



The new choral singing contest is getting warm endorsement from many quarters. Says Lyndell Adams, of Van school: "I think the choral contest is a splendid thing. I'm hoping that it will help to establish public school music in every school in Texas. Our school is the only one in the county that teaches public school music, and we won first place over three other class A schools. There were five judges and they all gave us first place. This, more than any other one thing, helped the cause of public school music in a school that has been prone to treat it as a 'step-child'."

Mrs. B. H. Preston, of Burkburnett, wants winners in junior declamation in district meets disqualified for further competition in that event. "Don't you think," she asks, "that it is discouraging to other children for a district winner to come back into the local tryouts the next year? The children here say: 'There is no use for us to try against one who got highest honors last year.' This is especially the case when the contestant uses the same selection over again." We are inclined to agree, on the principle that rules should always endeavor to increase participation. A rule forbidding the use of the same declamation year after year might also be helpful.

Regarding debate questions, E. C. Barksdale, coach of debate in the Brackenridge high school (San Antonio) writes: "In regard to discussing a Texas economic problem next year, I'm 'agin 'em.' I do not like these Texas questions. They are too limited and the judges too prejudiced. The sorriest two questions we have had since 1922 were the educational tax for Texas educational institutions and the road bond question, and I believe most debate coaches will agree."

From Superintendent Myrtle E. Tanner, of Lorena, comes the following: "I am enclosing report of the most successful, more harmonious meet we have ever had. The spirit of sportsmanship was noticeable throughout. The Waco Chamber of Commerce helped to finance the meet. The other expenses were paid by proceeds from adds on the enclosed program. Some suggestions about some of the League work by the Executive Committee will be sent soon."

"The one-act play contest was a most interesting one," writes W. E. Moreland, manager of the Houston

652 Rural and Class B In Brown County Meet

LESLIE GRIFFIN, Director General of Brown County, makes the following report of the meet in that county:

Our annual track-field and literary meet for Brown County was held last week end. It was one of most successful meets in history of league work in this county. There were 652 contestants from the rural and class B schools of this county. Large crowds attended each event. The League expense was defrayed from this year's receipts and we have a balance left. Loving cups, banners and ribbons were the awards given. All awards become permanent once they are won by a school.

Bangs High School won all around championship for class B schools. McDaniel won like honor over rural schools.

A marked feature of our work this year has been honesty of superintendents in permitting only eligible contestants to represent their schools. We have not had a single contestant protested. All schools have manifested spirit of cooperation and fair play.

I have sent names of all winners to our District Director General. All local papers have given us extensive publicity.

General Program 22nd Annual League State Meet Opens May 5

District Winners Will Engage in Final Contests for State Honors in Many School Events. Important Announcements Made in Program

REBATE ANNOUNCEMENT

In order to be entitled to rebate the faculty representative, or in case no faculty representative is present, the contestant himself must come to the General Headquarters, Gregory Gymnasium, Friday or Saturday, May 6 or 7, and sign a rebate card. Unless this is done at some time during the meet, rebate will not be allowed. Faculty representatives should secure a ticket to the League Breakfast Friday, at the Gregory Gymnasium, General Headquarters, price 50 cents.

LODGINGS ANNOUNCEMENT

Headquarters for assignment to lodgings will not be open for assignments until 9 o'clock Thursday morning, May 5. All contestants and delegates arriving Wednesday will be expected to secure their own lodgings for Wednesday night and report for assignment to free lodgings to the Gregory Gymnasium Thursday morning.

RAILROAD RATES

Railroad rates will be granted to all officially-recognized delegates and the dependent members of their families; that is, the winner at the district meet, together with one faculty member from each school entitled to one or more delegates. Please note that the reduced fare for the round trip can be secured only from your local ticket agent before leaving for Austin. Rebates will be calculated on the reduced rate basis, except that one-way fare from home of the contestant or delegate will be taken as a basis for computing the rebate due those contestants and delegates who come by automobile. No identification certificates necessary.

