



The closing date for payment of League fees should be changed to January 1, or earlier, in the opinion of Ralph H. Gay, Principal of the Rockdale High School. He says:

This would enable the round-robin elimination contest to be carried out as suggested in the bulletin, and would not necessitate playing so many games in one week. I realize that we can play by means of other plans, but the round-robin seems to suit best over most of the state, and too, it is suggested as preferable in the State Bulletin.

### 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. 44-47 and pp. 28-31.)
2. Problems Before Congress. (Oct. R. of R., pp. 26-28; Dec. p. 27, 30.)
3. The Situation in England. (Oct. R. of R., pp. 60-67 and pp. 36-37, 28; Nov. R. of R., pp. 34-35, pp. 45-46 and pp. 39-40; Dec. R. of R., pp. 60-62.)
4. The Career of Ramsay MacDonald. (Oct. R. of R., pp. 56-57.)
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. 252-56; Dec. Forum, pp. 334-339; Jan. 6-10, R. of R., pp. 62-63; Nov. R. of R., pp. 34, 47-48; Feb. R. of R., pp. 48-50.)
8. Recent Developments in Germany. (Nov. R. of R., pp. 40, 49; 35, Jan. 35-36.)
9. Troubles in the Oil Industry. (Nov. R. of R., pp. 49-50.)
10. The Rubber Industry. (Nov. Forum, pp. 276-281.)
11. Making a Family Budget. (Nov. Forum, pp. 282-288.)
12. Is a New Political Party Possible? (Nov. Forum, pp. 315-320.)
13. The Government and the Power Industry. (Dec. R. of R., pp. 54-59, p. 83.)
14. The Conference for Better Homes. (Dec. R. of R., pp. 41-43, Jan. pp. 32-34, 19-20; Dec. Forum, p. 321.)
15. Are We Deeper Deeper? (Dec. R. of R., pp. 52-53, 67-68; Feb. R. of R., p. 79; Feb. Forum, p. 65.)
16. Our Economic Troubles. (Dec. Forum, pp. 365-366.)
17. France Wants "Security." (Dec. Forum, pp. 374-377.)
18. The Philosophy of Thos. Edison. (Jan. R. of R., pp. 30-31.)
19. The Situation in the Coal Industry. (Jan. R. of R., pp. 30-32.)
20. Progress in Television. (Jan. R. of R., pp. 44-46.)
21. Manchuria. (Jan. Forum, pp. 11-17.)
22. Radicalism in Kentucky. (Jan. Forum, pp. 18-25.)
23. Stabilizing Our Standards of Value. (Jan. Forum, pp. 56-61.)
24. The Situation in Shanghai (Daily News-papers). (Fresh news on this topic is available from day to day.)
25. America's Problem in Shanghai.
26. The Washington Bicentennial. (Feb. R. of R., pp. 15-18; 41-44.)
27. The Reconstruction Finance Corporation. (Feb. R. of R., pp. 24-29.)
28. Financing Home-building. (Feb. R. of R., pp. 30-31.)
29. Function and Powers of Various Commissions. (Feb. R. of R., pp. 33-35.)
30. The French View of Disarmament. (Feb. Forum, pp. 77-80.)
31. The Operations of the Farm Board. (Feb. Forum, pp. 86-88.)
32. Is the Radio Educational? (Feb. Forum, pp. 108-114.)

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 graded by the pupils only by leading him step by step up 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 as 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.

Topics of this nature should be kept up-to-date by reading some daily paper.

There can be no peace if it must wait for the righting of all wrongs and the balancing of all accounts. Grievances, wrongs, menaces, oppressions, and injustices are too many, too complex, too completely incommensurable, and too colored with emotion and prejudice, ever to be solved, even by a parliament of Solomons. Only by forgiving and forgetting can peace come—by a new beginning which will not settle old quarrels, but which will forget them in the light of a new day.

—Arthur E. Morgan.

## College Teaches Teachers How To Conduct League Activities

### Dean Cook (N.T.S.T.C.) Finds This "One of the Most Practical and Fascinating Problems With Which I Have Ever Worked."

AT LEAST one Teachers College in Texas (maybe more) gives its pupils training in conducting Interscholastic League contests. Dr. Wilton W. Cook, Dean of Men, North Texas State Teachers College, Denton, offers a course entitled "Auditorium Activities" and listed in the catalogue as "English 211-12-13," which uses Interscholastic League work as a basis for the instruction. Concerning this course, Dr. Cook says:

At your request, I am sending a brief summary of the work I am offering relative to Interscholastic League Activities.

The course is listed "Auditorium Activities." I rather dislike the title, but it will serve until our experiment prompts a better one. I use league work as a nucleus for my class room discussions and also for my laboratory. I find it one of the most practical, and one of the most fascinating problems with which I've ever worked. My response is very good. Thanks to you for the bulletins.

Analyzing the course further, he lists the following points:

1. Open to sophomores or above; freshmen are not permitted to take it.
2. We have no basic text; we study several small publications.
  - a. "Assembly and Auditorium Activities" by McKown.
  - b. "Constitution and Rules"—Interscholastic League.
  - c. "Argumentation and Debate"—Foster.
  - d. "Educational Dramatics"—Tower.
  - e. Several miscellaneous books and bulletins.
3. I have organized the class into a county unit—letting each student represent some school of the county. I then elect from this group officers or directors of the respective contests. One individual is made responsible for a certain contest at each class period—perhaps music memory or perhaps art. In this way, the class can see efficient methods of conducting various contests.
  4. At the end of the term, a written test is given over the general rules pertaining to the League as a statewide organization. I feel absolutely sure that each of these people will be entirely capable of handling any one of the problems assigned him in his respective community.

## Sharply Questions Whys and Wherefores of League Rules

A CORRESPONDENT writes: "Will you please tell me why juniors in ward schools must spell against juniors in high schools? It means that fourth and fifth grade students sometimes meet eighth and ninth grade students.

"Why must spellers put their names and addresses on spelling papers? This causes pupils and teachers to be criticized on account of the grading. Especially is this true of teachers who move from one school to another in the same county. Why not use a number system all together?"

"Why are juniors in ward schools allowed to play tennis? If they are, why not have a separate division? Schools are making a mere farce of this just to get the entry points."

The league office appreciates criticism of this nature. All teachers engaging their pupils in League contests should study the contests critically, and their criticisms will do much to improve the work.

We replied to this correspondent, in part, as follows:

"The spelling contest is based on age, as the best authorities say that age is the criterion that we should go on in judging the vocabulary, and therefore the spelling needs of the child. The fact that a child has been promoted to the high school is no sure sign that he is a good speller. On the other hand, the fact that children have not yet been promoted to the

## ABUSES OF RULES DUE TO OUTSIDERS

### Brownwood Paper Analyzes Evils That Are Now Disturbing Athletic Contests

(By the Editor of the Brownwood Bulletin)

HEARTY agreement with the sentiments expressed the other day in resolutions adopted by the State Teachers Association will be granted by everybody genuinely interested in high school athletic activities, and especially in high school football, but the unfortunate phase of the situation is that the conditions against which the teachers have lifted their voices exist principally outside of the schools and do not come under the jurisdiction of school authorities.

Subsidizing of athletics and athletes, professionalism and similar evils are not traceable to school authorities, but to persons who for various reasons interest themselves in high school athletics and upon their own responsibility recruit and maintain squads of talented players, and who proceed upon the theory that what the school authorities do not know does not hurt them.

It is a fact, of course, that in many schools so much emphasis is placed upon football that class work can be neglected with impunity by the athletes. It is a fact, too, that in many schools where players are subsidized the school authorities have a general if not a specific knowledge of it, and justify their deliberate oversight of irregularities on the ground that it is done in other schools. Resolutions such as were adopted by the State Teachers Association will have little effect in reforming these conditions, just as they will have no effect upon individual "promoters" of high school

(See — ABUSES — Page 4)

## Denison Schools Enter Choral Singing Contest

CHORAL singing will be a new feature of the Interscholastic League contests this year. Inauguration of this new contest marks a distinct expansion of the Interscholastic League schedule. Each Denison elementary school is organizing a choral club to compete with other schools in the county and district interscholastic contests.

The only event of the league program during the past which approached the new contest was music memory which demanded a knowledge of composers and their works, but required no musical talent as far as the student was concerned. Music memory, a favorite interscholastic event, will continue independently of the choral contest.

Miss Rachael Wiest of Houston School is city director of choral singing. Directing the local clubs are Miss Margye Mahard, Raynal; Mrs. Selena Bailey, Peabody; Miss Martha McCary, Central Ward; Miss Lola Teas, Lamar; and Miss Wiest, Houston.—Denison Herald.

