp said, and yet Texans regard with utter lack of interest the little wild plant which grows in abundance throughout southern Texas, and thoughtlessly treat it as a weed.

**Interesting History**  
An interesting history attaches itself to the phlox in Texas. More than a century ago, in 1829, Drummond, a Scotch botanist, was sent to Texas to collect phlox seeds for the Royal Botanical Gardens in England. He made his selection and sent them back to England for planting, while he stopped in Florida. There he contracted yellow fever and died. As a tribute to him the pretty little wild flower was given the name "phlox Drummondii."

Sir Thomas Hooker, in describing the phlox which first flowered in the Royal Botanical Gardens, wrote that they were of two types, one a bright red, the other a paler shade. At that time Hooker prophesied that the phlox would become one of the world's most valued flowers. After a hundred years, his prophesy has been fulfilled, for L. H. Bailey, internationally recognized authority on horticulture, has distinguished the phlox annual as first in importance among garden flowers.

**Miraculous Development**  
During the hundred years in which the phlox has been under cultivation and domestication, almost miraculous results have been obtained. This flower now grows in gardens throughout the world. Various shapes, colors, and sizes have been produced. Colors of all shades and combinations have been obtained, with the exception of a pure yellow.

Recent experimentation with phlox shows that there have been some misunderstandings concerning the flower. Evidently two distinct types were given the same name after they began growing in England. Dr. Tharp explained. By its behavior and characteristics, the phlox shows itself to be a hybrid. It is with these hybrid qualities that Dr. Tharp has been interested in experimenting.

**150 Specimens on One Trip**  
Recently, he, accompanied by C. H. Smuller and Harley Phelps, the latter a University student from Lawrenceville, Ill., toured Southern Texas for the purpose of collecting herbaceous specimens for the University department of botany and seeds to plant in the University Botanical Gardens. The three covered about nine hundred miles in their search, visiting Victoria, Port Lavaca Refugio, Sinton, Robstown, Laredo, Uvalde, Leakey, Kerrville and Fredericksburg.

On this trip, they collected more than one hundred and fifty herbaceous specimens and about forty groups of seed. They found the phlox a special object of interest. Dr. Tharp gathered a number of different kinds of phlox seed, which he intends to plant and from which he hopes to be able to work out the relationship between the different types of phlox. By experimentation he hopes to produce different colors and shapes. The great interest in the project lies in the fact that the flower is one which is now grown in every part of the world, he said.

Companionate marriage is not marriage and will soon cease to be companionate.—Gilbert Chesterton.

### COLORADO USES LEAGUE HANDBOOK

For the enclosed check please send one hundred fifty (150) copies of "High School Handbook," prepared by Professor Reddick, to Miss Benson, Macky, 202, University of Colorado, Boulder, Colo.

You may be interested to know that our plan is to supply Colorado high school newspaper sponsors and advisers with the handbook. Chapter I and III are most excellent, we feel, and are not to be found in any of the high school texts.

## SCHOOLS OVER-BUY SPORTS EQUIPMENT

Writer Urges Business Methods In Dealing With Sports Goods Houses

(By B. B. Cobb, Superintendent, Waco Schools)

WITHOUT wishing to appear in the role of a meddler or to assume the attitude of a critic of those who happen not to agree with him, the writer ventures to call the attention of school boards and school administrators throughout the state to certain practices which seem to be unethical and injurious to the credit of school people generally. Reference is made to the tardiness with which a number of school districts in Texas meet certain types of their financial obligations.

**School Credit Rates High**  
It is generally true that no business concern in the community has a higher credit rating than the public schools. Usually people are rather jealous of the good name of their schools and are ready to see that school accounts are promptly paid. As a rule, the financial affairs of the public schools of this State are administered by capable, honest, dependable business people who are careful to see that contracts made by their districts for furniture, equipment, books and supplies are sacredly kept.

Contracts made for athletic equipment, however, are often not so highly regarded. Such accounts are frequently allowed to run until they are long past due, and, in some cases they are not paid at all. Why the difference in attitude toward this class of obligations? Is it because over-enthusiastic principals or coaches are allowed too much freedom in ordering such materials? Do superintendents sometimes become lax in their supervision of purchases made for the athletic department of their schools? Is it possible that some school boards are not conscious of the fact that contracts made in the name of the school, by regularly elected representatives of the board, become obligations morally binding on the community?