Thursday, May 5, 1932

- 1:00 P.M.—One-act play—rehearsals begin at Austin High School Auditorium (not open to public). One-act play directors should consult Morton Brown, Manager, for period assignments.
- 2:00 P.M.—Tennis—first round in boys' doubles. Report at men's courts, southeast corner of stadium. Managers will please cooperate with official photographer in getting photograph.
- 4:30 P.M.—Tennis—first round in boys' singles. Report at men's courts, southeast corner of stadium. Managers will please cooperate with official photographer in getting photographs.
- 8:00 P.M.—Debate, girls' division assemble in Room 1, Garrison Hall (the large new brick building just north of the Law Building). Boys' division assemble in Law Auditorium. Debates will be assigned at these assemblies, and contestants must be present on time. One-Act Play: Austin High School Auditorium, Twelfth and Rio Grande streets.

Friday, May 6

- 8:15 A.M.—Track and field contests, including Rural Pentathlon, assemble on Texas Memorial Stadium field. Managers will please cooperate with official photographer in getting photographs.
- 8:30 A.M.—Debate—second round—all winning teams in girls' division assemble in Room 1, Garrison Hall, for assignment. All winning teams in boys' division assemble in Law Auditorium. Declamation, all girls' divisions assemble in Law Building 101 for assignment to rooms for contests. Be on time. Don't miss the train. Managers will please cooperate with official photographer in getting photograph.
- Declamation, all boys' divisions assemble in Law Building 105 for assignment to rooms for contests. Be on time. Don't miss the train. Managers will please cooperate with official photographer in getting photograph.
- Extemporaneous speech contestants (boys and girls) assemble in Room 208, Sutton Hall (formerly Education Building). [NOTE.—Declamation and Extemporaneous Speech will be heard in groups of nine each, numbered Group 1, Group 2, Group 3, respectively, the four highest in each group qualifying for the next preliminary.] Journalism Conference delegates assemble at Texas Bible Chair, Twenty-first and University Avenue. Three-R contestants all assemble at south entrance of Sutton Hall (formerly Education Building) for photographs and immediately thereafter in Room 312, Sutton Hall, west side of Campus. Managers will please cooperate with official photographer in securing photograph of group.
- Typewriting contestants, Press Building (formerly Power House) second floor. Managers will please cooperate with official photographer in securing photograph of group.
- Art contestants assemble in Wrenn Library, Library Building.
- 8:45 A.M.—Track and field events, Texas Memorial Stadium, preliminaries.
- 9:00 A.M.—Tennis—boys' doubles, second round. Tennis—first round in girls' doubles and singles. Report at women's courts, Twenty-fourth and Wichita streets.
- 11:00 A.M.—Debate—third round, boys and girls, Room 1, Garrison Hall. Extemporaneous Speech—winning contestants (girls and boys) assemble in Room 208, Sutton Hall, for assignments in next preliminary, in which five highest qualify for final. Tennis singles—boys, second round.
- 2:00 P.M.—Declamation—final preliminaries. Girls' divisions assemble in Law Building 101. Boys' divisions assemble in Law Building 105. The five highest in each division will be selected for the final public contest. Tennis doubles—semi-finals, boys—Penick courts, north of stadium.
- 4:00 P.M.—Tennis—second round, girls' singles and doubles. Tennis singles—semi-finals, boys. Penick courts, north of stadium.
- 4:30 P.M.—Debate—semi-finals, girls and boys, winners in third round, assemble in Room 1, Garrison Hall.
- 8:00 P.M.—In Room No. 1, Garrison Hall: Final contest in declamation, high school boys' and rural school girls' divisions; and in extemporaneous speech, boys' division. In Law Auditorium: Final contests in declamation, high school girls' and rural school boys' divisions; and in extemporaneous speech, girls' division.

Saturday, May 7

- 7:30 A.M.—Breakfast for faculty representatives at University Cafeteria, after which will occur the State meeting for discussion of rules and regulations of contests and other matters for the good of the order.
- 9:00 A.M.—Tennis—semi-finals, girls' singles and doubles. Penick courts, north of stadium.
- 10:30 A.M.—Finals in boys' tennis doubles if any contestant is in singles and doubles. If not, all finals will be held Saturday afternoon. Penick courts.

