



McCullough county is active in preparations for the League county meet, according to D. A. Newton, superintendent of the Brady schools. "Everything in League work," he says, "is going well here, and we expect to have a great meet in the spring."

Spelling lists are being used with good results in all grades of the Harmon school, near Copperas Cove, from the fourth to the tenth, according to a letter received from Nick Hornsby, principal. S. P. Conn, of Floresville, writes in the same connection: "We use the League spelling lists in connection with our regular work and find them to be excellent supplementary work. Such a fine list of well-chosen words is a valuable asset to any pupil."

Leroy G. Emmons, Route 3, Wortham, takes occasion to express his appreciation "of the interest which the League takes in stimulating helpful activities among the rural schools."

"The League is off to a good start in Hill county," writes Superintendent L. L. Wilkes, of the Hubbard schools. "Arrangements have been made to award medals to the winners in the county meet. We have twelve circulating cups, and we are looking forward to a most successful year."

Endorsement of the suggestion that the sixth grade be permitted, after the current year, to enter the music memory contest comes from Miss Dorothy, of Henderson. "I would be very glad," she says, "if an amendment to the rules made that effective."

(Continued on Page Four)

### EXTEMPORANEOUS SPEECH

EXTEMPORANEOUS speech topics, first assignment for this year, are published in the list which follows. A few new references are inserted from time to time. Topics upon which the Extension Loan Library has material in package form are starred. Additional assignments will be made in each issue of the LEAGUER, and the present assignment retained. It is a good plan to keep a notebook containing references, newspaper clippings, and an outline of each topic.

1. Should Government Compete in Business with Private Enterprise? (Oct. R. of R., pp. 28-31.)
2. Problems Before Congress. (Oct. R. of R., pp. 29-30.)
3. The Situation in England. (Oct. R. of R., pp. 56-57 and pp. 36-37, 25; Nov. R. of R., pp. 34-35; Dec. R. of R., pp. 39-40; Dec. R. of R., pp. 60-62.)
4. The Career of Ramsay MacDonald. (Oct. R. of R., pp. 59-61.)
5. Utilization of By-products. (Oct. R. of R., pp. 88-90.)
6. The Security Wage. (Oct. Forum, pp. 247-51; Dec. R. of R., p. 72.)
7. Presidential Possibilities in the Democratic Party. (Oct. Forum, pp. 223-26; Dec. Forum, pp. 334-339; Jan. 6-10.)
8. Premier Laval Visits Us. (Nov. R. of R., pp. 34, 47-48.)
9. Recent Developments in Germany. (Nov. R. of R., pp. 40, 49; 35; Jan 35-36.)
10. Troubles in the Oil Industry. (Nov. R. of R., pp. 58-63.)
11. The Rubber Industry. (Nov. Forum, pp. 276-281.)
12. Making a Family Budget. (Nov. Forum, pp. 282-288.)
13. Is a New Political Party Possible? (Nov. Forum, pp. 315-320.)
14. The Government and the Power Industry. (Dec. R. of R., pp. 54-55, p. 33.)
15. The Conference for Better Homes. (Dec. R. of R., pp. 41-43; Jan. pp. 32-34, 19-20; Dec. Forum, p. 321.)
16. Are War Debits Dead? (Dec. R. of R., pp. 52-53, 67-68.)
17. Will 3% Beer Solve Our Economic Troubles? (Dec. Forum, pp. 365-366.)
18. France Wants "Security." (Dec. Forum, pp. 374-377.)
19. The Philosophy of Thos. Edison. (Jan. R. of R., pp. 30-31.)
20. The Situation in the Coal Industry. (Jan. R. of R., pp. 30-42; Forum, pp. 44-46.)
21. Progress in Television. (Jan. R. of R., pp. 44-46.)
22. Manchuria. (Jan. Forum, pp. 11-17.)
23. Radicalism in Kentucky. (Jan. Forum, pp. 18-23.)
24. Stabilizing Our Standards of Value. (Jan. Forum, pp. 56-61.)

Teachers will please note that the statement of some of the current-problem topics will be changed before the county meets occur, but the best way to give pupils the proper background for treating them is to insist upon thorough preparation from month to month. Problems before Congress can be granted by the pupil only by leading him step by step to them. So with other topics which change emphasis from month to month.

This topic is capable of infinite expansion, if the pupils will watch newspapers for other examples and paste the clippings in their notebooks. Pupils should be encouraged to make local applications. For illustration, Texas newspapers recently published an account of the Texas Highway Commission's experiment in the use of cotton in a composition for road surfacing; experiments are being made looking to utilization of cotton stalks; waste of natural gas is a big problem in Texas; and so on.

Familiarity with other proposals for unemployment insurance will be found useful to the student in discussing this topic. Student's choice here is not limited to individual treated in assignment.

## Minutes of Meeting of 13th Annual League Section Nov. 27

### Session Was Largely Devoted to Discussion of Two Proposed New Rules Presented in Form of Resolution by Supt. Bonner Frizzell

(By B. M. Dinsmore, Secretary)

THE meeting was conducted by T. H. Shelby, Dean, Division of Extension, The University of Texas. At the beginning of the meeting Dean Shelby presented Dr. John H. Beverage, Superintendent of Schools of Omaha, Nebraska, and Dr. H. Y. Benedict, President of The University of Texas, who in turn made short addresses.

Mr. Roy B. Henderson, Director of the Athletic Division of the University Interscholastic League, presented Dr. H. A. Scott, Professor of Physical Education, Rice Institute, Houston, who spoke to the subject of *Guiding Principles in Interscholastic Athletics*. In this connection a few striking excerpts of his address will suffice:

After expressing faith in our High School Athletic Program he remarked that athletics offered an opportunity to project our present day ideals and they therefore should be controlled properly. School officials are trying to redirect our athletic programs and make them fit into their proper places. He urged that we place athletics in the regular physical education program of our schools.

He developed the fact that our school administrators usually follow the line of least resistance in trying to control the athletics in their schools. This is caused by the pressure brought to bear by the general public. "In order to bring about the desired results," he said, "the general public needs to be properly educated as to the true value and place of athletics in our scheme of education."

(Continued on Page Three)

### Duel With Deadly Weapons

The following story is told of two noted Germans, Bismarck and Virchow. The latter had severely criticized the former in his capacity of chancellor, and was challenged to fight a duel.

The man of science was found by Bismarck's seconds in his laboratory, hard at work at experiments which had for their object the discovery of a means of destroying trichinae, which were making great ravages in Germany.

"Ah," said the doctor, "a challenge from Prince Bismarck, eh! Well, well! as I am the challenged party, I suppose I have the choice of two weapons. Here they are!" He held up two large sausages which seemed to be exactly alike. "One of these sausages," he said, "is filled with trichinae; it is deadly. The other is perfectly wholesome. Externally they can't be told apart. Let his excellency do me the honor to choose whichever of these he wishes, and eat it, and I will eat the other!"

No duel was fought, and no one accused Virchow of cowardice.

## ELIGIBILITY RULES MUST BE ENFORCED

### Editor Says That Is Only Way To Attain End for Which Sports Are Conducted

PERHAPS one of the chief criticisms to be made against athletics as practiced of late is that the desire to win is placed above everything else; when, in reality, it should be a more or less secondary consideration. The logical attitude to be taken toward athletics is that in games there is a certain amount of training and coordinating work that comes from participation, and that this in turn will tend to make those engaged in games more ready to respond to social responsibilities in later life.

However, this desire to win at all costs is not wholly the fault of the players and coaches and officials. Local fans in many instances are responsible. They demand of the coach a winning team; and the coach, sensing the economic necessity of his retaining his position, exerts every effort to produce a winning combination. The result is that very frequently he is put to his wits' end and then has to resort to methods not wholly ethical.

It is not even intimated that such was the case which brought on the affair. It is wholly probable that every man engaged in the coaching profession finds himself face to face with the problem of satisfying himself, the officials immediately over him, and the supporters of his team.

(Continued on Page Four)

## Athletic Director Argues in Favor of Two Proposed Rules

(By Roy B. Henderson)

WHEN any new eligibility rule designed further to regulate high school athletics is proposed, the average school man will pause and ask himself two or three questions. In the first place, why do we have athletics in our schools? and secondly, will the proposed rule offer more participation to the average high-school boy and thus assist in holding athletics in its proper place in the educational program? He may even ask himself, to whom do we owe a greater obligation, to the boy who is in school each year and who completes a normal amount of scholastic work? or to the boy who is irregular in his attendance or who is intellectually unable to pass through high school in four years?

### Two Classes of Students

One who believes that our high school teams should be composed of

regular, average high-school pupils will vote for the eight-semester rule. He who believes that the irregular or dull pupil is entitled to more consideration than the average pupil will vote against the eight-semester rule. A great many tears have been shed for the boy who has fooled away his time and failed to pass a semester's work or who has had to drop out of school before the close of a semester, but few tears are being spilled for the boy who has been attending school regularly, passing a normal amount of work each year and who has been crowded off the team in order to make a place for him who has grown older and heavier either by his delayed passage through school or by his interrupted attendance.

It is a sound educational policy to hold that a boy unable to graduate in four years should devote himself more thoroughly to his studies and let those who are having less difficulty with their courses represent the school on the athletic field. Participation on the team is not a right that may be demanded by any pupil but rather it is a privilege with distinct

(Continued on Page Four)

## DIRECTORS SHOULD BE REPORTED NOW

### Each County Committee Should Be Entered on League Mailing List at Once

COUNTIES that have not reported officers should do so at once, if election has already taken place. It is necessary for all county officers to be on the League mailing list. Please see that your county is accurately reported. We publish below an alphabetical list of those counties which have reported directors to the State Office and counties not included in this list have not yet reported:

- Anderson, Angelina, Archer, Austin.
- Bastrop, Baylor, Bee, Bell, Bexar, Blanco, Bosque, Bowie, Brazoria, Brazos, Brewster, Brown, Burleson, Caldwell, Calhoun, Callahan, Cameron, Camp, Cass, Chambers, Cherokee, Childress, Clay, Coke, Coleman, Collin, Collingsworth, Colorado, Comanche, Concho, Cooke, Coryell, Cottle, Crane, Crosby, Culberson.
- Dallas, Delta, Denton, Dimmitt, Donley.
- Eastland, El Paso, Erath.
- Falls, Fannin, Fayette, Fisher, Foard, Fort Bend, Franklin, Frio.
- Gaines, Garza, Gillespie, Glasscock, Goliad, Gonzales, Gray, Grayson, Guadalupe.
- Hale, Hall, Hansford, Hardeman, Harris, Harrison, Hartley, Haskell, Hays, Henderson, Hidalgo, Hill, Hood, Houston, Howard, Hunt.
- Jack, Jackson, Jasper, Jeff Davis, Jim Hogg, Johnson, Jones.
- Karnes, Kaufman, Kleberg, Knox.
- Lamar, Lampasas, La Salle, Lavaca, Lee, Leon, Limestone, Lipscomb, Live Oak, Llano, Lynn.
- Madison, Martin, Mason, Matagorda, McCulloch, McLennan, Medina, Milam, Mills, Mitchell, Montague, Montgomery.
- Nacogdoches, Navarro, Nolan, Nueces.
- Ochiltree, Orange.
- Panola, Parker, Polk, Presidio.
- Randall, Reagan, Red River, Real, Robertson, Runnels.
- San Patricio, San Jacinto, San Saba, Schleicher, Scurry, Shackelford, Smith, Stephens, Stonewall, Swisher.
- Tarrant, Taylor, Throckmorton, Titus, Tom Green, Travis, Trinity, Tyler.
- Van Zandt, Victoria.
- Walker, Waller, Ward, Washington, Webb, Wharton, Wichita, Wilbarger, Willacy, Williamson, Wilson, Winkler, Wise, Wood.
- Young.