## DEBATE DISARMAMENT?

I WANT to make a suggestion for a debate question to be used in the coming year. Since current events all point toward war or disarmament, I can see no reason why the suggested subject is not exactly fitting. The only way to disarm, probably, is to teach the coming generation the principles of arbitration so why not start it in the High Schools by debating the question.

Resolved: That the Nations Should Adopt a Plan of Complete Disarmament Excepting Those Forces as Are Needed for Police Purposes.

WAYNE C. EUBANKS, Debate Coach and Principal Friona High School Friona, Texas

In the good as in the evil of life, less depends upon what befalls us than upon the way in which we take it.

—Schopenhauer.

## 12th Annual State Tournament In Basketball Now Under Way

### Thirteen Teams Qualify From Bi-District Matches Out of Thirteen Hundred Teams Starting the Race in County Contests.

PREPARATIONS are complete for the Twelfth Annual State Championship Basketball Tournament to be held in Gregory Gymnasium, The University of Texas, March 4 and 5. More than 1,300 teams, the greatest number of teams competing in any State series, have participated and dropped by the wayside as the following sturdy thirteen successfully completed the difficult journey: Ropesville, Olney, Gober, Breckenridge, Dallas Technical, Corsicana, Zavalla, Temple, McCamey, Bryan, San Jacinto (Houston), Brackenridge (San Antonio), Corpus Christi.

## SCHOOL EXECUTIVE LIKES NIGHT PLAY

### Lists Problems Solved by Scheduling After-Supper Football Games.

(By Edward Robbins, Superintendent of Schools, Hearne.)

THERE has been much discussion as to the proper time for playing football games. Almost every superintendent will admit that Friday afternoon games interfere with school work, for frequently players and students must be dismissed early because of the game. Others propose playing games on Saturday. In smaller communities many of the boys work on the farm or in town on Saturdays.

We have found night football to be the solution to the problem; we play on Friday nights. (Our gate receipts tripled.) Commercial lighting equipment is expensive, but we made our own reflectors and equipment. The cost of materials is less than \$700, and our increase in gate receipts was more than this (we have a small town of less than 1500 whites). Almost any school which has a football team can afford such a system. A neighboring town estimates the cost at less than \$500.

The plans for making this equipment are easy to follow, and a layman can do the work. Excellent illumination can be obtained.

## Teachers College President Believes Schedules Too Long

PRESIDENT R. L. MARQUIS, of the North Texas State Teachers' College, has been an earnest student of athletics for many years. The North Texas College has, perhaps, the outstanding play and recreational program in the State.

President Marquis has also given thought to the athletics problems of high schools. In a recent letter, he says:

I was pleased to notice in yesterday's News the results of the ballot referred to. This reflects a wholesome attitude on the part of the school men in Texas.

I am convinced that the championship is unavoidable in your organization. Undoubtedly the playing schedule can be greatly modified to reduce the evil effects. I am not attempting to add new ideas, for your consideration because you have thought through all of them. However, I should like to give you my reaction for what it may be worth, coming from an outsider.

1. The season is too long for football and basketball and not long enough for track and field sports.
2. High school teams are now traveling too far from their own towns. They are undoubtedly trying to emulate certain colleges in this.
3. Playing games on Saturday afternoons would go a long way toward keeping football a "schoolboy sport."
4. By all means limit the number of games the teams are allowed to play, this limit to include their so-called "practice games" as well as their conference games.

No doubt many other brakes have occurred to you or have been suggested to you. My criticisms come to mind and are jotted down with no attempt to exhaust the possibilities.

You might be interested to learn that the new conference, the Lone Star Conference, was formed by a group of teachers colleges and Trinity University for the sole purpose of getting rid of so much territory and travel. All of the schools in this conference are connected by good highways and can be reached with little loss of time and expense. We also plan to reduce the number of games that the institutions will play, and there are to be no post-season games. Members are: Trinity University, East Texas State Teachers College, Sam Houston State Teachers College, Stephen F. Austin State Teachers College, Southwest Texas State Teachers College, and North Texas State Teachers College.

## CHAUTAUQUA PLAN IN WINTER GARDEN

### Schools of That Section Entertain Each Other at Small Expense

THE Winter Garden area of Texas is having a school chautauqua again this season. Here is the call sent out by Geo. P. Barron, of Pearsall, and signed "Self-Appointed Director":

The programs of the Winter Garden Reciprocal Chautauqua Circuit proved such a profitable, interesting and entertaining form of amusement the past school year that all schools participating expressed a desire for a continuation of the work for this year. In fact, many schools that did not take part the past year have expressed a desire to enter the circuit this year.

All schools desiring to enter this circuit should immediately sign and return the enclosed enrollment slip. Since it is rather late, it is very imperative that this slip be returned at once or else you will be left out of the circuit.

Remember, there is no charge connected with the organization. Each participating school merely agrees to provide a first-class entertainment and present it in the auditorium of each of the schools of the circuit. When you come to our school, we make a small charge for admission and keep the proceeds; when we go to your school you in turn do likewise. Our charges for admission are small. We hope to make enough to pay our expenses as we journey to other schools with our program.

Since the primary object of the chautauqua circuit is to supply good, wholesome amusement at a very small charge, to develop local talent, and build a better spirit between the schools of the Winter Garden District, it is suggested that the charge for admission be as low as possible. A charge of 10c and 15c should suffice in most instances.

Experience the past year indicates that a circuit of four schools is large enough. This letter is being sent to

(See — CHAUTAUQUA — Page 4)

## Rice Suggests Answers To Recruiting Problem

THERE are two answers to this problem of recruiting and athletic scholarships. One is stricter faculty supervision and the arrangement of schedules among institutions that have approximately the same entrance requirements and the same standards of college work to face. The other is a growing interest in many places in varied intellectual college activities, apart from sport.

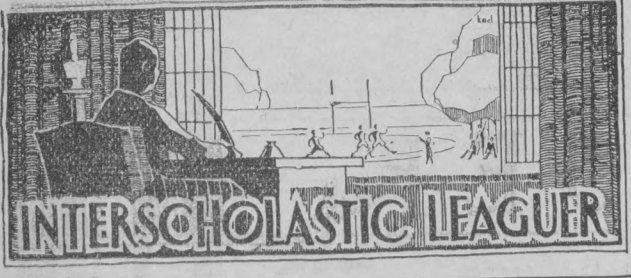
The Carnegie Foundation has discovered a big increase in the direction of these intellectual and student activities, which to a certain extent have removed the frenzy and the froth from football and other athletic competitions. So in many college centers you will find that the undergraduates and the younger alumni are taking the lead in correcting one of football's leading faults.

It may be impossible to prevent a certain number of alumni from offering secret aid to prep-school stars who will be strong additions to their teams. The Carnegie Foundation does not admit this, and points to a number of institutions that have put a quietus on subsidizing by alumni. The recent economic slump has killed off a big part of this trade and the gradual growth of better sentiment will also help.

Few things reach perfection in this world and the matter of recruiting and subsidizing will never be entirely cured. But most of the leading institutions are working their way toward higher ground and cleaner air, and the movement is gathering more and more impulse.—Grantland Rice, Collier's, January 30, 1932.

Who is the happiest of men? He who values the merit of others, And in their pleasure takes joy, even as tho' 'twere his own.

—Goethe.



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

ROY BEDICHEK, Editor

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

Vol. XV MARCH, 1932 No. 7

THIS has been a hard year. Many teachers have been working without pay. School Boards are worried; superintendents are often at what appears to be the row's end. Children hear gloom talk at home. We are all kept at an unusual nervous tension. Let's remember this in our county meets, and if someone loses his temper, set it down to the economic depression and let it go at that. Let conciliation be the word for all.

ABOVE two hundred counties have reported county organizations this year—the largest number that have ever reported in the whole long history of the League. Practically every county in the State that has any schools in it is this year organized for a county meet. It is hard to estimate the number of pupils that will engage in these two hundred meets, and it is harder still to estimate the attendance of patrons and others interested in the schools. Suffice it to say that the county meet is the great school day in many counties. Attendance of 10,000 is not unusual in the more populous sections of the State, and actual participants have been known to exceed 1,000.

ENTRY BLANKS for county meets were mailed out last week to the 6,000 member-schools of the League, and should have reached each school before this issue of the LEAGUER is received. If you have failed to receive your entry blank, write at once for a duplicate copy and it will be mailed to you immediately.