(See — STATE MEET — Page 4)

LAVACA MEET HAS LARGE ATTENDANCE

Shiner, Hosts to Schools of County, Wins Praise for Good Entertainment.

THE Lavaca County Interscholastic Meet held in Shiner last Friday was a success beyond all expectations. First, the weather was ideal, regular made-to-order sunshine, days that brought typical springtime. There was a large attendance, something like 600.

The Shiner High School and its large campus was an enviable place for all events. Every one seemed to enjoy the event to the fullest, in fact, it was like one big picnic. The judges for track and field events kept things moving and on time. At no time was there a wait or lag in calling the events.

The P.T.A. members, under the direction of their president, Miss Emma Runk, were constantly on duty looking after the comfort of all. Homes were provided for all of those who cared to remain over at night for Saturday's activities. The literary events, scheduled for Friday night, had to be moved to the City Auditorium, as the High School auditorium would not seat the large crowd. As it was, there was very little standing room left in the City Auditorium. Superintendent Smith of Moulton presided over the night session. On another page we have endeavored to give complete reports

(See — LAVACA — Page 4)

MANY ENTRIES IN LOCAL TRY-OUTS

Sixty Pupils in Madisonville School Prepare for Competition in County Meets.

MADISONVILLE believes, evidently, in the importance of securing large participation in local try-outs for representation in the county meet. The local paper of March 10, says:

Every afternoon there are some sixty students engaged in the practice of Interscholastic League activities which are open to high school contestants.

Declamation is one of the most popular of this group. The purpose of this contest is to learn the old masterpieces in order that they may gain experience in speaking to an audience. Experience gained from this contest often prepares for subsequent activity in debate and extemporaneous speaking. Probably every individual has at one time or other felt the inadequacy of early training in public speaking when unexpectedly called upon to talk. This contest is planned to give everyone this opportunity to improve himself.

The extemporaneous speech group has been working for some time on those subjects outlined for this contest. It is required that a student know the important facts of several current interest subjects. From this group one subject is selected and upon very short notice a speech is given on this subject. There is a popular atmosphere to this contest, and quite a lot of rivalry to determine which student can present the subject drawn the most attractively.

Debating, that popular type of speech whose origin dates back to the scene of the Garden when the apple ripened, has a faithful, persistent pair of representatives from both the boys and the girls. The discussion of the subject of "Lobbying" has brought to popular attention many facts about this practice in our legislation. One of our former national presidents lauded this type of speaking as one of the best and most productive of keen-mindedness known.

Spelling, essay writing, and athletics have representatives of every class from freshmen to seniors.

The various coaches are working on all of these contests with the goal of commendable and victorious representation in view.—Editorial in Madisonville Meteor.

Students of Akron High School Present 'Vitalized' Graduation

Departing From Stereotyped Ceremonies of Past, Participants Arrange Program Designed to Illustrate Profitable Use of Leisure Time

GRADUATION exercises at South high school, Akron, Ohio, last year were radically different from the stereotyped ceremonies of the past.

Acting on an idea brought from the Ohio Deans Association meeting at Detroit, by Thomas W. Gosling, superintendent of the Akron schools, the students planned a "vitalized" graduation, typifying the spirit of the age.

They chose to illustrate one of the newest movements in education—the profitable and satisfying use of leisure time. They strove to bring out the idea that making a living is not the only thing for which education is valued, that with the shorter working day there are more and more leisure hours to provide for, and that these should be filled with the cultural and recreative arts, such as literature, prose, poetry, art, music and the drama.

The students took the entire program into their own hands and there were no outside speakers. The introductory speech by one of the girl members of the graduating class explained the motif of the program and ended with the words: "Our school is trying to meet the challenge for the lives of its students by introducing to them a wide range of life interests."