(Continued on Page Three)

## Committee on Athletics in High Schools Makes Report

### Loyola Educational Digest Makes Summary of Important Findings of North Central Association After Elaborate Study of Subject

THE conclusion reached by the Committee on Athletics in Secondary Schools as a result of a questionnaire study of schools on the accredited list of the Association are found in "The Report of the Committee on Athletics in Secondary Schools," *North Central Association Quarterly*, Vol. 6, June, 1931, 21-30. Replies were received from 1,751 high schools out of a total of 2,329 belonging to the Association.

### 75 Per Cent Answer Questionnaire

"1. More than 75 per cent of the schools returned the inquiry form, thus indicating a wide-spread interest among the member institutions in the problems relating to the administration of athletics.

"2. The member schools reporting almost without exception maintain interscholastic teams in one or more sports.

"3. More than 76 per cent . . . favor the extension of North Central policies to include the field of interscholastic athletics.

(Continued on Page Three)

## Dean Gauss Blames Alumni For Subsidizing Athletes

THE charge that virtually every college in the United States has subsidized athletics and a denunciation of that type of alumnus who believes a good running halfback worth three Phi Beta Kappa scholars, is made by Dean Christian Gauss, of Princeton, in the December issue of *Scribner's Magazine*.

"Though the college conferences may make rules in all good faith," Dean Gauss writes, "no method has been found or can reasonably be expected to be found" for curbing alumni interested in seeing that good football players go to their alma maters.

Dean Gauss cites three instances—two of them actual happenings, one theoretical—where athletes were subsidized without the knowledge of the college at which they matriculated and in one case without knowledge of the athlete himself.

He tells of an alumnus who increased the salary of one of his employees whose son was a good fullback; of another halfback who was manager of a student store and got his revenue from kind alumni friends who proffered a 10-dollar bill for a 10-cent cigar and told him to keep the change; of a third star who was receiving a monthly retainer from a gentleman concerned with holding the young man's services so that he might run a farm four years hence.

## Holland Discusses Rules Now Submitted to Schools

SUPERINTENDENT N. S. HOLLAND comments on the two proposed new rules in his local paper, *The Breckenridge American*, as follows:

### 8-Semester Rule

"I have never favored the eight-semester rule. It is likely to be adopted by referendum vote, effective September 1, 1932. We have a 20-year age rule. In my opinion it would be better to reduce the age rule by one year, perhaps by two years, than to reduce the number of semesters of participation in athletic sports, particularly basket ball and football. A 20-year age limit and an eight-semester participation limit simply do not go together when it is considered with the age of graduation from high school of boys in Texas. It is around 18 years. As rural education has been administered, retardation is certain, hence as boys from the elementary grades reach affiliated schools they are to be found not so well placed according to age and grade as the boys who have lived in districts that maintain affiliated schools. This argument is to keep the age at 20, so that retarded and over-age boys may have a chance. If hundreds, perhaps thousands, of boys have come along slowly through the elementary grades, that is a safe

(Continued on Page Four)

## EDITOR SAYS SPORT IS TOO STRENUOUS

### News Thinks Season in High Schools Is Carried Through Too Long a Period

THE closing day of the annual convention of the Texas State Teachers' Association in Amarillo was featured by discussion of the high school athletics problem, whose high point was the introduction of a resolution by Bonner Frizzell, superintendent of the Palestine schools, condemning over-emphasis of sports and some of the bad results of over-emphasis. Chief of these, as the resolution recited, are prolonged absence from school for athletic contests, the offering of special inducements to athletes, scouting of games, intentional failure in classwork for the purpose of remaining in athletics and dismissal of school on account of games.

Granting that school sports may be desirable for many reasons, it must be granted that the bad results to which Mr. Frizzell's resolution called attention anew are not desirable. There is one bad result which the citations involved, but which the resolution did not mention specifically in the published report. That is the physical strain to which the interscholastic League competition subjects high school football players. The youngsters who play on teams that fight through to the finals that decide the State championship, or even to interdistrict contests, undergo far heavier grueling than any college teams in the several Texas conferences. They must get into many more games, and comparative ages and weights considered, they fight as hard as any university team to win.

A season thus prolonged is made such an ordeal that only robust youth could survive it. It should be possible to make it less strenuous. How that may be done school authorities throughout Texas should give thought to determining.—Dallas News.

## FULSHEAR SCHOOL PUPIL RATES HIGH

### Consistent Winner in League Contest Has Also Fine Scholastic Record

EDWARD DOZIER while a pupil in the Fulshear school made a remarkable record in

Interscholastic League contests, and a list of his winnings (some twenty or more) was published in a former issue of the LEAGUER. The Editor of the LEAGUER was curious to know whether or not this boy did

good school work, and so wrote the principal of the Fulshear school, Miss Joyce Benbrook, for his scholastic record. She replied as follows:

"In your letter of December 9th, you asked about the grades made by Edward Dozier while attending the Fulshear school.

"They were very good. He was an all-around good pupil, as you would be led to believe by the different events in which he participated in in county meets.

"In the fall of 1929 and 1930, the county superintendent of this county, Fort Bend, gave the Stanford Achievement Tests in the rural schools which were under her charge. You no doubt are familiar with the test and know how much value can be attached to ratings made on these

Edward Dozier

(Continued on Page Three)

## Teacher Flays Propaganda in Public School Competitions

By Laura Y. Warren, (Head of History Department, El Paso High School.)

IN *The American Teacher* for May, 1931, Edna Scott has the following to say with regard to education versus contests:

"After absorbing the information as to time, place, rewards, bibliography, etc., of the fifty-seventh variety of contests which may have been her portion to supervise; and after reading the results of the same, even the most modern and enthusiastic teacher will heave a gusty sigh for the good old days of 'readin', 'ritin', and 'rithmetic.'"

"We keep pondering upon Dr. Hutchins' assertion that education should teach students to think straight, if possible, but above all, to think. Do contests educate, or do they? Or, are they just propaganda? Consider this partial list to which the pu-

pils in the city of Portland are exposed each year, and judge for yourselves. Space limitations make a complete list impossible, and each year sees more added.

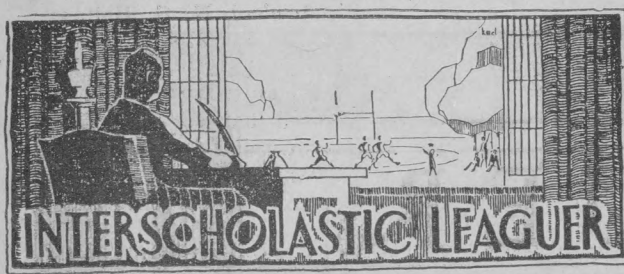
### "Our Pet"

"Our particular pet is the annual League of Nations examination. (During the next war we shall probably take our sabbatical leave in jail as a pacifist.) Complications arise when one discovers that the Paris Peace Pact contest comes at the same time, offering the same prizes. Evidently even pacifists are not harmonious. What to do? Scatter the ammunition, or concentrate?"

"Then there is the Constitutional oratorical contest, and the review of the Pershing memoirs. Would a child who suggested that the Constitution is not the 'greatest document ever struck from the brain and hand of man at a given time,' or that Pershing is not the military genius of all time, win a national prize?"

"The National Safety Council essays, the Fire Prevention orations, the annual health essay, and the new

(Continued on Page Four)



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ROY BEDICHEK, Editor

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Vol. XV JANUARY, 1932 No. 5

THE American Association of University Professors, with \$20,000 in hand from the Carnegie Foundation with which to survey college teaching, voted at its recent meeting to turn the job of handling this technical matter over to non-technical individuals. The survey is to be made not by experts in the field of education, but by Tom, Dick, and Harry from language, science, engineering, or other groups. In so doing, the Association has repudiated its own faith, specialism. As well turn the inspection of a chemistry laboratory over to a specialist in Chaucerian poetry as to turn the highly specialized field of determining teacher-efficiency over to a chemist or botanist.

THE last costume ball staged by the idle rich of Miami cost \$50,000. Urged to put on a charity ball this season for the benefit of the unemployed, Mr. Clayton Sedgwick Cooper, President of the Committee of One Hundred, representing the luxurious sojourners, said that the costume ball had been dispensed with this season and that members had been urged to subscribe the amount one would cost to Miami's community chest. If this subscription is made, we are sure that the offering collected in this way will be much more acceptable in the sight of the Lord. Charity functions of the nature suggested seem to us a species of diabolical cruelty. They seem to us a means whereby one group of human beings gloat over the misfortunes of another, a means of making-merry over misery; a means of sweeping out the crumbs from Dives' table to starving Lazarus with a kind of contemptuous hilarity.

LAST month we noted in this column our visit with the East Texas School Men's Club at Winona. We have attended since then two other meetings of a similar nature, one at Marlin and the other at San Antonio. Superintendent McIlhenny, of Marlin, presided at the former, which was attended by about fifty school executives of central Texas; and Principal Loftin, of the Sidney Lanier High School of San Antonio, was master of ceremonies at the latter. Superintendent McIlhenny announced that the Central Texas School Men's Club was an organization without officers, without a place of meeting, without dues or fees of any kind. It seemed to get along very well without these appendages. Superintendent Wilkes, of Hubbard, invited the executives to meet in his town next time, and this invitation was accepted. One feature of the San Antonio meeting which impressed the visitor was that the service of an excellent meal and cabaret entertainment were furnished by the Mexican pupils of the Sidney Lanier school. We think there is no other school in Texas which is doing such notable work among the Spanish-American children as this one in San Antonio.

THE traditional opinion is that a man engages in physical combat because he is courageous. Those who listened attentively to Gandhi's radio address September 13 find themselves confronted with the paradox that man engages in violence because he is a coward. The courageous man, in Gandhi's opinion, will suffer everything, even death itself, rather than inflict pain upon another human being. You fight because you fear harm to yourself, and inasmuch as you fear, you are cowardly. You suffer evil rather than violently resist because you have conquered fear of harm to yourself, and you are therefore courageous. "It must be a sight worth contemplating and treasuring," he said, speaking of India's passive resistance, "that of millions of people giving themselves to suffering without retaliation in order that they might vindicate the dignity and honor of the nation." Surely one reading the accounts of British troopers with a specially devised whip lacerating the faces of unresisting women pickets cannot help but question in which group true courage resides, in the troopers or in the women.