**Many Unpaid Obligations**  
The writer was surprised some time ago to learn from a representative of a reputable athletic house that many school authorities in Texas seem more or less indifferent in regard to paying for athletic equipment bought for school teams and used by these teams in inter-school contests. As proof of this statement, he cited the fact that during the last 10 years sporting goods houses of this section charged off of their books more than \$200,000 in bad school accounts, and that these houses are still carrying between \$300,000 and \$400,000 of such accounts that are now from 60 days to two years past due.

No business can long operate at a loss. The athletic dealer who yearly charges off many bad accounts and who finds it necessary to carry slow accounts for a long period, must raise the price of what he sells to those purchasers who pay their bills. Schools that meet their obligations promptly must pay more for what they get because other schools fail to keep their contracts. A deplorable feature of the situation is the fact that a few schools that are negligent of their financial obligations tend to bring all schools into bad standing. But worst of all is the effect of such careless practice on the character and ideals of young people who use the equipment for which they know payment has not been made.

**Pay Up or Don't Buy**  
If athletic games are regarded as a legitimate and worth-while phase of the school's activities, the community should see to it that such equipment as is needed by its teams and as is within the means of the community to purchase is provided. Otherwise the community should not attempt to carry on an athletic program. No school has the right to expect a sporting goods house to equip its athletic teams free of charge. No individual representing the school has the moral right to contract for any sort of equipment unless it is reasonably certain that funds will be available for paying the bills when they become due.

Of course, gate receipts often fall below expectations. But failure of an athletic team to attract patronage does not relieve the school of its obligation to pay for what it has bought and used in athletic contests. Purchases made by representatives of the community for use by representatives of the community become bona fide obligations of the community, that cannot be discharged by any sort of "back-passing" process. The debt continues to exist until paid. A change of school boards, the removal of the superintendent or the principal

or the director of athletics or the coach does not discharge the community's obligation to pay for what it has bought and used in the athletic contests of its schools.

What should be done about the matter?

**Suggestions**  
The following suggestions may be helpful:

1. Every school board should see that the athletic department of its schools is properly organized and directed by a capable, dependable employee of the schools.
2. Each school board should insist that every purchase of athletic equipment be approved by the authorized member of the faculty, instead of being left to the discretion of any individual.
3. School authorities should recognize contracts made in the name of their schools as binding obligations on the community and as continuing in force until the bills are paid, regardless of changes made in the personnel of the school board or the school staff.
4. Those who handle athletic funds should be instructed to apply those funds promptly to the liquidation of indebtedness, instead of using them for the purchase of expensive trophies.
5. Athletic houses should not encourage high-powered salesmen to take orders without the sanction of responsible parties connected with the schools.
6. Equipment concerns should refuse credit to individuals and to institutions that have been careless in meeting their obligations.

If some such plan as this were followed, sporting goods dealers should find it possible to reduce their prices, the credit rating of schools in general would be raised, and public school pupils who use athletic goods would no longer get the impression that obligations assumed for such equipment are less binding than those assumed for any other form of school supplies.

or the director of athletics or the coach does not discharge the community's obligation to pay for what it has bought and used in the athletic contests of its schools.

What should be done about the matter?

**Suggestions**  
The following suggestions may be helpful:

1. Every school board should see that the athletic department of its schools is properly organized and directed by a capable, dependable employee of the schools.
2. Each school board should insist that every purchase of athletic equipment be approved by the authorized member of the faculty, instead of being left to the discretion of any individual.
3. School authorities should recognize contracts made in the name of their schools as binding obligations on the community and as continuing in force until the bills are paid, regardless of changes made in the personnel of the school board or the school staff.
4. Those who handle athletic funds should be instructed to apply those funds promptly to the liquidation of indebtedness, instead of using them for the purchase of expensive trophies.
5. Athletic houses should not encourage high-powered salesmen to take orders without the sanction of responsible parties connected with the schools.
6. Equipment concerns should refuse credit to individuals and to institutions that have been careless in meeting their obligations.