"Enjoying New Poems and Plays," an essay showing how modern writers can hold the interest of modern readers, was followed by recitations of modern poems, illustrating the theme. "Chicago," by Carl Sandburg, was read by a big, virile-type of boy. A talented Italian lad rendered "Mia Carlotta" in his native tongue. This lad, born in Italy, has worked his way through high school, showing marked dramatic ability throughout his entire school course; has won medals for poetry work at the school, and is hoping to be able to carry on with his dramatic work after graduation. A negro girl recited Paul Dunbar's "My Sweet Brown Gal." Selections from "Arms and the Man," by G. Bernard Shaw, were given by three

(See — GRADUATION — Page 4)

Fifteen Teams Participate in Practice Debate Tournament

(By Mrs. Harold Dement)

THE Speech Club of Lockhart High School sponsored a Debate Tournament in its school Monday, March 7. Invitations were mailed to ten schools over the State to enter either a girls' or boys' team. Fifteen teams responded favorably and met at the high school building at 3 o'clock on Monday afternoon. At 3:30 the judges from the Southwest Texas State Teachers College arrived and the first round of debates began.

Girls: San Marcos vs. Shiner; Seguin vs. Brackenridge; Smithville vs. Georgetown; Austin vs. Lockhart.

Boys: Georgetown vs. By; Seguin vs. Smithville; Shiner vs. Brackenridge; San Marcos vs. Lockhart.

At the close of this round, a second set of debates began as follows:

Boys: San Marcos vs. Brackenridge; Georgetown vs. Austin.

Girls: Georgetown vs. Smithville; Brackenridge vs. Lockhart.

The four winning teams then reported for drawing the final sides: This time the Brackenridge girls and Austin girls were selected to debate in the finals. The boys from Georgetown and the boys from Lockhart were elected to debate in the finals.

Debating was discontinued for about an hour, during which time mothers of Speech Club members served a delicious luncheon to our guests and club members totaling in all seventy-eight. The luncheon consisted of chicken salad sandwiches,

WAR AND WASTE TAKE HALF TAXES

President Benedict Declares All World "Groaning Under Cost of War."

WAR and waste were anathematized by Dr. H. Y. Benedict, president of The University of Texas, recently in an address at a public meeting held in Austin, which was part of the business planning conference being held under the auspices of several University, State, and Federal research agencies to work out an economic program for the development of the State's resources.

"War and waste are the big items in public expenditures and the causes of perhaps half of the total of all taxes," Dr. Benedict said. "Waste we have, both public and private, both obvious and insidious, and all the world is groaning under the cost of war. A battleship which lives about fifteen or twenty years costs more than a good average state university, and paying for past wars plus preparing against the next war costs more than all the schools, upper and lower, public and private, combined."

President Benedict propounded a number of terse questions of significance to education and other public expenditures, including the following: "How much of its income ought one generation to spend on schools mainly for the future and how much on other things mainly for the present? Is the 1 per cent of all our wealth which we are now spending annually on all our schools (\$3,200,000,000) too much? Is the 4 per cent of the annual income which we are now spending for all our schools too much?"

"Should the amount the people of the United States spend for candy (about six hundred millions of dollars), not counting that made at home, exceed the combined income of all the colleges and universities in the United States, counting into income additional lands, buildings, and endowments? Chewing gum and the University are about equally expensive to the people of Texas.

"Should the amount that is spent for pleasure autos (appreciably greater than all Federal, State, and local taxes combined) be more than four times that spent for all the schools from kindergarten to graduate school? Is Texas too poor to support her schools when she is supporting more autos than Great Britain and Ireland, than France, than Australia, five times as many as Argentina, and eight or nine times as many as Italy? How long does an education last and how long an auto?"

"If State taxes are too high per capita, what about expenditures for tobacco, which are twice as high? Is it proper to spend for schools about two-thirds as much per capita on the Texas children as on the children of the United States when we Texans are spending twice as much for soft drinks, candy, movies, theaters, and such things, as we are spending for schools?"

ORAL READING CONTEST

(By Prof. L. W. Payne, Jr.)