DR. ELMER ELLSWORTH BROWN, Chancellor of New York University, deprecates the lagging of social science when compared with the skyward reach of the physical sciences. The real reason is that the study of the physical sciences is free whereas the study of social science is anything but free. The social scientist is, as a rule, an advocate; the physical scientist is an investigator. The purpose of social science appears to be to justify the particular social system in which we happen now to exist; the purpose of the physical scientist is to discover new truth. The physical scientist can discover a new law without stepping on the toes of the person or the class which endows him with money for his researches; the social scientist has to tread warily if he expects to avoid bunions and save himself from being soundly kicked. The mental equipment of the two groups is about equal, but it is the difference in the spirit in which problems are approached in these respective fields that gives the physical scientist the advantage. The chemist is often hard put to it to make a difficult matter clear; the economist is often in just as hard a case to make a very simple matter obscure. Investigating the interior of an atom is one thing; investigating the interior of a coal company is another.

MUCH consternation is apparent in the councils of intercollegiate athletics on account of the falling off in gate-receipts during the football season just closed. Conferences are reducing expenses. The so-called "big six" has stripped its lesser sport schedule down to the bone; decided to do on three officials instead of four in football games and one in basketball instead of two. Fewer players are to be taken on trips. Cheapening of tickets failed to stimulate attendance. The economic depression is blamed, and the radio, Oklahoma University is busy with a static device to mull up the broadcasts of its football games. It might be well for the spectacle-promoters to consider the effect on the public of the commercialism into which intercollegiate has drifted. It might be well to consider the effect of the interminable gossip which this commercialism sets going. A player is kept in what amounts to solitary confinement on rumor or suspicion that he is giving away signals to an opposing college; newspapers record rumors of three college players who have been bribed to "throw the game;" charges of buying players are bandied about among educational institutions; sporting goods houses suggest that the demand of coaches for lighter "armor" so as to get more speed and freer action is responsible for the deaths and maiming of players; Chick Meehan quits an \$18,000 per year coaching job with the statement: "I'm through with big gates, high pressure, terrific schedules. I'm sick and tired of driving boys, whipping them into frenzies with everything but lashes (the lash itself is not unheard of), seeing them crack from exhaustion near the end of the season." Revolt of student-bodies against athletics for money is on in a dozen different institutions. Student papers call the present athletic system everything from graft to murder.

With all this spread before the eyes of the spectacle-promoters every day and in every way it seems that it might occur to them that one reason receipts are falling off is that a large section of the public is suffering from a nausea which it will require something more than the obliteration of broadcasts or the reduction of the price of tickets to cure.

## EDITORIAL NOTES

The Pecan Growers Association has started out to make the world pecan-conscious, which undertaking, if successful, will be as great a triumph for vegetarianism as the cottonseed oil manufacturers scored when they finally convinced American housewives that they could cook without hog-fat. For pecans, we are assured, have in them about everything worthwhile as food that can be found in meat. Naturally, the Association will need slogans. Instead of the obvious "Nuts for Meat," we suggest the reverse, "Meat for Nuts," as having an appropriately nutty flavor, at the same time slyly aspersing the intelligence of those who stick to their steaks.

It was suggested in this column a month or two ago that some sports writers get a little too much of the sanguinary into their accounts of athletic spectacles. After reading a number of their comments on our criticism, we are still inclined to think that their combativeness is in some cases abnormally developed. One cites the example of Homer, and it is true that the old Greek in describing battles did not scruple to muss up the landscape with brains and viscera; but in reporting athletic games, he chose to throw the emphasis on wit, form, courage, modesty, skill and sportsmanship.

Al Wittmer, coach of the Princeton Tigers, after the disastrous season closing with a 51-to-14 defeat by Yale, may well reflect upon the sage remark of another experienced college coach: "One defeat a season is good for a coach's soul; two defeats are bad for his contract."



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.

### Referendum

The referendum vote on the proposed 8-semester and transfer rules is nearing completion. Votes to be counted must be sent in at once. Ballots were furnished high schools participating in football and basketball, that is, those making the required reports to the State Office in these sports. Any such school which has lost the ballot or failed to receive one mailed will be supplied a duplicate on request.

### Number Sense Grading

We give question and answer concerning grading of "Number-sense Tests."

Question: In the rules governing the "Arithmetic" contest it is not clear to me what is considered an unsolved problem. If the contestant solved correctly the first five problems and skipped the remainder of them; I take it that he would make the same score as the contestant who skipped the first problems and solved correctly the last five on the list. Am I correct in this assumption?

Answer: Those problems occurring after the last problem solved or attempted are not considered "skipped;" only those occurring above or before the last problem solved or attempted are considered "skipped."

Those problems which the contestant does not attempt or solve following the last problem which he attempts or solves are not considered at all.

In the first example you furnish, the contestant would make a grade of 25, there being no deductions; but in the second example, while the contestant's gross grade would be the same (25) his paper is subject to deductions of 5 x 95 for the 95 problems which he skipped, or 475, making his net grade minus 450. This rule works against the pupil who skips around trying to find easy problems, and forces him to take the problems as they come.

### Article VIII, Section 18

An enrollment period as long as three weeks shall be counted as one semester. A school year begins when the salaries of the teachers begin and closes with the last day of school. A boy whose eligibility ceases under this rule during a semester is eligible to complete the current sport season.

### Article VIII, Section 2

The note following this section on page 18 of the Constitution and Rules refers to unaccredited schools, especially to a student who returns after graduating from an unaccredited school.

### 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."

### Suspended Schools

Spir High School: Suspended in football for 1931 season.  
Whitehouse High School: Suspended in basketball, debate and track and field for the 1931-32 school year.  
For penalty for contacting with a suspended school in the events in which the suspension occurs, see Article VIII, Section 12, Constitution and Rules.

### Extemporaneous Speech, Page 41

Price of \$1.75 for Forum should be \$1.65, according to advice received from George F. Havel, Business Manager.

### Choral Singings, Rule 1, Page 55

Note that "each rural or ward (or grammar grade) school in the League may enter a choir in this contest in its appropriate division." This means that only a choir, or only one choir, may be entered in a school in its appropriate division. It has choice of "class" (see rule 2) in which it may enter, but it is allowed under the rules as stated to enter two choirs, one in each class of its division.

### Dietetic Advice

Item found by V. J. E. in a letter from Sidney Smith to Lord Murray, September 29, 1843:

"You are, I hear, attending more to diet than heretofore. If you wish anything like happiness in the fifth act of life, eat and drink about one half what you could eat and drink. Did I ever tell you my calculation about eating and drinking? Having ascertained the weight of what I could live upon so as to preserve health and strength, and what I did live upon, I found that between ten and seventy years of age I had eaten and drunk forty-four wagon loads of meat and drink more than would have preserved me in life and health! The value of this amount of nourishment I considered to be worth seven thousand pounds sterling. It occurred to me that I must by my voracity, have starved to death fully a hundred persons. This is a frightful development, but irresistibly true; and I think, dear Murray, your wagons require an additional horse each!"

## TALKS ON TEXAS BOOKS

XIX. The Great Plains  
By Walter Prescott Webb,  
Associate Professor of History,  
The University of Texas.

### READERS of the LEAGUER

have long been familiar with the name of the author of this volume. It was his idea that every book of especial significance to Texas life and history should be accounted for in this paper under the caption "Talks on Texas Books." He originated this column and has been the most frequent contributor to it. It was his suggestion, also, that the school-library institute at a Texas Book Shelf, whereon Texas books be grouped together.

History, Mr. Webb believes, should stand on its own ground, so to speak. For several years he conducted through the columns of the Leaguer a Local History Contest, stimulating school children to study their own environment on the theory that in history, as in other departments of knowledge, the Socratic "Know Thyself" is of first importance. As teacher of history in the University of Texas for the past fifteen years, he has inspired many students to turn their attention to local history with excellent results. Future historians will be grateful for this record.

### University Department of History

The father of Texas history (at least, in so far as serious scientific work is concerned) was Professor George P. Garrison, for whom the social science building at the University is named. He was succeeded by Dr. Eugene C. Barker, his protégé and disciple, who has given the major portion of his time to Texas history, to the end that the early work of our pioneers has been better and more authentically recorded than that of any other American pioneer group except, perhaps, those of the original thirteen colonies. Dr. Herbert E. Bolton, although not a native, readily caught up an enthusiasm for Texas history; and, during his few years in this state, he did notable research in Spanish-American history in its relation to the Southwest, a field now being enriched by the work of Dr. Charles W. Hackett. In the same enterprising department, Dr. Charles W. Ramsdell has specialized for years in the history of the southern states, articulating Texas history with that important contact. The author of the present volume, one of the younger men of the department, has turned his face to the west, connecting up Texas history with the development of the regions lying to the west and north.

### Valuable For School-Library

No school-library of Western Texas or of the Middle West can do without a copy (better, several copies) of this book. The civics teacher cannot afford to be without it, for it explains for the first time (in available form) the genesis of many of the civic peculiarities of the communities of this great area. The history teacher must have it as a reference guide, for, though it is not history in the usual acceptance of the term, it makes the development of the Great Plains clear in large outline, leaving to the usual school history the task of merely filling in details. The English teacher (more than any other) needs this book in order to arouse in pupils a realization of their own environment, so that they may write with intelligence and inspiration of the life which they find around them. Certainly the teacher of geography will find in it the kind of treatment which alone gives that subject any significance, namely, the influence of geography upon human thought and ways and institutions.

### Machine Civilization Episode

Although recommended for use in the school-room, the book is by no means dull, as the term "school-book" unfortunately implies. The general reader finds here the record of an episode in the march of machine civilization. Of course, economists, as a class, are more interested in machine civilization than historians. The economist has described its workings in England and in Western Europe. The United States, being the foremost industrialized nation in the world, has not been neglected. He has also recorded its cancerous work among the backward peoples and the revolution it wrought in congested Japan. He keeps industriously on the trail of what it is doing now in Russia, and so on; but it remained for Mr. Webb to discover and describe right under the nose of the American economist the behavior of machine civilization when it came upon a vast, isolated, and practically unoccupied area. The conquest of the Great Plains, as told in this book, has the aspect of a record of a laboratory experiment. The essential conditions appear to have

been fixed, set up and arranged with the necessary precision for exact demonstration. Moreover, Professor Webb tells it with the dramatic foreshortening of a well-conceived play. The experiment itself proceeds with rapidity and is all accomplished in a unit of time short enough to offer no difficulty to the un-historical imagination. It is, therefore, a not unimportant contribution to the great mass of literature which has grown up in response to our eagerness to understand just what the industrial revolution has done and is now doing to us.

### Tests for Delimiting Area

The author uses three tests for delimiting the area which he proposes to treat: (1) treelessness; (2) semi-aridity; (3) level surface. Applying these tests one after another, the reader finds a great central region of America satisfying them. This section, then, is called "The High Plains." The region eastward (approximately set off by the 98th meridian) satisfying only two of the tests, is named "The Prairie Plains," while certain areas west of "The High Plains," really mountainous plateaus, are included with the other two sections under the designation, "Great Plains Environment."