If some such plan as this were followed, sporting goods dealers should find it possible to reduce their prices, the credit rating of schools in general would be raised, and public school pupils who use athletic goods would no longer get the impression that obligations assumed for such equipment are less binding than those assumed for any other form of school supplies.

**Too Many Rules**  
I AM not in favor of schools running about over the State in search of football players. Football is not something to be commercialized. Neither is it something to be "wrecked" with silly limitations, rules and penalties. You can have too many limitations on any human activity, until it suffices with too much.

Who said that people is governed best who is governed least? I think it is just as prudent for a boy to play football in order to go to school as it is for him to jerk soda to do so. The whole argument, it seems, is over the question of who gets the soda-jerk job for him: the school or he, himself.

I am opposed to the one year rule. Let the boys play football and quit hobbling the game with penalties. I don't believe that you have to tie the school men of Texas up with rules and limitations in order to keep them from "wrecking," as you say, any institution.

Yours very truly,  
JEFF A. HOOD,  
County Superintendent of Schools,  
Wichita County.

P.S.—Please give this the same space you did the other item.

### Yale Drops Classics As Entrance Requirements

YALE UNIVERSITY has announced that beginning with the class of 1932 Latin and Greek will no longer be required for admission to the college and that French, German and Spanish may be substituted. This change of policy on the part of one of the country's leading universities was viewed with regret by most scholars and educators. They consider it unfortunate that after 200 years of leadership in the educational field Yale should have decided upon what "some people may call a drop in its standards." On the other hand, many members of college faculties declare that the elimination of Latin and Greek as necessary requirements for college admission was inevitable.

One of the chief critics of the Yale plan was Professor Magoffin, head of the Department of Classical Studies at New York University and president of the American Classical League. Professor Magoffin stated that despite the tendency of colleges and universities to drop Latin and Greek there had been a great interest in the two subjects in the high schools of the country.

Love seeketh not itself to please,  
Nor for itself hath any care,  
But for another gives its ease,  
And builds a heaven in hell's despair.  
—William Blake.

### Quiet and Contemplation

Periods of quiet and contemplation are vitally necessary. The pressure of the day crowds upon attention and tends to determine the temper of life. To keep our ultimate aims clear and strong, we need regular periods of retirement. In the quiet and peace of these periods we renew our purposes. We examine the work, the aims, the spirit of the day in the light of ultimate aims, and reorient our lives. Without such a resource, those aims will fade in the immediacy of the day's work, and it will become true that they seem unreal and distant.—Arthur E. Morgan in *Antioch Notes*.

### Advertising in Textbooks

TENNESSEE'S Free Textbook Commission has raised an important issue by recommending the sale of advertising in school books. Evidently the commission recognizes the dangers of such an undertaking, for its recent report to the State Legislature said the advertising would have to be censored very carefully. Foods, sporting goods, colleges, household articles and toys, for example, would be considered proper subjects.

While one recognizes that the cost of books could be reduced in this way, the policy of admitting advertising seems none the less questionable. What constitutes "proper and instructive advertising" would become a political question if this plan were adopted. The commission would bring upon itself the extremely difficult task of selecting the space buyers. Commercial interests excluded from advertising in the textbooks might be expected to exert every possible influence to gain that privilege.

From the school patrons' viewpoint the proposal seems ill-advised; their children would be subjected to whatever advertising appeals the commission selected.

If there are businesses which can afford to promote sales through advertisements in textbooks, the State can get the funds it needs by taxing those businesses and their prospective customers. Tennessee and other states would do well to protect public schools as much as possible against all forms of propaganda. The admission of advertising into textbooks would open a way to too many possible abuses of the privilege.—*Christian Science Monitor*.

South African definition of courtship: a man chasing a woman until she gets him.

## Champion Girls' Volley Ball Team, 1931, of District No. 4



BYERS HIGH SCHOOL GIRLS VOLLEY BALL TEAM

Reading left to right, top row: Miss Phelo Mae Resek, coach; Victoria Barger, Lessie Cash, Opal Hestand, Supt. F. W. Richardson. Bottom row: Bernice Rogers, Bessie Pearl Payne, Agnes Henderson, captain; Vivian Lemon, and Katherine Greer.