I WANT to suggest that you add an oral reading contest to the literary events. John Morefield has been conducting an oral poetry reading contest at Oxford for a number of years. The records show that thousands of people and hundreds of entries attend these contests. Oral reading is one of the most neglected of the elementary educational processes these days, and you might do a distinct service to education by introducing this contest. If you are interested, I could give you some references (if I can find some I have seen) and give you my ideas on the contest. In the Briggs-Curry-Payne Literature for the Junior High Schools, Book 1, p. 196, I worked up an Interlude of Short Poems and suggested an oral reading contest as the best means of handling the twelve poems in the Interlude.

TOO MANY EVENTS CROWD PROGRAMS?

Writer Questions Policy of Attempting Too Much in County League Meets.

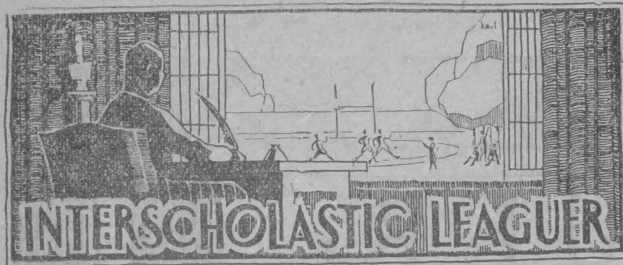
(By W. B. Williams, Seguin)

WITH all due appreciation to the benefits of the Interscholastic League I should like to raise a question which I have heard discussed quite a bit of late. The question is: "Are we not trying to crowd too many events in our program?"

I do not refer to the literary and singing events as they could all be handled with a slight alteration. I refer to our athletic program. It seems too much to try to compete in so many different events for we are really not prepared to enter these events.

The following change is suggested after careful thought as to the benefit derived from each contest. Leave the literary meet with its events as it is, with the exception that the debate be held before Christmas, and the singing be postponed until a time near the end of school. In the athletic events let the boys and girls each (juniors and seniors combined if necessary, as is now sometimes the case, play volleyball in the fall, basketball in the winter, and baseball in the spring. As for track, tennis and junior playground ball, drop

(See — PROGRAM — Page 4)



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ROY BEDICHEK, Editor

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THE editor of the *Vernon Record* (March 23) makes the following comment concerning the rural division of the Interscholastic League:

"In Interscholastic League meets there is an implication in the classification of schools that should prompt serious thought among the rural people of this State. Any schedule of a League meeting for literary contest will be found to divide the schools into Class A and rural school classifications. It is a reasonable assumption that this division is made in order to give rural students a fair chance, to place them in competition only with those who have equal opportunity.

"If we admit that the rural school student cannot compete with the student of the city school on an equal basis, we tacitly confess that his opportunity is not equal to that of the student of the city school. We all know that it isn't in most instances, but somehow we deceive ourselves into believing that the difference is all on the surface and that if the rural student is seriously inclined he can get the maximum from his educational opportunities."

The editor's deduction is inescapable. Children in rural schools are not, as a general rule, nearly so far advanced in school work as children of even age in the city schools. The League is not responsible for this situation. It has to take the situation as it finds it, and adapt its machinery accordingly. It is a condition that is faced and not a theory. This is not to say that all rural schools are inferior. Many of them are excellent, and the best of them are far ahead of many schools found in independent districts. The zeal, training and teaching ability of many rural teachers is well along with the best to be found anywhere. But the fact remains that statistics tell a dreary, if not a disgraceful, tale of the disparity which exists between educational opportunities of children in rural districts and those of the more populous centers.

In an endeavor, therefore, to bring the enthusiasm which results from well-administered school competitions to isolated sections, the University Interscholastic League 20 years ago created special rural divisions in several events, and has time and again enriched the rural schedule with additional contests. Texas has been the pioneer in this phase of interscholastic league work. No other state in the Union at the present time emphasizes rural school competitions as they are emphasized in this State, although some states are tardily copying the Texas plan. We find "high school" organizations flourishing in nearly every state, but in very few have the rural schools been even noticed.

Curiously enough, the University Interscholastic League has a larger membership (but not a larger percentage of membership) of rural schools than among any other class. Of the 6,000 schools that are members, about 4,000, or two-thirds, are genuine rural schools. So, of the 8,000 rural schools in the State, about half participate in the League's activities.