A western bartender once queried a hilarious cowboy who was "rough-housing" the saloon, "Looky here, aint you coverin' too much territory?" The same rhetorical question might have been with some reason put to the author of the present volume as he was writing the second paragraph of page 7. The unity of the work is impaired by this stretching of one hand to the southern shore of Lake Michigan while the other is toying with the lock on the Golden Gate. It is beyond even Mr. Webb's clever hand to make Nevada and Illinois lie down together and behave properly as units bound together in the same environmental sheaf. The ambitious incisors disengage a larger portion than the historical molars can properly masticate. But more of this later.

### New Pioneering Methods

The old school-histories usually begin with "Our ancestors emerged from the forests of Germany." Forts imply humidity, and, in northern latitudes, suggest also a broken, if not mountainous country. So, the people who occupied the eastern portion of the United States in the beginning of the nineteenth century found themselves in a broken-humid-forested environment; and their folk ways, institutions and technique of pioneering had been formed for many generations in this kind of country. The industrial revolution had just gotten well-set in America when the pressure of population made the demand for land imperious. The rigors of Canadian climate to the north and the hostile Spanish-American setup to the south, turned the mainstream of pioneer migration due west.

"Then," says the author, "... they crossed the Mississippi and came out on the Great Plains, an environment with which they had had no experience. The result was a complete though temporary breakdown of the machinery and ways of pioneering. They began to make adjustments, and this book is the story of those adjustments... ways of life and living changed."

Substitute in the above paragraph "High Plains" for "Great Plains" and that part of the book which adheres firmly to this thesis is indeed excellent.

### Inventions Play Important Role

What are some of the things that come within the purview of the historian of the High Plains who adopts this institutional rather than the more conventional method? In the first place, it develops a charming essay on the six-shooter. The author shows that the conquest of the Plains Indian would have been practically impossible without it. The invention came from a Connecticut Yankee named Colt, and its manufacture on a large scale was possible only by an industrialized community. This is followed by the best chapter in the book, "The Cattle Kingdom." The fencing problem was met with the invention and manufacture on a large scale of barbed wire, and the barbed wire industry is given ample treatment.

The windmill, or rather the American adaptation of the windmill, is the subject of another section. Thus link by link the author ties the conquest of the High Plains to the business of manufacturing. Dry farming is treated as a method of culture developed there requiring appropriate tools, and so on. The work goes astray in its treatment of irrigation, for the true plains are not nor can they ever be irrigated, and by the same token, the elaborate treatment of the windmill, the six-shooter, the barbed wire fence, dry farming, irrigation are all beside the point in most of the area which the author includes in the "great plains environment" east of the 98th meridian. If a history of irrigation is necessary because the area to be treated includes some of the Rocky Mountain states, so would

a history of mining be. In short, the books' reach exceeds its grasp in this particular.

### Misfits

That portion which deals with irrigation, irrigation laws, the "Literature" and "Mysteries" of the great plains should appear as appendices, or better still, as separate monographs. If a New York dude with a fair proficiency in turning off newspaper verse may figure in the "Literature of the Great Plains," then Dvorak, visiting Bohemian kin in the edge of the plains environment and gathering material for writing his "New World Symphony," should be included in a chapter on the "Music of the Great Plains;" and certainly there should be built around Remington a chapter on the "Pictures of the Great Plains;" and another chapter is necessary on the "Sculpture of the Great Plains" since Gutzon Borglum is carving historical faces on some cliff in the Black Hills; and so on. The roots of art and religion go too deep to require more than casual mention in such a book.

### Literary Flaws

Judged from a purely literary standpoint, the hostile and diligent critic might find some fairly juicy pickings. There are chapters of first-rate exposition; incidents are told with a gusto that betrays the natural-born story-teller; there are dashes of humor, and philosophical asides which are stimulating. On the other hand, there are occasional faults of diction or imagery, and other evidences of hurry. One finds lumpy quotations, especially in the latter portion of the work, which a more leisurely writer would have digested. The friendly reviewer, however, can well overlook or condone such trifles, or even attribute a virtue to them. Thus George, Marquis of Halifax, said in a similar case: "He let his mind have its full flight, and showeth, by a generous kind of negligence, that he did not write for praise, but to give the world a true picture. . . . He scorned affected periods, or to please the mistaken reader with an empty chime of words. He . . . dependeth wholly upon the natural force of what is his own, and the excellent application of what he borroweth."

But even with these qualifications, the book is better literature than the average history; and it is certainly better history than the average journalist or even literary man produces. So far as notes, bibliographies, maps, charts, citations, etc., go, it is done well in the tradition of the scientific school. The work falls substantially within that definition which says that history is the recording and explaining of past events as steps in human progress, an authenticated study of the character and significance of events.

*The Great Plains*, A study in Institutions and Environment, by Walter Prescott Webb, Associate Professor of History, The University of Texas. Ginn & Company, Boston, 1931. 525 pages. Price \$4.00. (Texas orders should be addressed to Ginn & Co., Dallas.)

### Hits Hiring of Gridders

The "Bruin," publication of the University of California at Los Angeles, published an article by A. Maxwell Clark, editor, asserting "it was common knowledge that all Pacific Coast teams are proselyting athletes," and that two colleges on the Coast are deliberately taking care of football players and building universities out of gate receipts.

"Football is nearing a climax," the editorial declared. "It has held public interest so far because of its apparent cleanliness and freshness, but there is going to be a day, and the day isn't far off, when stadiums will cease to be the principal part of institutions of higher learning."

The only reason there is not more proselyting at the University of California at Los Angeles is "because we cannot afford it," the editorial asserted.

Clark charged that all colleges on the Coast either paid athletes in some way or enticed them to enroll.

—Texan.

### New Award One-Act Play

A NEW award is offered in the State One-Act Play Contest this year. The University awards a shield to the winner with a smaller shield to the runner-up, and a gold medal to each of the six chosen as an all star cast. For the past two years the boy or girl chosen as the best individual actor has also received the Samuel French Award. This is a very fine bronze medal with a motif of the tragic and comic masks, and is suitably mounted for use or display on a desk. This year the winning school will also receive a \$25.00 Make-Up Kit, complete in every detail and packed in a handy and permanent metal case, from the Max Factor Make-Up Studios, Hollywood, California.

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.)

Three John Golden Plays. Samuel French. New York. Price \$1.35.

Right welcome to the director are these short plays from the pen of gifted John Golden. We might say they are fairy tales—fantastic, whimsical, imaginative, but that isn't all, for tenderly graceful as they are, there is a zestful and permeating humor enlivening them. THE CLOCK SHOP is fascinating in its rhythm and to add to its charm Mr. Golden has included special music for the songs. THE ROBE OF WOOD is a Chinese drama developing a series of increasing dramatic surprises. THE VANISHING PRINCESS bubbles with humor both in its lines and the altogether delightful extended stage directions.

Twelve One-Act Plays, with an introduction by Walter Prichard Eaton. Longmans, Green & Co., New York. \$2.50.

The signature of Walter Prichard Eaton to an introduction is always a good omen, fulfilled in this case by the list of titles comprising the collection. The plays, chosen because they are theatrically effective, and not beyond the depth of the amateur, are among the best in the one-act field and speak for themselves: *The Valiant*, *Holworthy Hall* & *Robert Middlesass*; *Commander of the Willow Pattern*; *Ethel Van der Veer*; *The Grill*; *George Woodruff Johnston*; *The Last Straw*, *Allena Harris*; *Thank You, Doctor*, *Gilbert Emery*; *Copy*, *Kendall Banning* & *Harold Kellock*; *The Trap*, *Alice Gerstenberg*; *Good Medicine*, *Jack Arnold* & *Edwin Burke*; *God Winks*, *Katharine Stanberry Burgess*; *A Woman of Character*, *Estelle Aubrey Brown*; *Jazz and Minnet*, *Russell Giorloff*; *The Most Foolish Virgin*, *Helen Gertrude Gaskill*.

Comedies All, by Alice Gerstenberg. Longmans, Green & Co. New York. \$2.00.

To one who has long admired Miss Gerstenberg's unusual quality this collection of ten of her short plays comes as a rare treat. Alice Gerstenberg knows people, and there is a deal of this knowledge packed within the confines of these short plays. Her keen sense of humor, her zest for life, and her wholesome outlook upon it, marks all of her work. Four of the plays included were written to be played in homes, using the fireplace, the stairs, the davenport, etc., as settings; although there is no handicap for their production on a stage. The following titles are included in the book: *The Sethack*, *Mere Man*, *The Menu*, *Facing Facts*, *Upstage*, *Rhythm*, *The Opera Matinee*, *At the Club*, *The Puppeteer*, *Latchkeys*.

Plays About George Washington, edited by Theodore Johnson. Walter H. Baker Co., Boston. 50c.

Most opportune at the time of the Washington Bi-Centennial is this book of eleven short plays, all of them easy to produce, and especially suited to performance in the classroom or at assembly. The plays are varied in content and decidedly "playable." Though particularly appropriate for a Washington's Birthday program they are worthy of more frequent use.

The Yearbook of Short Plays, First Series. Edited by Claude Merton Wise. Price \$3.50.

As an answer to the insistent demand for short non-royalty plays, Row, Peterson & Co., Evanston, Ill., offers this collection of twenty-five, chosen with an eye to the needs of drama classes—for both study and production—as assembly programs, women's clubs, civic and other organizations. The book is usable and useful. We commend it to the attention of coaches and directors.

The Millionaire, by Juliet Wilbur Tompkins. Longmans, Green & Co. New York. 75c.

Comedy, 3 acts, 4m5w, 1 int., costumes modern and colonial. The black sheep of the family comes home after having found a gold mine in Australia. The preparations for his coming are extensive, and when he arrives he is besieged subtly and not-so-subtly for everything he might be able to give. He is flattered, flattered, until he tells them that he sold out his share of the mine for \$8,000.00. (Enter the sympathetic girl who likes him better poor.) The family turn on him and are about to drive him out of town, when a cable comes, telling him that his half of the mine has brought him one million dollars. The family turn on him again, but he tells a newspaper reporter that he is on his way to a wedding in Australia. Good comedy of character with clever dialogue. Suitable to L. T. and advanced H. S. groups.

Beverly's Balance, by Paul Kester. Longmans, Green & Co. New York. 75c.

Comedy, 3 acts, 5m4w, 2 int., costumes modern. A young lawyer needs a client (not unusual). A young girl and her aunt need food and care (quite ordinary). A rich young man needs a girl to alienate his affections in order that his wife may divorce him and still retain the sympathy of the public. The young lawyer gets the case, the girl becomes the designing female, the aunt the chaperon. The parties draw up a contract and by the end of the second act (six months later), the girl has forced the young man to admit he still loves his wife, wrings the same confession from the wife, and then locks the estranged pair in her apartment for the night. It works. The two patch up their

difficulties, the girl comes back and cooks breakfast for them, and finally thinks to rescue the aunt from the railway station, where she has passed the night. And, of course, the girl marries the young attorney, with whom she has all along been in love. A play that is easy to do and one that should go well with clever business and speed in playing. Royalty only \$10.00 with director's manuscript lent free to producers.

George Washington Anniversary Plays, edited by Theodore Johnson. Walter H. Baker Co., Boston, Mass. 75c.