IN a few of the Interscholastic League districts, competition is arranged for Girls' Volley Ball. In District No. 4, with center in Wichita Falls, fine results have been obtained in this event. County winners are made eligible for the district competition, and much enthusiasm and friendly rivalry in this fine sport have been developed. In the 1931 meet, the Byers high school volley ball team won the meet and were declared district champions.

## 9 Proposed Texas Amendments To Be Voted at Polls in November

NINE proposed amendments to the State Constitution, submitted on joint resolutions adopted at the regular session of the 42nd Legislature, will be voted on by the people in the general election to be held in November, 1932. No constitutional amendment will be submitted in a special election this year.

Two of the proposed amendments are to be submitted under joint resolutions adopted by the Senate and seven by House joint resolutions.

Senate Joint Resolution No. 26 submits an amendment to repeal the amendment permitting The University of Texas to invest the permanent fund in university obligations.

Senate Joint Resolution No. 28 submits an amendment authorizing the Legislature to make appropriation to defray expenses of holding the proposed Texas centennial in 1936 commemorating the 100th anniversary of Texas independence.

House Joint Resolution No. 1 proposes an amendment to permit retired army, navy, marine and other officers not in active service to hold public office.

House Joint Resolution No. 5 submits an amendment authorizing coast counties and cities to vote seawall and other storm protection bonds by two-thirds of all qualified voters.

House Joint Resolution No. 6 proposes an amendment exempting from taxation homesteads up to assessed valuation of \$3,000.

House Joint Resolution No. 12 submits an amendment to empower the Legislature to pass laws to fix limitation of 10 years or more against collection of delinquent taxes.

House Joint Resolution No. 21 proposes an amendment to combine offices of county tax collector and assessor.

House Joint Resolution No. 24 submits an amendment permitting property owners to vote in bond elections.

**Interscholastic Winner Addresses Rotary Club**  
VALTER BRINDLEY of Temple, who recently won the Texas interscholastic championship in extemporaneous speaking, was the principal speaker at last Monday's Rotary luncheon.

Young Brindley chose as his subject the political prospects for 1932, discussing the probability of Hoover's renomination and the possibility of his reelection, together with some of the issues which will probably be brought into the campaign by one or the other of the contending parties. He proved to be an interesting speaker, unusually well informed on current topics, and capable of expressing himself in a forceful manner.—*Temple Telegram*.

(Editor's Note: One secret of the success of the Temple schools in public speaking contests is suggested in the above item. The schools have in some way secured the cooperation of the local civic clubs in the matter of providing audiences for aspiring high school speakers.)

**Wants Coaches' Help**  
"Coaches claim athletics emphasize good sportsmanship and fellowship. They draw the best salaries—are keener for costly officials and usually want pay when they serve as officials. Literary teachers who get less pay usually serve as judges in literary contests for no pay and often refuse expenses. I often wonder if our literary teachers are better sportsmen and have more good fellowship than our coaches."

"We have tried to check the cost of officiating and have failed so far. Visiting teams usually refuse to accept any but high-priced officials. Our coach is under contract to charge for officiating on holidays and Saturdays only. Other days, schools favored, are to reciprocate. Other schools have not used him in two years on this plan. We feel that a limit of \$5 plus expenses should be placed for each official for each game."

"About three years ago, this district agreed upon the fees which schools would pay officials: Referee not more than \$15; umpire \$10; headlinesman \$5. We are pleased with the way this schedule has worked, for it has certainly helped to keep the cost of officials down."

"... We have no difficulty with officials. We have good college men here whom we use largely."

"Our district has set a maximum of \$15 for referee and \$10 for other officials."

"If our competing teams will not be too exacting in requiring officials from too far away they would not cost so much. In our district each town gave the chairman of the executive committee a list of competent men available. We pay them \$10 for referee work and \$5 for minor officials. In many of our games where the relations of the schools are good, local men are used."

### Byers Requires Activities Credit

The course of study of the Byers Public Schools requires eighteen credits for graduation, sixteen of which will be basal credits and two local. "We mean by the local credits school activities such as Interscholastic League work, music and public speaking. Points have been worked out for these activities and each student must take enough each year to make at least one half credit, or 50 points."