Set apart for strictly rural schools are contests in essay writing, four divisions in declamation, three divisions in spelling and plain writing, as well as junior track and field, playground ball and volleyball. Besides this, two events are set aside for one- and two-teacher rural schools, one an athletic event and one a literary event, in which contestants qualify for district and state meets.

One fact is usually overlooked in this connection. Rural schools are eligible in all events of the League in which no strictly rural divisions are provided, except, of course, in such events as one-act play, typewriting, etc., in which rural schools as a whole have no facilities whatever for preparation. A rural school may enter debate, basketball, extemporaneous speech, and has the option of advanced classification in declamation. Few exercise such options and fewer still get any encouragement by winning honors against the independent districts. Occasionally, however, a rural boy or girl, competing out of the rural class, advances to the State meet, but there is no case of record in 20 years wherein such a contestant won State honors.

It may be worth while to note that more time and attention is given by the central administration of the League to the rural school competitions than to any other single phase of its work. We are all hoping that the time will come when

the rural divisions may be discontinued because no longer necessary. The democratic slogan of equal educational opportunity for all now represents merely an ideal. In view of actual conditions, no person familiar with conditions considers it in any other light. Some, however, are more impatient for its realization; some, more than others, work more effectively toward it; some, in short, actually believe in democracy.

A COUNTY DIRECTOR of long and successful experience in conducting League meets criticizes in a recent letter the divisions now in force in the spelling and plain writing contests. Says he: "Two pupils in the tenth grade, one fifteen and the other thirteen, wished to enter the senior division. Having entered junior spelling before, they wished to take up new words. In using common sense, I cannot see why this team should not be allowed to enter the senior division. Are you going to place a premium on ignorance? Are you going to penalize a pupil's intelligence? Do you think that a pupil in the tenth grade should be asked to spell words that your fifth, sixth, and seventh grades spell?"

The present divisions were made many years ago on the theory that age rather than grade determined the extent of a pupil's vocabulary. In the ill-graded school, we think there is no doubt that such is the case. But perhaps the time has come, especially among the independent district schools which are more accurately and definitely graded than are the rural schools, that spelling divisions should be formed on the basis of grade rather than age. Suppose the first five grades were set apart for what is now the sub-junior division; the sixth and seventh for the junior division; and the high school grades for the senior division. Certainly the spelling contest could in this way be much more easily correlated with the curricular work in spelling than under the present arrangement. Suggestions from teachers of experience will be welcomed.

An age-grade classification would not be impossible, but rather difficult to administer.

INSTEAD of the cumbersome and troublesome rule debarring juniors in high school from junior declamation and allowing juniors so affected to enter senior declamation, how would it do to have a special division for high school juniors? One correspondent thinks this would solve the vexed question of what to do with the high school junior with whom the ward school juniors will not compete. It is a curious thing that there is less difficulty in getting ward school seniors to compete against high school seniors than there is in inducing the ward school junior to enter against the high school junior. It is perhaps due to the fact that the junior declaimer who has won over his schoolmates while in ward school, promoted to high school, seems more formidable than the high school senior seems to the ward school senior with whom competitive contact has not yet been established. Whatever the reason, ward or grammar grades will not compete in junior declamation with high school juniors. Maybe the easiest way to get better results will be to adopt the correspondent's suggestion.

ACCORDING to the report of Miss Myrtle Tanner, of Lorena, Director of the League in McLennan County, the meet this year was satisfactory in every way. Fifteen hundred contestants entered and, of course, Waco is not included in these competitions. There were 270 singers in the choral singing event, 570 players in playground ball, 91 players in tennis, five teams in girls' debate, and five teams in the boys' division, each team participating in four debates during the round-robin series; 94 speakers in declamation, 107 spelling contestants, and so on. When one considers that for each contestant in the county meet there are several other pupils who entered the local tryouts, and received benefit from preparation for the local contests, the percentage of participation in a well-organized county league is very high. The Waco Chamber of Commerce assisted in financing the meet, and substantial returns came also from the sale of advertising space in the eight-page program. The directors of this county are to be congratulated on the extensive program that came to a successful conclusion on March 26.