In making out the entry blank, use the typewriter if one is available. If not, it is well to print in the names with pen and ink. So much trouble is caused and so many contestants are disappointed by having their names appear misspelled, that too much care cannot be exercised in this matter. Rural schools are cautioned to give on the entry blank not only the name of the school, but the name of the county and the post-office address of the principal. Many a rural school is lost in the district and State meet records because of failure to give the postoffice address on the original county entry blank.

AS this issue of the LEAGUER goes to press, the bi-district champions in basket ball are assembling at the Gregory Gymnasium for deciding the Twelfth Annual State Championship of the League. More than thirteen hundred teams have participated in the series leading up to this event. It may be an overstrain on some teams to come through this grind on to the State Tournament, and there may be some merit in the contention that state championships should not be promoted. However, we have never been able to see just how a sport, especially a high-powered one like basket ball, can be controlled unless there is enough of a prize in sight to make disqualification a deterrent from evil practices or violation of rules. Without some such lever, we fear rules could not be enforced with anything like the effectiveness that is possible with a championship to hold up as a prize. And in counting the long season and many games against this contest, it is a statistical error to consider only the teams that arrive at the State Tournament—thirteen in number. For every team which has arrived, one hundred teams have been dropped far back with a schedule not long enough to raise any protest from the most determined critic.

EVIDENTLY a few county executive committees misconceive their functions. They are elected to carry out the contests according to the rules set down in the Constitution and Rules. In several cases this year we find county committees changing the rules in fundamental particulars. On protest of any member-school in such case, the county committee must be overruled. The Constitution and Rules is sent to each member-school as soon as its fee is received in the State Office. A large number of schools send in the fee in September, and receive a copy. This bulletin is then notice to the member-school of the contests which will be offered at the county meet. It can go ahead and prepare its pupils according to the

directions therein given, and thousands of schools do this. After conducting its preparation for three or four months, it finds that the county committee has met and changed, or abolished, contests for which its preparation is practically complete. You can well imagine the disorder and confusion and hard feelings that this introduces! A county committee has no authority to change the rules, no authority to abolish a contest, no authority to introduce new contests into the point-counting schedule. It is a violation of the compact entered into by the schools in joining the League for this to be done.

CHORAL SINGING is the baby contest this year, and it has needed a lot of tending. It has been quieted in one quarter only to break out in another. Naturally, a new contest cannot be conducted as smoothly as an old one in which the rules have been tested and amended and interpreted time and again to tide the contest over the rough places. In this issue of the LEAGUER will be found a list of questions concerning this contest, and answers to the same as best we can give them. The policy in interpreting the rules of this contest has been to leave everything to the discretion of the Director which is not definitely covered in the rules. For illustration, how many verses of the song shall be sung. That has been asked repeatedly, because more verses of a song are given in the book than are recorded on the record. Our answer to this question has been to learn all the verses on the record, as the record is set down in the rules as the basis of the contest, and that the Director may still further limit the number of verses to be sung in the contest. In counties furnishing a large number of choirs, limitation is necessary in order to shorten the program; in counties with but few entries, this will not be necessary. And other questions that have arisen have been answered and rules interpreted on this general policy; that is, allowing the Director full discretion on all points not specifically covered in the rules.

IN CONSIDERING new contests for the League, it is well to realize the difference between a test and a contest. There is some demand for scholastic contests, most of which are merely competitive examinations, or written tests. Do not our pupils have enough of these competitive tests in their regular school work? Our system of grading involves periodical tests, and the students who excel are given distinction by award of grades, membership in honor societies, publication of honor rolls, etc. But in a genuine contest, do we not mean to have something of a public exhibition; an arrangement whereby the interested public may see what is being done while it is in process? A debate is certainly different in kind from a written examination on the subject under consideration. We are now having Spanish contests proposed, and many teachers are thinking in terms of a written test or oral examination. There is no spectacular appeal in this. Might we not have declamation contests in Spanish? or dialogues carried out in Spanish before an audience? Would not this type be better than seating the contestants in a class-room for a written examination? We are sure the pupils would like it better and perhaps make greater effort to prepare themselves for it. Of course, the League now schedules a number of tests, but if we are looking to an expansion of the schedule, should we not expand it in the direction of the more spectacular events?

AN experienced teacher of extemporaneous speech writes to the League a protest against the assignment of so many topics in this contest. It does seem rather onerous to expect a pupil to give a speech on any one of forty different topics on half-hour's notice. However, it is not quite as hard as it looks. The preparation for this contest is supposed to begin in the fall, say, in October, although it may have been started in September. The county meets are held generally during the latter half of March. That gives a space of 24 weeks in which to prepare, and at most two topics per week. The contestants keep notes on these topics, and make outlines of each topic, which are also kept in their notebooks. By an occasional review of notes and outlines, the contestant who has facility in extemporaneous speech can manage to have enough "soap" to run him for five or eight minutes. Moreover, they discuss these topics with each other and with their fathers, mothers, and associates and thus impress the main points of their topics firmly upon their minds. It is really a difficult, but not an impossible, task for an average high school pupil to hold 40 topics thus in mind. If, on the other hand, we shorten the list of topics, we run the risk of being defeated by the good memorizer. We have authentic cases of a student's memorizing 30 five-minute speeches in preparation for an extemporaneous speech contest. That, of course, defeats the whole purpose of the contest. We are thus between the Charybdis of overburdening the contestant with topics and the Scylla of encouraging memorization. It is a strait course that must be steered.

### NIGHT FOOTBALL

(An Editorial)

NIGHT football is being experimented with by a number of Texas high schools. The principal arguments in favor of it is that it relieves the afternoon session of the school of disorganization, that it is cooler for early season games, and that gate-receipts are increased. We might add another advantage, although we have not as yet heard anyone else mention it: it likely lessens the attendance upon the movies, although there are no statistics to show that school children attend movies in larger numbers at night than in the afternoon. Perhaps, also, it takes a considerable number of people away from the abominable boop-a-booop radio programs and almost anything that will diminish boop-a-booopism in this country may be counted as a net gain for wholesome community life.

However, there are other considerations, and high schools, especially the smaller ones, should proceed with caution. Disciplinary problems are increased by night games. It is one thing to turn a thousand excited but hungry school children loose on the streets at 6 o'clock in the afternoon, and quite another to flood the streets with them at 10:30 or 11 p.m. when the call of the home is not reinforced by the call of the stomach. In one city a quite disgraceful student mob "went places and did things" after a night football game last season. There is a loss of time of at least half an hour per pupil involved in going home from school and back to the football field after the evening meal instead of taking this entertainment in on the way home from school to supper. And, while a night game may nose out the generally vicious movie entertainment or radio program, it also interferes with certain legitimate school activities which have been accustomed to depending upon after-supper hours.

There is a two-way commercial drive behind night football which will likely place it in many schools where it does not belong. In the first place, the school board, being generally composed of business men, will hearken to the plea for larger gate-receipts. And then there is the high-powered salesman who will not overlook any legitimate sales-stalk to get a \$3,000 order. The power companies, of course, are not blind to the opportunity of getting their hands into gate-receipts, for they are in the business of selling light. This combination will make the superintendent's position difficult.

There is still another point that should be mentioned. The sale of intoxicating liquors at football games is getting to be quite a problem. Happening into a town on the afternoon of a football game last fall, we found in the hotel room several whiskey bottles. We asked the maid if these articles occurred generally over the hotel. "I wishta had a nickel for every one I see picked up today," she said. "Is that the case every day?" we asked. "Naw suh, it's mostly when we has dese here football conventions." That afternoon, I was told that a high school girl was overcome with whiskey in the lobby of this same hotel, and we saw intoxicated high school boys there. The papers reported recently that a man was run down and killed by high school students returning from a game, intimating that the driver was drunk. Now, the bottlegger naturally prefers darkness to light, and night football offers him exceptional opportunities.

With the money in hand and in the larger centers, a school may afford to experiment. That's the only way to find things out; and it is perhaps well that this experimenting is being done. But we believe that the school which has to go into debt for night football equipment is making a grave mistake to try it. Experiment has already proved that indebtedness incurred for which gate-receipts are pledged creates a situation in which proper use of a high school sport is practically impossible. The drive to pay out with a winning team is too strong.

"Why is a college lecturer reading examination papers like a hen eating scrambled eggs?" "Because he is consuming his own substance in mangled form."

"The public health is the foundation upon which rests the happiness of the people and the welfare of the nation."—Disraeli.



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.