Well selected are the plays chosen by Mr. Johnson to form this collection of eleven plays concerning the life and times of George Washington. The plays may be done in simple settings and are suited to the use of schools, Little theatres and organizations.

Non-royalty one-act plays published by Dramatic Publishing Co., Chicago:

The Violin Maker of Cremona, by Francois Coppee. 25c.

Comedy, 1 act, 3m1w, 1 int., costumes Italian 18th century, 30 min. Touching and dramatic is this little romance from the French, telling of the sacrifice of Sandro, hunchback violin maker of Cremona, who, though deformed in body, is noble and beautiful in character. Highly recommended.

Between Trains, by Polly Macmanus. 35c.

Comedy, 1 act, 4w, 1 int., 15 min. Unusually good little play for women with a good plot, excellent characterization and strong appeal.

Detour Ahead, by Polly Macmanus. 35c.

Comedy, 1 act, 4m3w, 1 int., 35 min. A little play of rural life in which the old tragedy of the lost homestead is averted in a new way. *Too Many Marys*, by Rose Campion. 35c.

Comedy, 1 act, 6w, 1 int. Costumes modern. Easy little comedy for 6 girls. Recommended.

Keeping Kitty's Dates, by Julian Lee. 35c.

Farce, 1 act, 3m5w, 1 int., costumes modern. A young husband plans an evening at the club with a bachelor friend while his wife is away, but the arrival of a young woman at his apartment who insists she is Cleopatra, and then the return of the wife, who has missed her train, together with the bachelor friend's fiancée, makes a difficult situation for the young men to explain. Recommended.

A France For Fanny, by Julian Lee. 25c.

Farce, 1 act, 5m, 1 int., costumes modern. A young practical joker plays a trick on his father, who is seeking a suitor for one of his too numerous daughters.

Never Ain't, by Belle McDiarmid Ritchey. 35c.

Comedy, 1 act, 10m10w, 1 int., costumes modern. An original and unusual little folk play with the scene laid in a one-room mountain school house, where a comedy is enacted that is not without its moments of pathos and drama. Heartily recommended.

Trelawney Of The "Wells," by A. W. Pinero. Dramatic Publishing Company, Chicago. 75c.

Comedy, 4 acts, 14m9w, 3 int., costumes 1860. Tells a tender love story, both humorous and appealing, of Rose Trelawney, ingenue and the darling of Sadler's Wells, an historic theatre of London; and the grandson of a proud old aristocrat. When the piece was seen in revival in 1925 with John Drew and a notable cast, New York succumbed anew to its charm. Old fashioned sentiment it is, to be sure, but it came as refreshing as a clean, sweet wind in a rather feverish season of sex dramas. Must be done strictly in period. Somewhat difficult to stage but well worth the efforts of the ambitious little theatre.

The "Deestrick Skule" of Fifty Years Ago, by M. H. Jaquith. Dramatic Publishing Co., Chicago. Price 50c.

An old favorite entertainment in rural communities using from 15 to 50 characters and with plenty of opportunity to inject local color. Good material for "benefit" program.

The Love Bug, by Mollie Moore Godbold. Box 1228, Dallas. Play 35c, Music 75c.

Farce, 3 acts, 7m9w, 1 int., costumes modern. Madame Hymen-Cupidd comes to the aid of the Spinners' Club and inoculates members of the Bachelors' Club with the microbe of love with startling results.

In my time I have seen much of the honors of the world and I know they are worth nothing.—Codicil to will of late General (Butcher) Weyler.

"We often hear of people breaking down from overwork, but in nine cases out of ten they are really suffering from worry and anxiety."—Sir John Lubbock.

Athletics-Report

(Continued from Page One)

"4. Over 70 per cent . . . favor the limiting of member schools to one interscholastic contest per week in a given sport during the playing season.

"5. Sixty-eight per cent . . . favor the withdrawal of member schools from participating in national tournaments.

"6. A majority . . . favor withdrawal of member schools from participating in tournaments leading to state championships in football and baseball but favor such championships in basketball, swimming, tennis, golf, and track. It is significant that a majority of the largest high schools oppose state tournaments in basketball and swimming.

Invitation Tournaments  
"7. Seventy-five per cent . . . favor the withdrawal of member schools from participating in invitation tournaments not authorized by the State Athletic Association.

"8. One thousand sixty-three schools oppose interscholastic athletic teams for girls. . .

"9. One thousand two hundred sixty-two schools oppose interscholastic tournaments which lead to state championships for girls. . .

"10. The majority . . . oppose any limitation of the number of interscholastic sports in which a pupil may engage to less than three sports per year.

"11. The majority of schools reporting favor the three-subject eligibility rule for participating in interscholastic athletics.

"12. A majority . . . consider the cardinal principles of secondary education as practical objectives of athletics and are attempting to observe these principles in the administration of interscholastic athletics in their schools.

Administrative Principles  
"13. All but a small minority of the schools reporting believe the following principles practical and are attempting to observe them in the administration of their interscholastic athletic programs: (1) All athletic competition in high school should grow out of and form an integral part of the physical education program. (2) Sound educational theory demands that individual athletes shall not be exploited for the glory of the town, the school or the coach. (3) A well-balanced program of athletics should provide opportunities for participation in sports which may carry over into later life, viz., tennis, golf, swimming, handball, volleyball, etc. (4) Greater emphasis should be placed upon extending opportunities for participation in sports and games to all pupils rather than upon the intensive coaching of a few. (5) The administration of all athletic contests in the high school program should be entirely controlled by properly constituted school officials. (6) Fair play, courtesy, generosity, self-control and friendly feelings for the opposing school should not be sacrificed in the desire to win. (7) Sportsmanlike ideals apply equally to player and spectator, to winners and to losers. (8) The school should aim to develop sufficient skill in one or more sports among all its pupils to create abiding interest and provide an enjoyable form of recreation in later life.

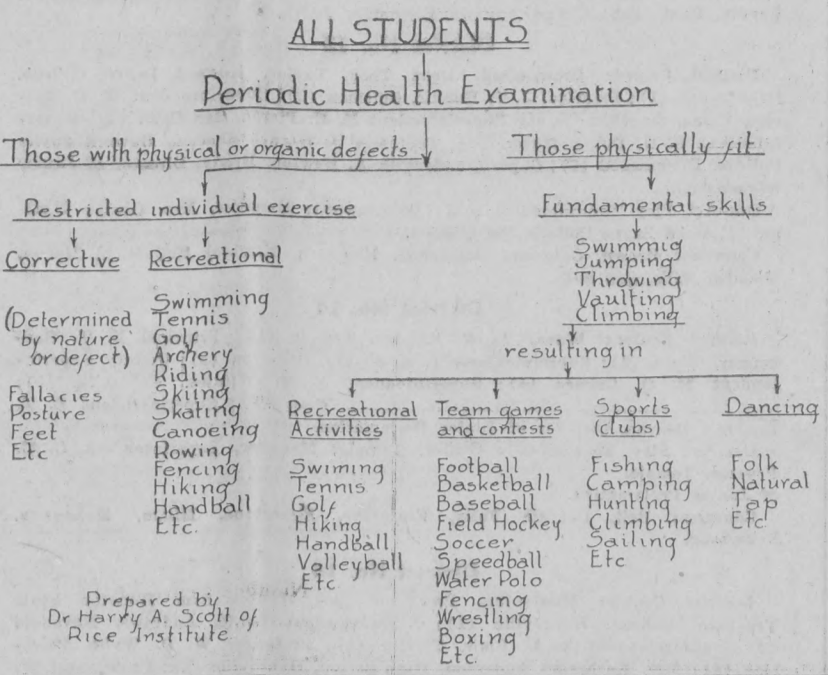
Curbing "Overemphasis"  
"14. All but a small minority of the schools reporting favor the following policies in the administration of interscholastic athletics in North Central high schools: (1) A liberal program of intramural competition in sports and games should be provided. . . (2) The daily coaching practice should not be so long or strenuous as to endanger the health of contestants or to detract unduly from evening study. (3) No greater proportion of school time should be devoted to promoting student support of athletics than is given to promoting dramatics, debates or other non-athletic activities. (4) Schedules of games should be so arranged by each school as to limit the number of its contests to one game per week during a playing season (in a given sport). (5) Contests played at night should be scheduled on Friday or Saturday. (6) No pupils should be permitted to take part in a contest in any sport without first receiving a thorough physical examination from a competent physician.

Number of Games  
"15. Table 15 shows a range in the average number of basketball games scheduled in each state, as follows: In schools enrolling less than 100 boys, from 11.9 games in Arizona to 18.4 in Indiana. In schools enrolling from 101 to 200 boys, from 12.4 in Arizona to 19.3 in Indiana. In schools enrolling from 201 to 400 boys, from 10 in New Mexico to 18.8 in Indiana. In schools enrolling from 401 to 600 boys, from 10 in New Mexico to 20 in Montana. In schools enrolling over 600 boys, from 10 in Arkansas to 19.4 in Indiana.

"16. The median number of basketball games scheduled this year in a

PHYSICAL EDUCATION PROGRAM CHART OF VARIOUS ACTIVITIES

THE following chart was made by Dr. Harry A. Scott, Professor of Physical Education in Rice Institute, and was used for illustrative purposes in his address to the League Breakfast and Section Meeting in Amarillo, November 27. It represents Dr. Scott's classification of students and activities for purposes of physical education.



Choir

(Continued from Page One)

there must be a signal to warn your choir that you are beginning to beat time. Such a signal will insure precision of attack, and it is this: from the starting position a slight upward movement of an inch immediately followed by the regular "beat" will, if properly done, insure a good attack.

The release: Precision of release shares in importance with that of attack and should be sought after with equal diligence. The stroke of the baton to secure release may be used from any position, or beat of the measure. It will be found that at the time the release is desired that the baton is usually at the right of the body, and a quick stroke toward the center of the body with the baton coming to rest at that point will produce the desired result.

In organizing your choir, care should be taken in not allowing children who are monotonous or unable to "carry a tune" to become members, even though these children come from influential homes of the community. The method of preventing this is your own problem, yet your problem will be greater if such voices are admitted and you expect to carry your choir to the finals.

Don't Tire Voices  
The tone work of the choir will be greatly improved if the children are encouraged to sing softly, easily and naturally so that when they have finished rehearsing their voices will not feel tired. Discourage the idea that loud shouting is good singing. This practice not only ruins the voice but destroys all chances for tone shading and interpretation.

Instill into your choir the thought of teamwork, each one of equal importance, each singing so he can hear those next to him, each trying to make his voice blend with the voices around him. Although you are dealing with children, it will be gratifying how beautifully they will respond to these ideas of teamwork.

The conductor can work wonders with his choir if he first has his material well in hand, then gains the undivided attention of his choir and holds this attention with his eyes. With every eye on the conductor, a clean attack can be gained. With this attained attention maintained, it is possible for the conductor through the means of intelligible strokes of the baton, to phrase the composition and receive the desired response from his choir. With this retained attention nothing short of a perfect release should be the result.

(EDITOR'S NOTE.—In next month's issue of THE INTERSCHOLASTIC LEAGUER, Mr. Wray will select from the songs suggested in the Interscholastic League Bulletin and discuss ways and means of teaching and conducting them.)