EDITORIAL NOTES

The question of competitive units is often overlooked by those who insist that all competition should be intramural. If one of the advocates of this theory will please present a scheme for securing competitive units within a rural school of fifty or seventy-five pupils that will develop as high a percentage of participation as the League interschool contests develop (often ranging as high as 90 per cent) we shall present such person with a suitable award.

In certain quarters the League is criticized for rules which tend to squeeze out the big physically overdeveloped player from the football competition. The two rules recently passed point this way, and the lowering of the age rule adopted several years ago has the same tendency. Average age of the high school senior in Texas is around seventeen. The youths which make up the high school team, we believe, should fairly represent the average.



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.

Typewriting

THE following questions have been asked relative to typewriting rules and answered. Interpretations here made are "official notice."

Question: Faculty Shifting.—The rule for faulty shifting reads: "If only part of a capital letter is seen, an error shall be charged." Does this mean that if the complete character is discernible no error is charged? For instance, suppose the capital letter appears as follows: *This*. Should an error be charged for the letter being above the line of writing although the complete character appears?

Answer: No error.

Question: Punctuation.—The rule for punctuation reads: "Any error in punctuation shall be penalized unless the preceding word has already been penalized." Suppose the student should write the phrase, "in the line of writing," as follows: "in the line of writing." Should one or two errors be charged?

Answer: Only one error.

Question: Suppose a colon is followed by a quotation mark in the copy, and the student omits both. Should one or two errors be charged?

Answer: Two errors.

Question: Re-Written Matter.—The rule for re-written material reads: "Every word omitted, inserted, misspelled, or in any way changed from the printed copy shall be penalized. But one error shall be charged for any one word except in case of re-written matter, when one additional error shall be charged for the insertion or transposition." Does this mean that when a student rewrites a sentence in his test that an error is charged for each word re-written, whether there is a typographical error in that word or not, then an additional error charged for the re-writing? Or, does this mean that one error is charged for re-writing the matter, then if any errors appear in any of the re-written words, they are charged? In answering, please take the supposition that a student has re-written a sentence of eight words and made typographical mistakes in two of the eight words. Would there be three errors, nine, or eleven?

Answer: Nine errors.

Question: In copy omitted, one error is charged for each word. Is there also an additional error for the whole omission?

Answer: Only for each omitted word.

Question: Should we observe any rule for "piling"? (In this contest.)

Answer: If each letter is distinct, no error is charged. For instance, if "a" and "b" were recorded so close together that you could barely lay a hair between them, no error is charged. But, if there is any overlapping, even the slightest, charge one error.

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.

Suspended Schools
Spur High School: Suspended in football for 1931 season.
Whitcomb High School: Suspended in basketball, debate and track and field for the 1931-32 school year.

For penalty for contesting with a suspended school in the events in which the suspension occurs, see Article VIII, Section 12, Constitution and Rules.
Huntington High School (Angelina County) was suspended in basketball until the close of the 1932 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.

Cisco High School suspended in football for 1932 football season.



NOW that the commencement season is almost here, requests are being received daily in the Extension Loan Library of The University of Texas for material to be used in preparing commencement programs.

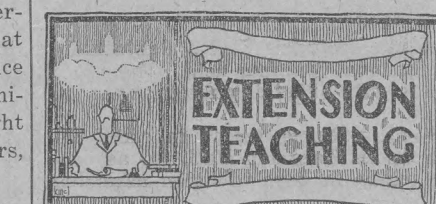
The best help which we have to offer is a copy of a recent book by Harry C. McKown called, "Commencement Activities." There has

been much talk among progressive educators of getting away from the old traditional commencement program and replacing it with what is termed a "vitalized commencement." In his book Mr. McKown tells how to do this. All of the 310 pages of the book are filled with valuable and practical suggestions. Some of the chapter headings are "The selection and work of the speakers," "Details of commencement activities and procedure," "Unified theme programs," "Exhibition and demonstration programs," and "Dramatization programs." In the chapter on "Unified theme programs" a large number of actual programs used by schools in various parts of the United States are given. A few of the themes listed are "Our School and Citizenship," "Use of Leisure Time," and "Books and Libraries."