Choral Singing

1. No requirement is made concerning singing of parts. Unison singing is the general practice.
2. Only the list of records under "1931-32" on page 55 of the Constitution and Rules are to be used. Second list is for next year's contests.
3. Many schools want to use the piano in starting. If one is available at county meet, this may be done. Director is obligated, however, to have only phonograph and records, as great majority of schools are so prepared.
4. All the verses of the song should be learned, but reproduction of number of verses recorded on record will be sufficient at county meet. County Director may still further limit number of verses, if he sees fit, and program will otherwise run too long.
5. Mixed choirs of boys and girls, boys' choirs, or girls' choirs are eligible. In short, no requirement as to sex is made. Any pupil under twenty satisfies age requirement. No high school pupils are eligible. This is strictly a rural school and ward school contest. Any pupil in a rural school under twenty and eligible under Article VIII is eligible.
6. No rule is made concerning pitch in singing. Of course, the record ought to govern, but a few teachers think it too high. Let them use lower pitch, then.

These are the principal questions arising so far. All have been interpreted so as to allow directors to suit themselves unless there is positive rule to the contrary.

#### Spelling

Q. Page 69, in the text, the word o'clock does not have the apostrophe. Shall it be taught as it is in the book or, use the apostrophe?

A. It has the apostrophe in our edition of the book. In any case, teach the pupils to so write it.

Q. Page 67 the second word in lesson 143 is the word "doctor" with abbreviation. Shall both word and abbreviation be written?

A. Yes, teach both.

Q. Page 74, lesson 197, the abbreviations for Mr. and Mrs. are given with the word in parenthesis in small type. When these words are pronounced, shall both abbreviation and word be written or just the former?

A. No, only the words or abbreviations in bold-faced (i.e.) black type are required. The pronouncer should indicate by saying the word "abbreviation."

#### Debate Bulletin Error

Question. On page 10 in the debate pamphlets published by The University of Texas, you have given the Literary Digest, Nov. 13, 1928 as reference for the following statement: Lobbying is making for a union of church and state. The Debating Club of Moran High School has been unable to find a Literary Digest published on that date.

Answer. This article occurs on page 33 of the November 13th issue, 1926.

#### Basketball Suspension

Huntington high school (Angelina County) was suspended in basketball until the close of the 1933 season for playing on its team in the Angelina county tournament a player who had been declared ineligible by the County Committee. The fact was admitted by Huntington, and the mandatory penalty of Section 11, Article VIII. In this connection, the attention of member-schools is called to Section 12, Art. VIII.

#### One Act Play

Date mentioned in Rule 8, p. 66, should read to conform to date for filing acceptance of 1-Act Play Plan given in League "Calendar" p. 4 of Constitution and Rules.

Picture Memory Bulletin, p. 52  
The picture memory list gives D334 as proper order number from University Prints, Boston, for "Dutch Interior." This is an error. To get the proper "Interior," order No. 55, from Mentzer, Bush & Co., 2210 South Park Avenue, Chicago. Teachers coaching pupils for this contest should be careful to enter this correction on their individual copies of the bulletin.

Picture Memory Bulletin, p. 10  
Rembrandt's nationality is Dutch, not Flemish, as given on page 10 of the bulletin.

Picture Memory Bulletin, p. 52  
"Titan Tribute Money," is furnished by University Prints and is number C269, and by Perry Pictures and is number 309. "Guido Reni—The Archangel Michael" is published by University Prints and is number C397.

These corrections should be made in the list as printed in the Picture Memory Bulletin.

Picture Memory, p. 109  
Statement should harmonize with Rule 2, p. 57, which provides that only those in the fifth grade are eligible in this contest. A fifth grader under ten is not barred from this contest by the age rule.

Rural Music Memory, Page 50  
"Competing on equal terms," footnote p. 50 means pupils from any grade, or grades, in a rural school may make up the team.

Rural Pentathlon, Page 95  
Any one- or two-teacher rural school having no senior boy enrolled may enter a junior boy in the Rural Pentathlon.

Volley Ball, Page 97  
The note following rule 5 on page 97 is obsolete since rule 2 was changed. Directions in rule 2, page 96, should be followed.

Section 16, Article VIII  
Scholastic work to be valid under Sec. 16 of Article VIII must be work for which the contestant does not have credit. (Ruling by State Executive Committee, January 30, 1932.)

Spelling, Page 47, Constitution and Rules  
There is an error in the rule for drawing the place of beginning in junior spelling, page 47, Constitution and Rules. Use the page numbers instead of the section numbers, omitting page numbers on which no numbered columns appear.

Spelling List Correction  
The word "transcontinental" is misspelled in page 16, column 9, and the word "protège" in column 10, page 16. In this connection, teachers and especially Spell Directors, are referred to Rule 3 at the bottom of page 48 of the Constitution and Rules.

Number Sense Grading  
We give question and answer concerning grading of "Number-sense Tests." In the contest it is not clear to me what is considered an unsolved problem. If the contestant solves correctly only those problems and skips 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 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 45 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 the fewest 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: "They 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  
Spur High School: Suspended in football for 1931 season.  
Whitehouse High School: Suspended in basket ball, debate and track and field for the 1931-32 school year.

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

Extemporaneous Speech, Page 41  
Price of \$1.35 for Forum should be \$1.65, according to advice received from George F. Havell, Business Manager.

Choral Singing, 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 one choir or only one choir may be entered by a school in its appropriate division. It has choice of "class" (see rule in which it may enter, but it is not allowed under the rules as stated to enter two choirs, one in each class of its division).

### High School Press

By DeWitt Reddick, Adjunct Professor of Journalism, The University of Texas

SPRING is not far away, and with the Spring will come that annual convention of the Interscholastic League Press Conference. Every paper enrolled in the Conference is invited to send delegates to the talks and discussions of that Convention. In addition to this, certain papers, selected according to the provisions of the Interscholastic League, will be entitled to send delegates to take part in the Interscholastic League Journalism contests, which will be conducted along with the general program of the Convention. Delegates to take part in the contests will, of course, be given the special privileges that are granted to all Interscholastic League contestants; and other delegates to the Convention will provide their own transportation and lodging.

#### Program to be Practical

Naturally we who have charge of the program for the Convention are trying to make our talks and discussions very practical, and are trying to decide on the most important and most difficult problems facing you who are editors and sponsors in order that we may be able to help you solve these problems. What phase of high

school journalism would you like to have discussed at the convention? We would welcome letters from editors, sponsors, or staff members suggesting what the important problems of their papers consist of.

Make your plans to come to that Convention the early part of May. We believe that you will have both an enjoyable and a profitable time.

Has your paper a carefully formulated set of policies governing its activities? Most of our high school papers have some policies which they consistently follow, but generally these policies are merely in the minds of the sponsors and are not very well understood by members of the staff.

#### Record Your Policies

We would suggest that it would be a good plan for each newspaper staff and sponsor to draw up in writing a set of fundamental policies that are to govern the publication of that paper. Then these policies should be studied by the staff members.

What are some policies that ought to be put into writing? We would suggest that the following points, worded in accordance with the situation peculiar to each paper, be written into a platform of policies:

1. It is unwise for the reporter to do public thinking in the news columns; therefore no editorial comment will be permitted in news stories. Especially will there not be permitted in any sports story the inclusion of an alibi for the loss of a game.

2. A definite deadline for material should be set, and staff members encouraged to respect that deadline. Make students realize that their stories, no matter how important, will be omitted if submitted after the deadline.

#### No Favoritism

3. News-value alone will determine the space and prominence given to each story. Staff members as well as the student body at large should be taught to realize that favoritism will be shown to no organization or individual. A clear-cut statement of the elements that determine the news-value of a story, if kept before staff members, should guide them in their choice and writing of news; and such a statement, published in one issue of the paper, should give the readers a better understanding of and a greater respect for the principles governing the display of news in their school paper. Briefly stated, these elements are as follows: Scope of interest (number of students affected; prominent individuals concerned; amount of money or property involved, if any; etc.); timeliness, relative value of each story as compared with the other stories available for the current issue, and the care in preparation. Staff members in particular should realize that a story that would otherwise have considerable news-value loses that news-value if it is poorly written.

4. Eligibility to staff membership should be regulated according to definitely stated rules so that no sponsor nor editor may be accused of catering to a small group or clique.

#### Define Responsibilities

5. Responsibility of staff members should be definitely fixed in writing so that each member will know to whom he must report for his work and to whom he is responsible. Of course the ultimate responsibility must rest with the sponsor, and each staff member should realize this fact.

6. Rules governing excuses from class for the purpose of carrying on journalism work must be clear-cut and distinct and understood by all students as well as the teachers from whose classes they are excused.

7. In addition, careful consideration must be given to the building up of local policies in regard to the handling of certain types of news stories. If two stories telling of meetings of two high school clubs of about the same number of members appear in an issue of the paper and one story receives a headline larger than that given the other, immediately some students are going to accuse the paper of favoritism.