Minutes  
(Continued from Page One)

"If athletics should be placed in the normal phase of our physical education program, there would be little trouble developed therefrom." "Proper ethics among school men and on the part of the general public will do away with the need of rules." Since many school officials do not know the ethics of the game or disregard them, rules are necessary. "Proseltying of football players is not past but is not countenanced as it was in former years."

Dr. Scott advocated the proposed Eight Semester and Transfer Rule. He pleaded with the school administrators not to allow athletics to receive more than its proper proportion of the educational program.

Mr. Bonner Frizzell, Superintendent of Schools, Palestine, presented the following resolutions in a masterful manner:

BE IT RESOLVED:

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"If athletics should be placed in the normal phase of our physical education program, there would be little trouble developed therefrom." "Proper ethics among school men and on the part of the general public will do away with the need of rules." Since many school officials do not know the ethics of the game or disregard them, rules are necessary. "Proseltying of football players is not past but is not countenanced as it was in former years."

Dr. Scott advocated the proposed Eight Semester and Transfer Rule. He pleaded with the school administrators not to allow athletics to receive more than its proper proportion of the educational program.

Mr. Bonner Frizzell, Superintendent of Schools, Palestine, presented the following resolutions in a masterful manner:

BE IT RESOLVED:

1. That we commend the work of the University Interscholastic League;

2. That we approve athletic contests as having wholesome educational values when properly conducted by school authorities;

3. That we condemn the following practices as being contrary to the educational purposes for which our public free schools are maintained:

(a) The dismissal of high schools for half holidays on account of athletic contests;

(b) The charging of excessive fees by officials in athletic contests;

(c) The proselyting and subsidizing of players;

(d) The willful failure of school courses by athletes in order to prolong athletic participation;

4. That we recommend to school boards the adoption of regulations that will limit the time devoted to athletic contests;

5. That we recommend to the Interscholastic League the appointment of a committee of school authorities to study the problem of fees for officiating with a view to establishing standardized fees;

6. That we recommend the adoption by the Interscholastic League of the "Eight Semester Rule" (effective September, 1933), provided a majority of the member schools voting through a referendum approve this rule; and

7. That we recommend the adoption by the Interscholastic League of a "One-Year Transfer Rule" (effective September, 1933), provided a majority of participating member schools voting through a referendum approve, said rule to be stated as follows:

A pupil who has represented his school in either football or basketball is ineligible in these sports for one calendar year in a school to which he changes, except a pupil who changes from an unaccredited school to the nearest school to his home (or the nearest in his county) having as many as fifteen affiliated units; and except as between two or more junior or senior high schools in a given school system.

Mr. Frizzell, in defending those resolutions remarked, in part, as follows:

"Football coaches, because they do not win, lead to proselyting and subsidizing players. Many communities raise funds to get high school boys who are athletes to change schools. Some athletes have been offered salaries, homes and groceries to change schools in order that they might play on some football team. Some of our high school teams are composed of three or four home boys and eight or nine imported athletes.

"Willful failure of pupils to graduate from school because they want to take part in football is a bad practice. The public is greatly responsible for most of this procedure. The "One-Year Transfer Rule" would stop proselyting and the willful failure on the part of the pupils and would eliminate to a great measure the town influence. The "Eight Semester Rule" will give bona fide pupils a chance to make the athletic teams."

Mr. H. C. Lyon, Superintendent of Ballinger, made a motion, which was duly seconded, that resolution No. 4 be adopted. Resolution No. 4 reads as follows:

"That we recommend to school boards the adoption of regulations that will limit the time devoted to athletic contests."

Mr. Wiseman, Highland Park, Dallas, asked for an interpretation of this resolution.

Mr. Frizzell stated that the regulations to be made were at the discretion of the local school boards. The motion was carried by a vote of 75 to 6.

Mr. N. S. Holland, of Breckenridge, moved the adoption of resolution No. 5 which recommended to the League the appointment of a committee of school authorities to study the problem of fees for officiating, with a view to establishing a standard fee. This motion was duly seconded and was carried by a vote of 73 to 7.

Mr. Roger Burgess, Superintendent of Merkel, moved the adoption of resolution No. 6, which recommended the adoption by the Interscholastic League of the "Eight Semester Rule," effective September, 1933, provided the majority of the member schools voting through a referendum approved this rule. This motion was seconded by Murray Fly, Superintendent of Schools at Odessa, Texas. This motion was carried by a vote of 53 to 25.

Superintendent Murray Fly of Odessa moved the adoption of resolution No. 7 which recommended the adoption by the Interscholastic League of the "One-Year Transfer Rule," effective September, 1933, provided a majority of participating member schools voting through a referendum approved.

After this motion was regularly seconded, Superintendent W. B. Irvin of Perryton, in discussing the motion favored a separate referendum for Class B and Class A schools on this point and asked that such a division be made.

Superintendent N. S. Holland, of Breckenridge, asked that we experiment one more year with the transfer certificate plan that is now in effect. He suggested that we try to eliminate the evils of this certificate plan by requiring the superintendent, principal and coach of the schools to sign the transfer certificate.

Mr. A. E. Lang of Wink offered a motion to amend Mr. Fry's motion relative to the transfer rule by asking that the transfer rule apply only to Class A schools. This motion to amend the original motion was duly seconded. Quite a deal of discussion followed after this motion was made.

Mr. H. C. Lyon of Ballinger raised his voice in behalf of the original motion and vigorously opposed the substitute motion.

Mr. A. B. Sanders of Brownfield spoke in opposition to Mr. Holland's idea and expressed a desire that the assembly should vote in favor of the original motion.

Mr. P. C. Cobb, Dallas, spoke in favor of the transfer rule. In his talk he mentioned the fact that the large cities have a harder transfer rule than the Interscholastic League's present rule. He asked the question, "Would the rule apply to all high schools, irrespective of their location?"

Superintendent E. H. Patton of Robstown remarked that he had come eight hundred miles to work in favor of the proposed transfer rule.

Mr. Ben Wiseman of Highland Park, Dallas, spoke against the proposed transfer rule on the grounds that it discriminated against the boy who was forced to transfer.

Mr. Betts from Marlin, in a splendid talk placed his influence against the rule. He gave several instances of boys who would be hampered by such a transfer rule. He did not believe in such discrimination.

Superintendent M. H. Duncan of Lubbock, in speaking to this subject, remarked that a transfer pupil needed one year's time in which to find his bearings in his new situation before he launched out into the school athletic program. He spoke convincingly for the proposed transfer rule.

Mr. F. W. Sawyer of Canadian spoke in favor of the amendment to the original motion which specified that the transfer rule apply to Class A schools only. He suggested, however, that the referendum be taken separately for both Class A and Class B schools.

Mr. S. H. Rider, Principal of Wichita Falls High School, asked if other states have a one-year transfer rule.

Mr. Roy B. Henderson, Director of Athletics of the Interscholastic League, informed those present that in general the states did not have a one-year transfer rule, but that many of the states do have a one-semester transfer rule.

Mr. J. M. Rankin of Falls, in a splendid way, cast his influence against the amendment to the original motion. He cited many local reasons why the original motion should be carried.

Mr. Herring of White Deer said his school athletes had been proselyted to the extent that his athletic program had almost been ruined. He was not in favor of a one-year transfer rule because such a rule, in his opinion, would work disadvantageously toward some of those boys who were forced to change schools.

Bonner Frizzell of Palestine, in closing the discussion on the proposed resolution, remarked that the school men were justified in making a regulation to cover the five percent violations of the present regulations. He spoke strongly in favor of the proposed transfer rule applying both to Class A and Class B schools.

The vote for the motion as amended was defeated by a vote of 25 to 11.

The original motion was carried by a vote of 53 to 22.

No further business coming before those assembled for the purpose of adjusting our athletic rules, the meeting was adjourned by Dean T. H. Shelby.

Fulshear

(Continued from Page One)

Edwards was twelve years old when he first took it, and was enrolled in the seventh grade. This test score showed that he was doing the work of a tenth grader and had an educational age of 16. The next year, his educational age increased but not a whole year. This was remarkable both to me and the superintendent. Since remedial work works both ways, he was given extra work immediately. When he had finished his eighth grade year, he had five and one-half high school units. At the closing of the school year, last year, he took final exams on these five and one-half units at Wharton, where he is now enrolled, and was given these credits without question at the beginning of this school year.

"This rating or ranking by the standard achievement test shows that he was indeed an unusual pupil. I am proud of his record in school work as well as in Interscholastic League work."

DISTRICT CENTERS AND DISTRICT OFFICERS

If Any Errors Are Noticed in the List of District Officers, Please Notify the State Office at Once

In the following list of Districts and District Officers of the University Interscholastic League, the counties composing the district follow the list of officers.

For convenience in printing, the several positions on the district directorate are numbered as follows: (1) Director General; (2) Director of Debate; (3) Director of Declamation; (4) Director of Extemporaneous Speech; (5) Director of Essay Writing; (6) Director of Athletics.

The number in parenthesis following the name and address of each individual in the following list refers to the above key and indicates the position which he holds.

In certain districts other officers have been added, and these additional officers with their respective titles follow the numbered list.

One-Act Play Centers

It will be noted that one-act play centers and managers are entered in the following list according to the districts served. In a few instances, the one-act play center for a given district is located outside the district, as District 19, where the center for this contest is at San Marcos. Again, in certain of the regular League districts, there are two one-act play centers, as in Districts 2 and 23. Any school which desires to be transferred from the district in which this list places it, should notify the State Office prior to February 20, and the transfer will be made, unless the center to which the transfer is requested is already too crowded to admit other entries.

District No. 1

District Center: Canyon. Professor W. E. Lockhart, West Texas State Teachers' College (1); Professor C. Wesley Batchelder, West Texas State Teachers' College (2); Professor H. A. Finch, Superintendent of Schools, Dalhart (3); Superintendent C. R. E. Weaver, Silverton (4); Miss Jennie C. Ritchie, West Texas State Teachers' College (5); Mr. S. D. Burton, West Texas State Teachers' College (6); Professor E. L. Hunter, Buchanan School, Amarillo, Director of Junior Declamation; Miss Ada V. Clark, West Texas State Teachers' College, Director of Music Memory.

District No. 2

District Center: Lubbock. Professor A. W. Evans, Texas Technological College, Lubbock (1); J. W. Jackson, Texas Technological College, Lubbock (2); Professor J. T. Shaver, Texas Technological College, Lubbock (3); Miss Annah Jo Pendleton, Texas Technological College, Lubbock (4); Professor R. A. Mills, Texas Technological College, Lubbock (5); J. O. Morgan, Texas Technological College, Lubbock (6); Professor W. P. Clement, Texas Technological College, Director of Junior Declamation.

District No. 3

District Center: Childress. Superintendent A. W. Adams, Childress (1); Superintendent A. W. Adams, Quannah (2); Superintendent I. T. Graves, Crowell (3); Superintendent W. E. Hancock, Chillicothe (4); Superintendent C. E. Jackson, Paducah (5); Principal W. C. Davis, Childress (6).