Do not dare to live without some clear intention towards which your living shall be bent. Mean to be something with all your might.—Phillips Brooks.

### Old-Timer Still Active In League

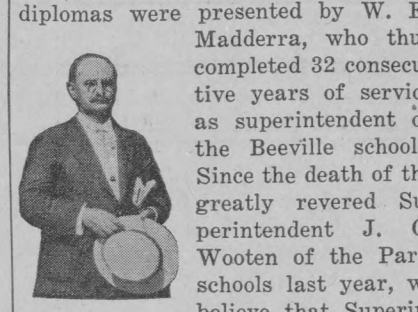
(Continued from Page One)

Rupert Deering, whose picture is reproduced in the accompanying cut, bottom row to the left, won first place in senior boys' declamation in the McCullough county meet, held in Brady last March, besides placing in three track events. This was his third consecutive year in placing first in declamation in a county meet. He represented the Thirteenth District in the State meet in 1930, winning his way to the final preliminary that year.

Neva Edwards, whose picture is reproduced herewith, top row to the right, has represented two counties in League declamation. She was rural junior girl declaimer from the Holt school, San Saba county, winning first place to the district meet

### Beeville Superintendent Serves Thirty-two Year

AT the last graduation ceremony of the Beeville high school the diplomas were



W. E. Madderra holds the record for consecutive service as superintendent of a school system in Texas. The local paper recorded the graduation exercises as follows:

"Graduates of Beeville high school will receive diplomas Tuesday evening, the commencement exercises being held at the fair grounds auditorium. H. M. Wurzbach of Seguin will deliver the address.

"The class is composed of 21 boys and 30 girls, the total of 51 being the first class of more than 50 to graduate from the local school. These, with six colored graduates and three Mexican graduates, give Beeville a total of 60 to finish from the system this year. The colored and Mexican schools have held their commencements."

**Orange Co. League Holds Big Interscholastic Meet**  
THE Orange County Interscholastic League annual meet got underway at 9 o'clock this morning at the Anderson school, where the crowd increased continuously as the weather cleared.

One of the most elaborate programs in the history of the league moved along smoothly as contestants and spectators gathered from all over the county and east Texas.

More than 1,000 entries were in the list of contests to be made during the two days and nights to be devoted to the contests.

A big event of the meet will be the track and field events to take place tomorrow at West End Park.

Playground and volley ball, both boys and girls, were played at the Anderson school grounds this afternoon.

Tonight the program will be devoted to debates, extemporaneous speeches, declamations and the baby band.

Cafeteria lunch was served to the visitors at the Anderson school at noon today. Tomorrow the Anderson T. P. A. will serve lunch at the cafeteria.

J. L. Turnage, director general of the league, was delighted with the cooperation that he had received from the department directors in preparing for the occasion.

On the third floor of the Anderson school were displayed exhibits of art, work of the sewing clubs of the Anderson and Vidor schools, also the wild flower exhibits on which the awards in that department were made.

Contests in arithmetic, essay writing and spelling were held during the forenoon but no awards had been announced in that division up to 3 o'clock this afternoon.—*The Orange Leader*.

### Maximum Fees

"It appears that some districts have undertaken to limit the amount paid to officials by fixing maximum fees. The view is expressed that this plan may help to some extent, but the point is also made that a fixed maximum may also become the minimum, and we shall still have the problem with us.

"In line with a statement in the questionnaire, publicity is not to be given to the schools or persons who sent replies."

Of the sixty school officials who replied to the questionnaire, forty-six are of the opinion that officiating fees are entirely too high. Ranging from mild protest to rather vigorous language, these forty-six school superintendents and principals record their opinions. Space is not available for publishing their replies in the *Leaguer*, but those interested may obtain a copy of the circular by addressing a request for the same to Superintendent Bonner Frizzell, Palestine. We subjoin herewith a few of the replies which seem to contain constructive suggestions:

"Our expenses for officials are all right because of the fact that ... coaching staff assists us. However, there is quite an organization of professional officials in this section who are trying to compel the Class A schools in this district to use their services."