#### Study Local Situation

If the story about the election of officers of the junior class receives a bigger headline than the story about the election of officers of the sophomore class, the sophomores are going to be slighted. We cannot recommend any general policies to cover such situations because the policies must be adjusted to meet the local situation. We would suggest, however, that the staff members should realize the necessity for such policies and formulate them definitely in writing.

We would recommend, then, that each staff, if it has not already done so, prepare in written form definitely stated principles governing the organization, the working system, and the news policies of their paper. Such written policies would, if followed, eliminate inconsistencies in news policies and would take away the chances for misunderstandings that might arise if the principles were not in written form.

Knowledge puffeth up, but love edifieth.—Paul.

**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.)

One-Act Plays published by Walter H. Baker Company, 41 Winter Street, Boston, Mass.

*Martha's Mourning*, by Phoebe Hoffman. 35c.

Comedy, 1 act, 3w, 1 int, costumes modern or period. Martha's crabbed old aunt on her deathbed has a change of heart, and insists on dressing Martha in becoming mourning and coaching her in how to catch a husband. Excellent character comedy.

*Gloria Mundi*, by Patricia Brown. 50c.

Drama, 1 act, 2m4w, 1 int, costumes modern. Grimly bitter and ironic drama with the scene laid in an insane asylum. Beginning on a tense note, with its three distinct climaxes, the play achieves a terrific impact. For advanced groups only.

Full length plays from the press of Samuel French, New York. Price 75c.

*The Shannons of Broadway*, by James Gleason.

Comedy, 3 acts, 18m6w, 1 int; costumes modern. Emma and Mickey find themselves in a hick town with their vaudeville act gone hay-wire. The hotel will not take them in because they are actors and because they have Pollyanna (believe it or not, it's a dog). They buy the hotel, planning, nevertheless, to get a new act and go back to "big time." Many characters are introduced—the town Shylock, the railroad man, the head waitress, the young drunkard and his loving but puritanical fiancée, the broken vaudeville team, the melody boys, and various types of small town people—but the Shannons are equal to any emergency. They buy up land, defame the Shylock, marry the two young lovers, reform the drunkard, get rich, decide to go back on the road, and finally write and stage a finale for their act. Gleason knows his lingo, his theater, his plot and his characters. The play has no dull moments. Its comedy is unrestrained and normal, its characterizations are well portrayed—the pathos and the smile, the song and the tear—It's a good cross section of the enigmatic business of living, sympathetically narrated by one who knows whereof he writes. It has too many characters for the average amateur show. Staging it would be no small item, if one were to consider its production. A director would have to rise out of the mediocrity of amateurish endeavor to do it even with justice. The property list is appalling, the make-up job Herculean—but what a show!

As *A Man Thinks*, by Augustus Thomas.

Drama, 4 acts, 9m4w, 3 int, costumes modern. The play deals with the double standard for men and women, the prejudice against the Jewish race, and the belief common to all people regardless of race or creed. For advanced amateurs.

*Officer 666*, by Augustin MacHugh.

Farce, 3 acts, 9m3w, 1 int, modern costumes. A wealthy man returns home incognito from abroad, where he has become bored with doing the usual thing, and is seeking a thrill. He gets one—watching a girl in his own town eating grapes. He finds his butler is a crook, that another man is impersonating him, and that his valuable art collection is in danger of being stolen. He borrows the clothes of the policeman on his beat, traps the thief, who in turn calmly accuses him of being the impostor, and the thief all but makes his escape. Admiring the coolness of this thief, the man helps him to escape. Then our hero marries the grapefruit girl. The difficult directing problems of this play present to a clever director and a good cast a challenge well worth the effort. There are two admirable parts, though the women's parts are weak. We commend it to those in search of something different and not too far fetched in plot.

*The Tragedy of Josephine Maria and Other One-Act Plays*, by Charles S. Brooks. Harcourt, Brace & Company. New York.

Before he wrote plays, Mr. Brooks wrote essays. He knew how to write, he was a master of style; and in this, his latest work, he has not forgotten the reader, for his mastery of the extended stage direction makes characters and situation vivid and alive. Of his earlier plays, "Wappin' Wharf" has been a source of unending delight to the reader. It has also been successfully produced many times. But the producer has found that what makes it so delightful to read hinders the production. It is spun too fine and needs plentiful cutting to get on with the play. Now, in this volume the plays lose nothing of Mr. Brooks' unusual humor and charm. For the reader they are as delightful as we have grown to expect of their author. They also get on with the plot; they are playable—good theater. To the reader we commend this book with all our heart. To the director who seeks something out of the ordinary, something other than the usual and obvious—here it is! The plays are not difficult to stage or act. Titles include: "THE TRAGEDY OF JOSEPHINE MARIA; PLEASE STIR THE FIRE, JAMES; THE OLD TROUPER; THE MAN WHO WAS AFRAID TO DIE; ROMANCE AFTER MIDNIGHT; TEA WITH A WICKED LADY; THE MAN FROM THE DARK; I WAS TALKING ACROSS THE FENCE THIS MORNING; PINE HILL.

A group of one-act plays from Longman's, Green, 55 Fifth Avenue, New York:

*His Blue Serge Suit*, by Belle, MacDiarmid Ritchey. 35c.

Comedy, 1 act, 5m1w, 1 int, costumes modern. Domestic comedy cen-

tering in a blue serge suit which the husband accuses the wife of having given away, only to find that he himself has sent it to the tailors. A light comedy that is popular and easy.

*Highness*, by Ruth Giorloff. 50c.

Drama, 1 act, 2m2w, 1 int, costumes modern. A tense story of love and death in Russia, during the revolution. Anna, a scrubwoman, but an aristocrat at heart, sacrifices herself to save two young lovers of noble birth.

*About Face*, by Phoebe Hoffman. 35c.

Comedy, 1 act, 3w, 1 int, costumes modern. A woman fancies herself in love with another woman's husband, but when the other woman appears, she has a change of heart and gives her a few lessons on how to keep a husband. Good comedy.

*The Blackball*, by Annie Steger Winston. 40c.

Comedy, 1 act, 6w and extras, 1 int, costumes modern. An amusing satire with excellent characterizations. Especially good for women's clubs.

*Pietro the Foolish*, by L. K. Deighton. 50c.

Comedy, 1 act, 3m2w, 1 int, costumes modern. Pietro, big-hearted Italian, though innocent of wrongdoing, becomes involved with a kidnaper. His quick witted Irish wife and her detective brother are able to extricate Pietro from a serious situation. Good comedy, with good character parts.

*Foolin' 'Em*, by Ray E. Hurd. 35c.

Comedy, 1 act, 3m2w, 1 int, costumes modern. The young son of a circus clown has been injured and undergoes a delicate operation. When everyone believes that he is dying he opens his eyes and says, "I'm foolin' 'em, Pop!" Boys like this little comedy with its touch of pathos. May be done by cast of all boys.

*The Other Side*, by Jack Stuart Knapp. 50c.

Drama, 1 act, 4m, 1 int, costumes modern. While patently propagandist against capital punishment, this short play is dramatically moving and effective.

*God Winks*, by Katharine Stanbery Burgess. 50c.

Comedy, 1 act, 2m2w, 1 int, costumes modern. Released for amateur use after a long run as headliner in vaudeville, "Copy" is being successfully produced by numerous L. I. While reporters are trying to grind out news to fill out a dull day's edition, news of a big accident comes in. When it appears that the wife and daughter of the city editor are among the victims, the reporters try to shield their chief from the truth, but he catches it in spite of their and puts out the paper just the same. Well drawn characters with good movement and dramatic climax.

*Town Hall Tonight*, by Howard Reed. 50c.

Farce, 1 act, 3m3w, 1 int, costumes modern, 30 min. A barnstorming theatrical troupe short one actor presses into service the local property man and calls a rehearsal for him to go through the deathbed scene with "Little Josephine, the Child Wonder." Though hilariously funny, this scene is not without pathos, and when the company goes "bust" it is the property man who finds a way for Mary, the leading lady, to get back home.

*Money, Happy Returns of the Day*, by Florence Clay Knox. 50c.

Comedy, 1 act, 6w, 1 int, costumes modern and period. Mrs. Haswell, on her 45th birthday, "visits with her old birthdays," and learns enough from what she has been to insure for the future, more understanding and tolerance.

*When the Horns Blow*, by Ethel Van Der Veer. 50c.

Comedy, 1 act, 1m6w, 1 int, costumes modern. Julian Brooks, an artist, is in love with Mary, but does not know it until, in a dream sequence, he finds what life with different other women would be like. Since Julian wears a smock the play may be done by a cast of all women. Not difficult. Recommended.