District No. 4

District Center: Wichita Falls. Principal S. H. Rider, Wichita Falls (1); W. R. Bradford, Iowa Park (2); Miss Juanita Kinsey, Wichita Falls (3); Superintendent B. C. Schulz, Olney (4); Superintendent J. F. Kemp, Seymour (5); Superintendent B. M. Dinmore, Electric (6); Professor Buster Westfield, Burkburnett, Director of Junior Declamation.

District No. 5

District Center: Paris. J. R. McLemore, President, Paris Junior College (1); Superintendent R. M. White, Clarksville (2); Superintendent L. T. Cook, Sherman (3); Superintendent R. L. Stephenson, Cooper (4); Miss Jennie Jackson, Denison (5); Robert Berry, Paris Junior College (6).

District No. 6

District Center: Greenville. Superintendent L. C. Ge, Greenville (1); Superintendent W. L. Willis, Sulphur Springs (2); Superintendent O. P. Norman, Kaufman (3); Superintendent C. E. Nesbitt, Mineola (4); A. O. Loughmiller, Canton (5); Coach Henry E. Frnka, Greenville (6); Principal J. C. Tucker, Junior High School, Greenville, Director of Junior Declamation.

District No. 7

District Center: Texarkana. Professor H. L. Lamb, 1541 West Ninth Street, Texarkana (1); Superintendent P. E. Wallace, Mt. Pleasant (2); Superintendent H. T. Morris, Naples (3); Superintendent M. E. Irby, Atlanta (4); Miss Opie Dalby, High School, Texarkana (5); Professor M. F. Fleming, Winfield (6).

District No. 8

District Center: Abilene. Superintendent R. D. Green, Abilene (1); Superintendent Frank L. Williams, Roscoe (2); Superintendent B. H. McLean, Sweetwater (3); Superintendent J. F. Boren, Baird (4); Superintendent E. M. Connell, Anson (5); H. S. Fatheree, High School, Abilene (6); Superintendent L. W. Johnson, Stamford, Director of Junior Declamation; Mr. Dalton Hill, Roby, Director of Valley Ball.

District No. 9

District Center: Ranger. Superintendent R. F. Holloway, Ranger (1); J. E. Burnett, Stephenville (2); Superintendent N. S. Holland, Breckenridge (3); Superintendent E. T. Dawson, Rising Star (4); Superintendent W. A. Rosa, Mineral Wells (5); Mr. Ester Curtis, Ranger (6); Superintendent P. B. Bittle, Eastland, Director of Junior Declamation.

District No. 10

District Center: Denton. Professor L. A. Sharp, North Texas State Teachers' College, Denton (1); Principal E. B. Comstock, North Dallas High School, Dallas (2); Mrs. Mary Tanner Gray, North Texas State Teachers' College, Denton (3); Dr. Anna Powell, North Texas State Teachers' College, Denton (4); Superintendent J. A. Kookan, Arlington (5); Professor Theron J. Fouts, Denton (6); V. Y. Craig, North Texas State Teachers' College, Denton, Director of Junior Declamation.

District No. 11

District Center: Hillsboro. Superintendent L. W. Hartsfield, Hillsboro (1); Superintendent W. V. Harrison, Frost (2); Superintendent L. A. Mills, Itasca (3); Mrs. M. G. Noell, High School, Hillsboro (4); Mrs. Oro Lee Bette, Clifton (5); Mr. Holly McLemore, Junior College, Hillsboro (6).

District No. 12

District Center: Nacogdoches. Dean T. E. Ferguson, Stephen F. Austin State Teachers' College, Nacogdoches (1); Professor W. F. Garner, Stephen F. Austin State Teachers' College, Nacogdoches (2); Professor J. J. Wilson, Stephen F. Austin State Teachers' College, Nacogdoches (3); Professor W. R. Davis, Stephen F. Austin State Teachers' College, Nacogdoches (4); Miss Mary J. White, Stephen F. Austin State Teachers' College, Nacogdoches (5); Professor R. H. Shelton, Stephen F. Austin State Teachers' College, Nacogdoches (6).

District No. 13

District Center: Brownwood. Dean Thos. Taylor, Howard Payne College, Brownwood (1); Principal J. T. Rankle, Coleman (2); Superintendent W. G. Barrett, Comanche (3); County Superintendent E. B. Pierce, San Saba (4); Superintendent M. O. Doble, Mason (5); Professor J. Horace Shelton, Howard Payne College, Brownwood (6); Superintendent D. A. Newton, Brady, Director of Junior Declamation.

District No. 14

District Center: Waco. L. C. Procter, Temple (1); Principal E. T. Genheimer, Waco (2); Superintendent T. A. Fisher, Cameron (3); County Superintendent M. O. Grimes (4); Superintendent J. M. Witcher, Gatesville (5); Robbins, Hearne, Director of Junior Declamation.

District No. 15

District Center: Huntsville. Professor Earl Huffor, Sam Houston State Teachers' College, Huntsville (1); Superintendent L. G. Andrews, Navasota (2); Superintendent E. L. Blair, Trinity (3); Professor W. C. Wylie, Palestine (4); Mrs. Katherine Anderson, High School, Huntsville (5); Professor J. W. Jones, Sam Houston State Teachers' College, Huntsville (6).

District No. 16

District Center: Beaumont (South Park). Principal Z. A. Williamson, South Park, Beaumont (1); Superintendent R. W. Evans, Liberty (2); Superintendent E. B. Stover, Orange (3); Miss Jessie Belle Cummings, South Park High School, Beaumont (4); Superintendent B. W. Martin, Kirbyville (5); Coach Tom Dennis, Port Arthur (6); Mrs. Lena B. Milam, Beaumont, Director of Music Memory.

District No. 17

District Center: Alpine. J. C. Coleman, Sul Ross State Teachers' College, Alpine (1); Superintendent H. G. Secret, Rankin (2); Superintendent J. E. Gregg, Marfa (3); Superintendent C. L. Mullins, Iraan (4); Superintendent D. M. Majors, Alpine (5); Coach B. C. Graves, Sul Ross State Teachers' College, Alpine (6); Superintendent Murry H. Fly, Odessa, Director of Junior Declamation; B. J. Brannan, Sanderson, Director of Three-R.

District No. 18

District Center: San Angelo. Superintendent Felix E. Smith, San Angelo (1); H. B. Lane, Sterling City (2); Superintendent E. W. LeFevre, Eden (3); Superintendent A. H. Smith, Winters (4); Superintendent H. C. Lyon, Ballinger (5); C. H. Kenley, San Angelo (6); R. E. White, Ballinger, Director of Junior Declamation.

District No. 19

District Center: Georgetown. Superintendent Raymond L. Hiles, Georgetown (1); Superintendent Chas. Wachendorfer, Lampasas (2); Superintendent R. H. Britton, Taylor (3); Harvey Williams, 4107 Avenue H, Austin (4); Principal W. L. Darnell, 201 East Thirty-fourth Street, Austin (5); Eugene Lambert, High School, Taylor (6).

District No. 20

District Center: Brenham. Superintendent M. B. Holleman, Brenham (1); Superintendent W. W. Few, LaGrange (2); Superintendent Arthur Niebuhr, Bellville (3); Principal H. R. Gross, A. and M. Consolidated, College Station (4); Miss Alice Langham, Caldwell (5); Mr. Dan O'Neil, Brenham (6); Miss Laura Wendt, Brenham, Director of Junior Declamation.

District No. 21

District Center: Houston. Professor N. K. Dupre, Assistant Dean, Junior College, Houston (1); Superintendent W. R. Smith, Baytown (2); Superintendent M. V. Peterson, Rosenberg (3); J. E. Carrico, El Campo (4); Superintendent Levi Fry, Texas City (5); Professor E. C. Gates, Assistant Principal, San Jacinto High School, Houston (6); Professor H. W. Harris, Junior College, Houston, Director of Junior Declamation.

District No. 22

District Center: Uvalde. Superintendent Guy Dean, Uvalde (1); Miss Bertha Dalton, Uvalde (2); Superintendent George P. Barron, Pearsall (3); Superintendent R. C. Patterson, Carrizo Springs (4); Superintendent A. R. Davis, Bracketville (5); Leo Baldwin, Cotulla (6).

District No. 23

District Center: San Marcos. Professor E. O. Wiley, Southwest Texas State Teachers' College, San Marcos (1); Professor L. N. Wright, Southwest Texas State Teachers' College, San Marcos (2); Miss Mattie Allison, Southwest Texas State Teachers' College, San Marcos (3); Professor M. C. Lippman, Southwest Texas State Teachers' College, San Marcos (4); Professor D. A. Snellings, Southwest Texas State Teachers' College, San Marcos (5); Professor O. W. Strahan, Southwest Texas State Teachers' College, San Marcos, Director of Three-R Contest; R. A. Tampe, Southwest Texas State Teachers' College, San Marcos, Director of Music Memory.

District No. 24

District Center: Victoria. Superintendent V. L. Griffin, Victoria (1); Superintendent E. A. Perrin, Goliad (2); Superintendent Paul Boethel, Hallettsville (3); Professor B. J. Walker, Austwell (4); Superintendent H. M. North, Port Lavaca (5); Superintendent L. B. McGuffin, Yoakum (6); Superintendent W. B. Connell, Yorktown, Director of Junior Declamation.

District No. 25

District Center: Kingsville. Professor Hugh Porter, The Texas College of Arts and Industries, Kingsville (1); Professor J. E. Conner, The Texas College of Arts and Industries, Kingsville (2); Miss Mildred Pecaut, The Texas College of Arts and Industries, Kingsville (3); Professor L. F. Connell, The Texas College of Arts and Industries, Kingsville (4); Professor W. A. Francis, The Texas College of Arts and Industries, Kingsville (5); Coach A. Y. McCallum, The Texas College of Arts and Industries, Kingsville (6).

District No. 26

District Center: McAllen. Superintendent J. Lee Stambaugh, Pharr-San Juan (1); Superintendent H. A. Moore, LaFeria (2); Superintendent Thos. J. Yoe, San Benito (3); Dean S. A. Caldwell, Brownsville (4); Superintendent Ernest H. Poteet, Mercedes (5); Coach Clyde Dalley, Denna (6).

Rules

(Continued from Page One)

tion which carries with it the responsibility and the honor of representing the school, the whole school, its standards and its ideals. Surely no less than an average student is qualified to represent the whole school. Any boy who has been in school more than eight semesters is not an average student.

Fundamental Difference

The proponents and the opponents of the eight-semester rule differ at a most fundamental point. The proponents know that the normal average high-school boy never is disqualified by an eligibility rule because he graduates in four years; he makes his scholastic work each semester and he is gone long before the age rule catches him. Furthermore, the proponents believe that the rules should not make it to the athletic advantage of a boy to drop out of school, to fail in his work, or to delay his graduation. On the other hand, the opponents of the eight-semester rule find themselves in one of two groups: Either they are in the group with those who want players older, heavier and more experienced than the average high-school boy, or they must classify themselves with those who believe that the dull or irregular pupil deserves more consideration than does the normal high-school boy.