"We have found that the outside officials are no better than local ones. We use local college coaches. It has come to this. We are unable to pay outside men and visiting team guarantees. The prosperous teams have spoiled officials."

"I think we should be content with more local officials. We send away for high powered university men and the cost is burdensome and unnecessary."

### Frizzell Questionnaire Airs Opinions of Officials Fees

(Continued from Page One)

### Expressed over the work of officials heretofore, but there is apparent a conviction that the cost of officiating takes to much toll from the gate receipts. In other words, officials appear disposed to 'take all the traffic will bear.' In one district, officials are reported as referring to others who take less than the prescribed fees as 'scabs.'

### Maximum Fees

"It appears that some districts have undertaken to limit the amount paid to officials by fixing maximum fees. The view is expressed that this plan may help to some extent, but the point is also made that a fixed maximum may also become the minimum, and we shall still have the problem with us.

"In line with a statement in the questionnaire, publicity is not to be given to the schools or persons who sent replies."

Of the sixty school officials who replied to the questionnaire, forty-six are of the opinion that officiating fees are entirely too high. Ranging from mild protest to rather vigorous language, these forty-six school superintendents and principals record their opinions. Space is not available for publishing their replies in the *Leaguer*, but those interested may obtain a copy of the circular by addressing a request for the same to Superintendent Bonner Frizzell, Palestine. We subjoin herewith a few of the replies which seem to contain constructive suggestions:

"Our expenses for officials are all right because of the fact that ... coaching staff assists us. However, there is quite an organization of professional officials in this section who are trying to compel the Class A schools in this district to use their services."

"We have found that the outside officials are no better than local ones. We use local college coaches. It has come to this. We are unable to pay outside men and visiting team guarantees. The prosperous teams have spoiled officials."

"I think we should be content with more local officials. We send away for high powered university men and the cost is burdensome and unnecessary."

### Wants Coaches' Help

"Coaches claim athletics emphasize good sportsmanship and fellowship. They draw the best salaries—are keener for costly officials and usually want pay when they serve as officials. Literary teachers who get less pay usually serve as judges in literary contests for no pay and often refuse expenses. I often wonder if our literary teachers are better sportsmen and have more good fellowship than our coaches."

"We have tried to check the cost of officiating and have failed so far. Visiting teams usually refuse to accept any but high-priced officials. Our coach is under contract to charge for officiating on holidays and Saturdays only. Other days, schools favored, are to reciprocate. Other schools have not used him in two years on this plan. We feel that a limit of \$5 plus expenses should be placed for each official for each game."

"About three years ago, this district agreed upon the fees which schools would pay officials: Referee not more than \$15; umpire \$10; headlinesman \$5. We are pleased with the way this schedule has worked, for it has certainly helped to keep the cost of officials down."

"... We have no difficulty with officials. We have good college men here whom we use largely."

"Our district has set a maximum of \$15 for referee and \$10 for other officials."

"If our competing teams will not be too exacting in requiring officials from too far away they would not cost so much. In our district each town gave the chairman of the executive committee a list of competent men available. We pay them \$10 for referee work and \$5 for minor officials. In many of our games where the relations of the schools are good, local men are used."

### Byers Requires Activities Credit

The course of study of the Byers Public Schools requires eighteen credits for graduation, sixteen of which will be basal credits and two local. "We mean by the local credits school activities such as Interscholastic League work, music and public speaking. Points have been worked out for these activities and each student must take enough each year to make at least one half credit, or 50 points."

Do not dare to live without some clear intention towards which your living shall be bent. Mean to be something with all your might.—Phillips Brooks.

### Old-Timer Still Active In League

(Continued from Page One)

Rupert Deering, whose picture is reproduced in the accompanying cut, bottom row to the left, won first place in senior boys' declamation in the McCullough county meet, held in Brady last March, besides placing in three track events. This was his third consecutive year in placing first in declamation in a county meet. He represented the Thirteenth District in the State meet in 1930, winning his way to the final preliminary that year.

Neva Edwards, whose picture is reproduced herewith, top row to the right, has represented two counties in League declamation. She was rural junior girl declaimer from the Holt school, San Saba county, winning first place to the district meet