*Rehearsal*, by Christopher Morley. 50c.

Comedy, 1 act, 6w, 1 int, costumes modern. The curtain rises on a bare stage where "six girls are rehearsing one of those very, very gloomy and tragic Irish plays." Christopher Morley, with his keen and unusual sense of humor, turns the thing into superb comedy. Ideal for college girls, girls' schools or clubs.

*The Under Dog*, by Robert Middlemaas. 50c.

Drama, 2m2w, 1 int, costumes modern. A dramatic episode in which a reformed criminal tells his wife of the terror a man feels when he is being hunted by the police. Remembering what he has said she saves a fugitive from justice and then learns that he has just murdered her husband.

*Back Home*, by William M. Sloane III. 50c.

Drama, 1 act, 2m1w, 1 int, costumes modern. While making their getaway, two men who have robbed a bank take shelter from a thunderstorm in an abandoned house. To the younger of the men something about the house is hauntingly familiar, and when he is left alone for a few moments he recognizes the place as the home from which, as a boy, he ran away. The ghost of his mother appears to him, and when the other man leaves he leaves alone. A tender and appealing little play, with sharp contrasts, well drawn characters, and tense situation. Good contest material. Especially recommended.

**WILD FLOWER CONTEST**

By Dr. B. C. THARP, Professor of Botany, The University of Texas

It is now a good time to start your collections in preparation for the Wild Flower Contest next year. An unusually severe drought, covering most of the state during the whole fall and the early part of the winter hindered the sprouting of seed and delayed spring; but winter rains have enabled them now to begin to appear in abundance and while they are to be had is the best time to get them.

Schools that are participating in this contest are reaping both great pleasure and great benefit from it. We still have room for more participants, and should welcome any others who care to join us. We should like to emphasize again that there is absolutely no need for the teacher in charge of the contest for a school to know one wild flower from another. All that is necessary is the ability to read and understand and follow carefully a few simple directions relative to the collection and care of specimens. All identification will be done by the director at the university.

There can be no easier way to learn your wild flowers than this; and the ability to recognize and greet them by name is one of the most gratifying fields of knowledge possible for anyone to possess. Identification lists, wherever possible, carry both common and scientific names. The matter of common names is one of the stumbling blocks. Almost everybody who is unfamiliar with the meaning of scientific names is disgusted at the mere mention of one. "Why on earth can't you give us short, understandable names instead of these impossibilities?" is an ever-recurring question. The answer is simply that many times there is none, and when there is, a person can rarely tell what is meant by it. "Sweet William" in one community may mean any wild Verbena, while in another it may mean Phlox. It usually means one or the other. But both Phlox and Verbena are also quite well known common names as well as being the proper scientific names. We are none of us worried about the meaning of either of them any more than we are about that of Smith or Jones. Each means the flower whose image comes before us at the mention of the name; and that is all a name can do or is intended to do. The only real trouble with scientific names is their seeming unpronounceability, and a general lack of knowledge of their significance; all of them, strange as it may seem, actually have very definite significance, which, understood, constitutes one of the most interesting features of plant study. But the beginner invariably wants common names, and common names he shall have from us in so far as we are able to furnish them to him. The labels are provided with a blank space for the insertion of the local common name by which the specimen in question is known, and the participant is invited to fill this in in each case. Particularly appropriate names are passed on to other communities from which like specimens are received without common names. Thus, by co-operation we hope to be able to work up a widespread use of the most appropriate names so that when one is mentioned the hearer and the speaker both have the same image and there is no misunderstanding.

If you think your school and community can profit from joining in this sort of activity, make definite plans right now to get into it. The first flowers to show up in the spring are ideal ones upon which to begin. They are all small and easily cared for, so that handling them becomes a pleasure. Write for the labels now while you have it on your mind; study the directions in your school's copy of the current issue of the Constitution and Rules and begin at once the collection of your fifty plants. The whole fifty may be complete by a first year school before the first of April. They may be sent in all at one time as soon as they are ready, or they may be sent in not later than Dec. 15, next.

Have your school try this contest for a year and see if you are not well pleased with results.

**Spinoza as a Teacher of Spiritual Serenity**

In this period of economic debacle, from which there appears to be no immediate release, there is a growing tendency to search the philosophies of great thinkers for guidance to-

**Suggestions for County Officers in Conducting Events of Meet**

**GENERAL**

The County Meet is a co-operative as well as a competitive affair. It can't be a success unless each officer is on the job. It can't be a success unless the member-schools co-operate with the county officers. Two hundred county meets will be held during March. Approximately one hundred thousand pupils of Texas schools will be engaged in educational contests during the month of March. Surely this is an enterprise of sufficient importance to arouse a sense of responsibility in everyone officially connected with it. Let's all pull together, and make the meets this year genuinely worthwhile for the children of Texas.

**PROGRAM**

A program of the meet should be mailed to each member-school in the county at least ten days in advance of the meet. Time, that is, the day and hour, of each event should be stated, and the place where it is to occur.

**INFORMATION**

Locate information desk near the center of activities with some one in charge all the time who can answer questions concerning the meet. Especially important in large meets.

**BULLETIN**

Post results of meet as rapidly as they are decided on a Bulletin Board.

**AWARDING OF PRIZES**

The program should be so arranged that there is a public award of the prizes won by the various contestants. In those contests which are not publicly conducted such as spelling, Three-R, arithmetic, etc., it is especially important to arrange for public presentation of awards.

**PROTESTS**

Meets should be so conducted as to have a minimum of protests. However, the county committee should be within call during the meet to hear any dispute which the director of the event cannot settle. If appeal from county committee is taken, see that each side submits in writing a statement of facts, and that the action of the county committee is clearly stated in writing. These three documents are necessary before the appeal can be presented to the State Committee.

**DIRECTOR GENERAL**

This officer is charged with responsibility of distributing supplies for the meet. Directors of various contests should furnish him estimates of supplies needed, not too much and not too little, but just enough. He in turn makes requisition to the State Office for the same.

He has general direction of the meet and should be able to assist other directors in interpretation of rules and in straightening out little difficulties as they arise.

**JUDGES**

It is important that various directors act together in this matter. It is an unnecessary expense for the Director of each event to secure a set of judges from a distance. Certain events can be judged by local judges. In the rural division, for instance, teachers in independent districts make the best judges available, as a rule. Adjoining counties can often save expenses by trading judges with each other, a delegation from one county going to the other in return for similar service. This year, expenses should be cut, and each county committee should be forehanded in this matter.

**LITERARY EVENTS**

**DEBATE**

Provide time-keeper who agrees with debaters on proper signals. Provide ballots for judges. Arrange usher to collect ballots. Canvass ballots in presence of representative of each team. Allow no consultation of judges. Require eligibility certification before contest. Provide tables and chairs on platform. Furnish judges with copy of League instructions.

**DECLAMATION**

Arrange preliminaries if more than nine entries in a given division. Be sure each contestant appears in his proper division. Secure supply of grading blanks from Director General. See that judges read instructions on reverse of blank. Allow no consultation of judges. Have grade-sheets collected. Be familiar with League rule for ranking contestants. Carefully check before announcing results.

**EXTEMPORANEOUS SPEECH**

Have supply of grading blanks and see that each judge reads instructions. Clip up sheet of topics, one topic to each slip. Have contestants draw for places. Let first speaker draw five topics, make his choice, and then deposit slips back in hat. Record choice of each speaker, and furnish judges with topics selected by numbers, as "Speaker No. 1: The Career of Ramsay MacDonald." Rank same as directed for declamation. You will require three rooms, one for drawing of topics, one preparation-room, one auditorium. First speaker draws half an hour before he is to appear. Space remainder about five minutes apart, each contestant as he draws going to preparation-room. Have monitor in preparation-room. See Rule 8, page 42, Constitution and Rules, for preliminaries.

ward achieving relief for perturbed minds.

Many are experiencing mental anguish brought on by helplessness to maintain security and stability in the world-wide sweep of economic distress, and in the face of seemingly hopeless situation they are striving for a higher plane of thinking and reasoning that will help them to maintain sane and balanced judgment and poise as they view their circumstances.

There is noted at this time a rediscovery of and an absorption in the doctrines of Spinoza who was hailed

by his peers as philosopher of philosophers. Peculiarly applicable to the uncertainty and unrest of this age is his discussion of the way to be free through reason and enlightenment. He suggests how one may view the vicissitudes of time under the prospect of eternity. His doctrine in simple terms is that the universe is formed of one substance, which is God, and in which thought and extension, or mind and physical reality, inhere. Quoting from an editorial on the Spinoza doctrines appearing in a recent magazine, "Happiness consists in peace; and

peace is attainable through complete knowledge, not knowledge of all details of the universe, but awareness of its essential structure and necessity. To become completely aware of the universe, that sea of infinite knowledge in which the waves of life and passion by necessity move, is to become serene, to escape from the passion of the particular to the peace of the eternal."