The eight-semester rule will stop the practice of intentional failure to graduate in order to prolong participation in athletics and it will serve as a great stimulus to more participation for boys who are now deprived of second-team or reserve-team participation because the coach knows that by holding these boys over in high school their fifth year he will be able to use them to advantage if they do not engage in any form of athletics during their eighth grade year.

I trust that the reader will grasp the idea that those who differ on the eight-semester rule differ as to just where the emphasis should be placed in this matter of high school athletics. If athletics should be used to enrich and support the educational program the eight-semester rule will help. If this educational ideal is all "bunk" and if we should have bigger and better athletics for the mere sake of athletics, keep out the eight-semester rule.—Dallas News.

Eligibility

(Continued from Page One)

The three-fold obligation is a difficult one; and the surprising thing is not that some do resort to questionable tactics, but that there are not more who do.

The rather fateful ending to which one of the teams of this district has come will be of untold benefit to athletics in this district. It has demonstrated the fact that playing ineligible men is seasoned with grave dangers; that teams indulging in questionable tactics are likely to be called on for an accounting; that there should be more to an athletic organization than a group dedicated solely to the purpose of winning regardless of the violation of rules.—Alice Echo.

Letter Box

(Continued from Page One)

More explicit statement of standards of judging the essay contests is urged by Miss Opal Earwood, head of the English department of the Vega high school. She says: "In judging an essay do you have any rules to judge by? Do you stress content for the most part or do you rate grammatical errors, spelling, and mechanical errors. It seems to me that there should be a standard, as there is such a range of difference as to the grade one English teacher would give a paper and the grade the same paper would be given by another teacher."

"I still believe in the integrity of school executives and athletic coaches in our Texas schools and I want to see them have a chance to join hands to stop this transfer of athletes that has caused so much just and unfavorable criticism and that has permitted mothers and fathers and boys themselves to 'sell out to the highest bidder.' If these school officials cannot in one year's time reduce to a minimum the football player of the in-again-out-again-Yamigan - hide-and-go-seek variety then I shall be ready to vote for the one-year transfer rule. Yes, I might be inclined to vote for an abinitio rule, saying in effect that unless a football player entered the Breckenridge public school as a beginner in the first grade and continues therein throughout his school career he shall not participate."

An old-fashioned spelling bee is being arranged between the school and the town of McLean under the sponsorship of the Lions Club of that place. They are using the League spelling lists as a basis for the contest. G. C. Boswell, superintendent of schools, is active in this promotion, and he has taken on again the debate tournament at McLean, which turned out to be so successful last year. The same club promises a warm welcome to neighboring schools which participate. School and town thus go in together in educational enterprises and both are benefited.

The superintendent of the Breckenridge Public Schools believes in developing original talent, so he requested the dramatic director, Miss Virginia McKinney to present an original play, written around actual happen-

ings in the high school. Miss McKinney writes: "The result was the FOOTBALL FROLIC with a cast of over one hundred students. It was a decided success, playing to a packed house—the largest crowd which has ever attended a home talent play in Breckenridge." Copies of the play in manuscript may be had of Miss Virginia McKinney, 505 W. Walker St., Breckenridge, at 75¢ per copy, royalty \$5.00.

Holland

(Continued from Page One)

basis for predicting that their progress through the high school grades will be slower than boys that have had a background more favorable for school progress. Lowering the age and reducing the semesters of participation may force coaches to put high pressure methods upon younger boys to get them to play the kind of football that the public wants. Whether a boy is a year older or younger may not mean so much, but whether nearly every one of the boys on a squad is a year older or younger should be very significant not only for the boys themselves but also for the game. We should keep our minds upon both, at least until the public tires of football. The public tired of baseball.

Transfer Rule

"The one-year transfer rule appears to have an excellent chance to become effective September 1, 1932. Conference B schools as represented by superintendents, principals and coaches have been making it known in positive statements that they have grown tired of developing players to have them lured into Conference A schools. Conference A coaches are not so pronounced in their opposition to the proposed transfer rule, although some of them are telling the world how they have been hurt by it. As for superintendents and principals of Conference A schools my guess is that they favor by a scant majority the one-year transfer rule and that they will so vote when a referendum is taken. I did not vote for the one-year transfer rule at Amarillo. I am in favor of the rule but I do not want to see it come to a vote until one further experiment is made with the 'transfer certificate' or 'pink slip' method of clearing a player who transfers from one to another school. As this certificate has been used a superintendent or a principal can clear an athlete who desires to go from one school to another. The certificate itself can be strengthened and be made to declare it is the opinion of three school officials that a boy has not been led to make a transfer on account of football, basket ball, or for any of those reasons upon which school officials frown. Furthermore, a transfer might be barred from participation for one month after the session begins, thereby allowing member schools in a district more time to make any investigation that might be prompted. All responsibility heretofore has rested upon a single person. Why not experiment for one year by letting this responsibility rest upon at least three persons? To cast aside this proposal is to raise a question about the integrity of superintendents, principals and coaches, taken as a group of people who are filling positions of honor and responsibility. To pass this rule without endeavoring just one more time to effect a remedy of its gross violations will be to put a penalty upon thousands of boys whose parents move with the truest of motives from one school community into another just because a handful of boys by comparison has been 'bought with a price.' Of course, this rule will stop a 'lot that has been going on,' but it will also stop a lot that ought to go on.

"I still believe in the integrity of school executives and athletic coaches in our Texas schools and I want to see them have a chance to join hands to stop this transfer of athletes that has caused so much just and unfavorable criticism and that has permitted mothers and fathers and boys themselves to 'sell out to the highest bidder.' If these school officials cannot in one year's time reduce to a minimum the football player of the in-again-out-again-Yamigan - hide-and-go-seek variety then I shall be ready to vote for the one-year transfer rule. Yes, I might be inclined to vote for an abinitio rule, saying in effect that unless a football player entered the Breckenridge public school as a beginner in the first grade and continues therein throughout his school career he shall not participate."

"The matter becomes even further complicated if the contest involves several schools, in which case the elimination takes place within the school, and only a few of the brightest students are worked with during the contest epidemic to be prepared to enter the list against other schools. Their essays are polished to the nth degree. Nerves of students and teachers become frayed and there is a great deal of over-stimulation followed by the inevitable slump when the matter is finally decided. Often a school is judged as excellent in a community when the fact is that it has stressed contests and the publicity they gain at the expense of the normal ends and means of education.

Then there is the difficult matter of judging—a group of fifteen high school students intensively studying any subject for four or five weeks will know more about that subject than the usual "man in the street" brought in to judge their efforts. It is no simple matter to find even three men who know, for example, enough about the framing of the Constitution to judge fairly such an essay as, "The Personalities of the Constitution." Students likewise learn to judge judges, and since there are substantial cash prizes given, students work more to please the judges than to find the truth about their subject.

But is there nothing to be said in favor of these contests? Yes, there is much to be said in their favor. They provide a much needed point of contact between the school and the public, to be safe-guarded, of course, by proper administration to see that the contest does not become the tool of propaganda, either good or bad.

In the history department contests do stimulate library reading, and doubtless library copying also, but one generally reads as he copies and makes some effort to make the thought his own.

Program of Contests  
In the history department, here in El Paso, we have worked out a program by which the contest becomes an integral part of the classroom work. We take part in five major contests, and we so distribute these contests that they take the place of the usual term themes in certain of our history classes.

All American history and civics students write upon the Constitution of the United States at the time they are studying the Constitution. Local and state historical essays are written by the group studying local and state government, and so on through the rest of the program.

Someone has said that youth to be happy must have a sense of security and a chance for adventure. Possibly the school with its rigid rules and bells ringing each hour supplies the sense of security, and the contest may in some sense supply the need for adventure.—El Paso Schools Standard.

Propaganda

(Continued from Page One)

contest of the Oregon Tuberculosis Association in their 'early diagnosis campaign' are substituted for the toothbrush drills of grammar school days.

taken in stride by the English teacher is the National High School Awards contest, to which essays, poems, stories presented in regular class work may be submitted. Would that we were sure that every teacher resisted the temptation to do a little polishing of such material!

"Electrical Manufacturers essays, art poster contests, science treatises extend the list ad infinitum.

Wants Criterion

"If contests are to be a part of our school system, is there some criterion which the teacher may use? Are they worth the precious pedagogical moments or the students' more or less haphazard efforts? Is propaganda or information the impelling motive? Perhaps the day will come when there will be an essay contest teacher whose sole duty will be to sift out the worthless, and who will be trained to resist the temptation to be too helpful."

Commenting on the above article, the November issue of the Historical Outlook says: "A frequent criticism heard when two or more teachers are engaged in conversation is that the secondary schools are almost inundated with contests of all types for all kinds of causes."

The history department of the El Paso High School has been obliged to weigh and consider the advantages and disadvantages of the numerous contests which they are asked to sponsor.

Hard to Get Honest Work

The disadvantages are not hard for the teacher to see. If the teacher sends in the uncensored essay, the essay receives the just criticism of having many misspelled words, grammatical errors, misstatements of historical facts, or, worse yet, pages bodily copied from some source without due credit's being given to the author. The scandalized member of some patriotic organization sponsoring the contest wonders on reading the article after all what do high school teachers teach.

If, on the other hand, the essay goes in as nearly letter perfect as the teacher herself can make it, the usual criticism follows that the essay is not altogether the work of the student.

The matter becomes even further complicated if the contest involves several schools, in which case the elimination takes place within the school, and only a few of the brightest students are worked with during the contest epidemic to be prepared to enter the list against other schools. Their essays are polished to the nth degree. Nerves of students and teachers become frayed and there is a great deal of over-stimulation followed by the inevitable slump when the matter is finally decided. Often a school is judged as excellent in a community when the fact is that it has stressed contests and the publicity they gain at the expense of the normal ends and means of education.

Judging Is Problem

Then there is the difficult matter of judging—a group of fifteen high school students intensively studying any subject for four or five weeks will know more about that subject than the usual "man in the street" brought in to judge their efforts. It is no simple matter to find even three men who know, for example, enough about the framing of the Constitution to judge fairly such an essay as, "The Personalities of the Constitution." Students likewise learn to judge judges, and since there are substantial cash prizes given, students work more to please the judges than to find the truth about their subject.

But is there nothing to be said in favor of these contests? Yes, there is much to be said in their favor. They provide a much needed point of contact between the school and the public, to be safe-guarded, of course, by proper administration to see that the contest does not become the tool of propaganda, either good or bad.

In the history department contests do stimulate library reading, and doubtless library copying also, but one generally reads as he copies and makes some effort to make the thought his own.

Program of Contests  
In the history department, here in El Paso, we have worked out a program by which the contest becomes an integral part of the classroom work. We take part in five major contests, and we so distribute these contests that they take the place of the usual term themes in certain of our history classes.

All American history and civics students write upon the Constitution of the United States at the time they are studying the Constitution. Local and state historical essays are written by the group studying local and state government, and so on through the rest of the program.

Someone has said that youth to be happy must have a sense of security and a chance for adventure. Possibly the school with its rigid rules and bells ringing each hour supplies the sense of security, and the contest may in some sense supply the need for adventure.—El Paso Schools Standard.