These brief ideas from the Spinoza philosophy as applicable to present day stress of soul may suggest further study of his philosophy and the read-

**SPELLING**

Get a pronouncer who has a clear voice and can pronounce the words properly. Provide for plenty of graders so that judging can be done quickly. See that 100 per cent papers are promptly forwarded to State Office.

**CHORAL SINGING**

See list of interpretations in this issue of Leaguer. This is a new contest and much tact and forbearance will be necessary for a successful contest. Write your suggestions for alterations in rules to State Office while you have contest fresh in mind.

**ESSAY**

Get topics from Director General. Assemble contestants and break seal on envelope containing topics. Write them on blackboard. Essays are to be graded "as to relative excellence in organization, interest, and composition." So advise the judges. Forward first ranking essay in each division, that is, four essays (or as many essays as there are divisions entered), to the District Director of Essay Writing at once. Attach envelope containing author's name firmly to each essay.

**ARITHMETIC**

Furnish your Director General accurate estimate of number of number-sense test sheets required. He should have them on hand if given proper advance notice. Don't break seal on envelope until ready to begin contest. See that sheets are numbered to correspond to names of contestants. Do accurate timing. Grade papers by keys. Be careful to avoid any confusion that tends to excite contestants.

**THREE-R CONTEST**

Furnish Director General in advance an estimate of number of sheets necessary. Number sheets to correspond to names of contestants. Be sure to get postoffice and name of school of each contestant. It should not take longer than one hour to hold this contest. Give a short rest period between the events. Have graders ready to grade results immediately.

**ATHLETIC EVENTS**

The Director of Athletics has more contestants and more events under his immediate supervision than any other officer. For this reason his work must be carefully planned, adequate preparations made, and some of the responsibility delegated to others.

**TRACK AND FIELD**

Provide, assign and distribute numbers for contestants. Announce a time program showing the exact time at which each event will start. Insist that the contestants in the Shot Put, Discus and Javelin Throws have their implements examined and approved. Secure plenty of officials for the various events and instruct them in regard to their duties. The following officials are absolutely necessary: Referee, starter, clerk of the course, announcer, scorer, four or more judges of the finish, four inspectors, three or more timers, six or more field judges, and assistants to these officials as may be necessary depending upon the size of the meet. See to it that at least two field events and one track event are conducted concurrently. Prepare score sheets in advance showing the names of the contestants in each event and the heats in which they are placed in the track events. With the exception of a special heat in the 100-yards dash and a separate event for the hop, step and jump, the Rural Pentathlon may be conducted as a part of the Class B meet. Instruct those who qualify for the next higher meet and report results to the District Director of Athletics.

**TENNIS**

The more courts and umpires there are the easier it is to complete the tennis matches. With singles and doubles for boys and for girls it is desirable that several courts be available. See that the courts are in good condition, freshly marked and that nets and balls are on hand. Each umpire should be assisted by at least two linesmen placed at the direction of the umpire. The "draw" is very important. Refer to page 117 of the Constitution and Rules and follow instructions carefully.

**VOLLEY BALL**

If more than eight teams are entered provide more than one court. Conduct this event by classes (Class A, Class B, Rural, Ward or Grammar Grades) if as many as four teams of a particular class enter. Arrange for a sufficient number of referees, see that plenty of balls properly inflated are ready and that the courts are in good shape and well marked.

**PLAYGROUND BALL**

Check with the rules on page 100 of the Constitution and Rules. Provide extra balls and bats. Arrange for as many umpires and official scorers as there will be games at one time. Locate home plate so that the sun will not be in the batter's eyes. If four or more teams of a particular class enter let those teams eliminate among themselves. A minimum number of two diamonds, one for boys and one for girls, is necessary. If entries are heavy in all classes additional diamonds should be provided.

ing of his biography. His philosophy, in comparison with current popular works, is not easy to read; but according to his own statement, the best things are as difficult as they are rare.

Spinoza was excommunicated for his philosophy, was shunned by his people, and was forced to combine his career as scholar and thinker with that of lens grinder to make a livelihood. It was out of the struggle inherent in such experiences that he evolved a philosophy which points the way to spiritual serenity.

These brief ideas from the Spinoza philosophy as applicable to present day stress of soul may suggest further study of his philosophy and the read-

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 Declaration; (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.

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 Guy Tabor, Farwell (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 Declaration; Miss Ada V. Clark, West Texas State Teachers' College, Director of Music Memory.

District No. 1

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 Fendleton, 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 Declaration.

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 Fendleton, 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 Declaration.

District No. 3

District Center: Childress. Superintendent A. W. Adams, Childress (1); Miss Mabel Hare, Childress (2); Superintendent L. T. Graves, Crowell (3); Superintendent W. E. Hancock, Childress (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); Superintendent W. R. Bradford, Iowa Park (2); Miss Juanita Kinsey, Wichita Falls (3); Superintendent B. C. Schulkey, Olney (4); Superintendent J. F. Kemp, Seymour (5); Superintendent B. M. Dinsmore, Electra (6); Superintendent Butler Westerfield, Burkburnett, Director of Junior Declaration.

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. Gee, 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 Declaration.

District No. 7

District Center: Texarkana. Professor H. L. Lamb, 1541 West Ninth Street, Texarkana (1); Superintendent E. 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. McLain, Sweetwater (3); Superintendent J. E. Boren, Brist (4); Superintendent E. M. Connell, Anson (5); H. S. Fetherree, High School, Abilene (6); Superintendent L. W. Johnson, Stamford, Director of Junior Declaration; Mr. Dalton Hill, Roby, Director of Volley 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); Principal W. A. Ross, Mineral Wells (5); Mr. Eaker Curtis, Ranger (6); Superintendent P. B. Bittle, Eastland, Director of Junior Declaration.

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 Declaration.

District No. 11

District Center: Hillsboro. Superintendent L. W. Hartsfield, Hillsboro (1); Superintendent W. V. Harrison, Frost (2); Superintendent L. A. Mills, Midlothian (3); Mrs. M. G. Noell, High School, Hillsboro (4); Mrs. Oro Lee Bettis, 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 J. J. Wilson, 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. Runkle, Coleman (2); Superintendent W. G. Barrett, Comanche (3); Principal E. E. Pierce, San Saba (4); Superintendent S. N. Dobbie, Mason (5); Professor J. E. Horace Shelton, Howard Payne College, Brownwood (6); Superintendent D. A. Newton, Brady, Director of Junior Declaration.

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, Belton (4); Superintendent J. M. Wither, Ireland (5); Geo. W. Forhand, Jr., Temple (6); Superintendent E. T. Robbins, Hearne, Director of Junior Declaration.

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); Principal 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 Cumings, South Park High School, Beaumont (4); Superintendent B. W. Martin, Kirbyville (5); Coach Tom Dennis, Port Arthur (6); Mrs. Lena 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. Secrest, Rankin (2); Superintendent J. E. Gregg, Marfa (3); Superintendent C. L. Mullins, Iraan (4); Superintendent D. M. Major, Alpine (5); Coach B. C. Graves, Sul Ross State Teachers' College, Alpine (6); Superintendent Murry H. Fly, Odessa, Director of Junior Declaration; 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 Declaration.

District No. 19

District Center: Georgetown. Superintendent Raymond L. Hiles, Georgetown (1); Superintendent Chas. Wachendorfer, Lampasas (2); Superintendent R. H. Brister, Taylor (3); Harvey Williams, 4107 Avenue H, Austin (4); Principal W. L. Barnell, 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); Superintendent H. R. Gross, A. and M. Consolidated, College Station (4); Miss Alice Langham, Caldwell (5); Mr. Dan O'Neil, Brenham (6); Miss Laura Wandy, Brenham, Director of Junior Declaration.

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. C. Ingram, Galena Park (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 Declaration.

District No. 22

District Center: Uvalde. Superintendent G. E. Deen, Uvalde (1); Miss Bertha Dalton, Uvalde (2); Superintendent George P. Barron, Pearsall (3); Superintendent R. C. Patterson, Carrizo Springs (4); Superintendent A. E. 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 (6); Professor W. I. Woodson, 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 Boehel, Hallettsville (3); Superintendent 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 Declaration.

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. Yon, San Benito (3); Dean E. C. Doid, Brownsville (4); Superintendent Ernest H. Potec, Mercedes (5); Coach Claude Dailey, Donna (6).

Regional Tournament Managers and Centers

Region No. 1: Professor F. W. Emerson, College of Industrial Arts, Denton. Region No. 2: Mrs. Etta Fleming Harwell, Simmons University, Abilene. Region No. 3: Professor Gates Thomas, Southwest Texas State Teachers' College, San Marcos. Region No. 4: Professor P. M. Kenley, Sam Houston State Teachers' College, Huntsville.

REGIONAL TOURNAMENT MANAGERS AND CENTERS ONE-ACT PLAY CONTEST

Region No. 1: Professor F. W. Emerson, College of Industrial Arts, Denton. Region No. 2: Mrs. Etta Fleming Harwell, Simmons University, Abilene. Region No. 3: Professor Gates Thomas, Southwest Texas State Teachers' College, San Marcos. Region No. 4: Professor P. M. Kenley, Sam Houston State Teachers' College, Huntsville.

Radio Debate on Lobbying

THE UNIVERSITY OF TEXAS vs. UNIVERSITY OF KANSAS

WQAI-SAN ANTONIO, MARCH 16 (4 to 5:15 p. m.)

Listen In and Cast Your Ballot

High school debaters have here a chance to get valuable pointers and perhaps new material for their own contests

BALLOT

I have listened to the radio debate between The University of Texas and University of Kansas teams and vote for the (Affirmative) (Negative)

Mail ballot to Thomas Rouse, University Station, Austin, Texas. If you do not wish to clip out this ballot, write one on post card and mail in. It will be counted. Result will be announced in next issue.



At the recent annual meeting of the Texas Library Association the writer of this column made a talk on "Package Libraries: What They Are and How They Are Used." Believing that the readers of THE INTERSCHOLASTIC LEAGUER might be interested in this subject, a part of what was said in that talk is being given below.

It has been just twenty-five years since the University of Wisconsin, a recognized leader in university extension work, inaugurated what was then a new experiment in library extension. This was the organization of a package library service.

This service was established in an attempt to solve the problem of supplying people with reliable information on important subjects of current interest—usually subjects not yet written about in book form. It was meant primarily for those living in rural communities and small towns having no library facilities. It was a free service and all that anyone had to do to obtain material was to write to the Extension Division.

When a request was received for a specific subject, material on it was assembled in a package and mailed to the borrower. These packages came to be known as package libraries. They consisted mainly of articles clipped from periodicals and of bulletins and reports printed by educational institutions, national and state bureaus and organizations, and commercial houses.

Wisconsin's experiment proved so successful that other universities soon followed her example. The rapid development of the package library service is indicated by the fact that when a survey was made in 1925 it was reported that state universities and colleges in 35 states had put this form of service into operation.

A package library service was organized by the Division of Extension of The University of Texas in 1914 and it has been carried on ever since by what is known as the Extension Loan Library. In this library there are more than 3,000 of what we call permanent package libraries, that is, collections of material on subjects for which there is the most demand and a demand which will last for a long time, such as Texas Poets, Philippine Independence, Trial by Jury, School Entertainments for Special Days, and Career of Ramsay MacDonald. These are all assembled just ready to send out, though new articles are added if there is a new development of the subject. Then there are special collections made up for use during only one season, such as the 250 package libraries on the Interscholastic League debate subject, the 80 on the artists represented in the Interscholastic League picture memory contest, and the 60 on the fire prevention essay topics suggested to certain grades of the pub-

lic schools by the State Fire Insurance Department. There are more than 1,600 plays and more than 3,000 club study outlines in the library. But the largest part of our collection, by far, consists of files of 100 magazines indexed in Readers' Guide to Periodicals, from which articles are clipped as needed, and of about 743,000 classified clippings from periodicals and of pamphlets and bulletins. It is from the last two sources that the hundreds of package libraries are assembled each year on subjects for which there is only a temporary demand, such as Presidential Candidates in the Democratic Party and Great Britain's Crisis. As this is not a book library, there are only about 2,300 books in it—such as the Reference Shelf and the Handbooks, and The University Debaters' Annual published by the H. W. Wilson Co.

During the year ending August 31, 1931, there were 28,394 package libraries containing 2,666 books, 3,570 club outlines, 5,604 plays, and 293,244 pamphlets and periodical articles sent to 1,147 Texas towns and rural communities in 248 counties. Of this number, 514 package libraries were used for individual information, 13,812 were used for school work, 11,840 were used for women's club study, and 2,228 were used by libraries to supplement their material.

As you see, we receive a considerable number of requests from libraries, mostly the smaller public and school libraries. When libraries are in need of the type of material to be found in package libraries we are glad to have them call on us for anything not to be found in their own libraries. We want to help them, but we have no desire to interfere with their work in any way. We discourage the practice which some people have of resorting to our service when they should have gone to their own public or school libraries. We feel that by sending people to their home town libraries we are encouraging the development of the local library facilities. When we do this we are also preventing an unnecessary duplication of service. We have enough to do without attempting to do what can be done for the borrower by the local library. Our circulation grows much more rapidly than do the funds appropriated for carrying on the work of the Extension Loan Library.

New League Rules

ADOPTION by the University Interscholastic League of the eight-semester rule and the one-year transfer rule will serve in the member high schools at least two useful purposes; namely, that of elimination of the

NOT A FAN!

I HAVE spent these several days I past among my papers with the most pleasing tranquillity imaginable. You will ask how that can possibly be in the midst of Rome? Why, the Circensian Games were taking place; a kind of entertainment for which I have not the least taste. They have no novelty, no variety, nothing; in short, one would wish to see twice. I am the more astonished that so many thousands of grown men should be possessed again and again with a childish passion to look at galloping horses, and men standing upright in their chariots. If, indeed, they were attracted by the swiftness of the horses or the skill of the men, one could account for this enthusiasm. But in fact it is a bit of cloth they favor, a bit of cloth that captivates them. And if during the running the racers were to exchange colors, their partisans would change sides, and instantly forsake the very drivers and horses whom they were just before recognizing from afar, and clamorously saluting by name.

Such favor, such weighty influence, hath one cheap tunic—never mind it with the vulgar herd, who are more worthless than the tunics they wear—but with certain grave personages. When I observe such men thus insatiably fond of so silly, so low, so uninteresting, so common an entertainment, I congratulate myself that I am insensible to these pleasures; and am glad to devote the leisure of this season to literature, which others throw away upon the most idle employment. Farewell.—Pliny the Younger.

ABUSES

(Continued from Page One)

football who secure, and in some instances pay the salaries of outstanding players.

As we see it, with an eye that is distinctly favorable to interscholastic athletic activities and especially to interscholastic football, the problem is one that confronts each high school, its superintendent and its trustees. It is clearly evident that a high school which adheres to the spirit as well as the letter of the interscholastic athletic regulations might as well withdraw from football, so far as its hope for making an impressive showing during any season's play is concerned. For a number of years Brownwood has demonstrated that fact to the satisfaction—or dissatisfaction, as the case may be—of everybody. But if a school's authorities are willing to tolerate violation of the regulations, so as to permit outside influences to take a hand in the situation, the assembling of players of more than the ordinary talent is no difficult task.

CHAUTAQUA

(Continued from Page One)

the following schools: Uvalde, Hondo, Pearsall, Crystal City, Eagle Pass, Carrizo Springs, Asherton, and Cotulla. If all of the schools enter, at once, this will give us two circuits of four schools each. The first four schools will constitute Circuit No. 1 and the last four will be Circuit No. 2. When all of the schools of a given circuit have entered an itinerary will be arranged for each circuit.

All schools that enter should be ready to stage their entertainment in their home towns on January 22. On January 29 half of the schools of each circuit will pay their first visit to the other schools of their circuit. Starting on January 29 will enable half of the schools to complete their visits March 4 and the other half March 11. I am leaving the week-end of February 19 open for other purposes.

EDITORS NOTE—If the schools will use some of the Interscholastic League contests in this work they will find them not only entertaining and instructive, but will gain valuable practice thereby.

"perpetual" athlete attendant and the proselyting of good players.

It is a well-known fact that there has always been in the past a certain type of athlete who, being disinterested in education as such, persisted in purposely failing courses in order to remain on the subsequent year's football, track, or basket ball squad. Furthermore, he was often aided and abetted not only by the coaches themselves but also by the teachers and the school authorities. Almost as common as the "perpetual" athletes has been proselyting from small schools of players to construct a team around or to strengthen an already winning team.

The new rules will stop both practices, and the high school leaders over the State who voted 460 to 235 and 422 to 276, respectively, for the two changes are to be congratulated upon the decision. This is only one example of the care with which the League leaders guard the best interests of extra-curricular activities in the member-schools of the State.—The Texan.