The *Journal of the National Education Association* has been printing articles on "vitalized commencements" for circulation, as well as copies of these in the Extension Loan Library for circulation, as well as copies of the book by McKown.

When a school has decided on the central theme to be used for the commencement program, material to be used in preparing speeches on the different phases of it can often be borrowed from the Extension Loan Library. For instance, if Vocational Training were selected as the central theme we could furnish material on such topics as What Is Vocational Education?, Choosing a Vocation, Vocational Possibilities for Boys, Vocational Possibilities for Girls. Besides general subjects such as these, we have material on fifty-five specific vocations, such as Aviation, Pharmacy, Law, Teaching, Home Economics, and Library Work. Teachers often ask each senior to write a term theme on the vocation in which he or she is most interested, and they borrow material from us for this purpose also.

Perhaps your school is planning to give a play during commencement. If so, we can help you to find one suited to your purpose. There are more than 2,000 plays in the library which are loaned to schools in groups of about six at a time. They may be kept for a week—long enough for the teacher to read them and decide whether he wants to produce one of them. After the play has been chosen the borrower orders it directly from the publisher. When writing for plays it is well to give as many details as possible as to the type of play wanted, the number of characters, the length, etc., so that the Director of Dramatics will know what to send you.



THE Extension Teaching Bureau of The University of Texas is unfortunate in the loss of one of its first and best instructors of correspondence work. However, we cannot but rejoice in the rise of Mr. J. W. Calhoun in the administrative circles of the University. Mr. Calhoun is not only Comptroller of the University, but a professor of mathematics. Needless to say, he now has a large number of important duties which take his entire time, leaving no spare moments to devote to the Extension Division.

First Correspondence Student

Mr. Calhoun has kept a record of all his students since the first one, which was Lee M. Angell, who registered on November 6, 1909, for a course in advanced algebra. As Sister M. Angelique was his second student, we may quote Mr. Calhoun as saying, "These two names indicated that my experience as a correspondence instructor was going to be of a paradisaical nature, and this has not entirely failed of fulfillment." He also goes on to say that "Sister Mary Angelique of Our Lady of the Lake was the first of a long line of 'Sisters' who have almost uniformly been good students and who stand in a class by themselves in regard to percentage of enrollments to complete their work. Sister Angelique sent in work whose excellence in quality has been seldom equalled and whose excellence of get-up has never been excelled."

Specialized in Trigonometry

During Mr. Calhoun's career as a correspondence instructor, he has taught, at one time or another, students in plane geometry, solid geometry, trigonometry, algebra, calculus, and analytical geometry. As the correspondence registrations and instructors increased in numbers, Mr. Calhoun specialized in teaching trigonometry by correspondence. In all the years of his teaching he only re-

ceived one unfriendly letter. This letter came from a father who fancied his son's papers had been unduly criticized. Mr. Calhoun was rewarded with many friendly letters from his students. A large number of his students later came to the University, and almost without exception made good residence students.

Among the prominent people who have taken correspondence courses under Mr. Calhoun are:

R. T. Ellis, Secretary T.S.T.A.
Sarah Lewis Clapp (now in Louisiana).

Edna Graham, Professor of Mathematics at West Texas State Teachers College.

Sister M. Angelique, Dean of Our Lady of the Lake College.

50 Per Cent Completions

Mr. Calhoun, in his experience of teaching something like 1,000 correspondence students, finds that those who finish their courses make high averages, while it is usually the poor students who make C- and D, and the like, who drop their work. Of course, in this large number of students, Mr. Calhoun has found students who have attempted to cheat by acquiring "keys" or getting someone else to help them, or by trying to get improper supervision of the final examination. However, the large majority of the students either did the work themselves or, finding it too hard, gave it up. Mr. Calhoun finds that about 50 per cent of his students have completed their courses.

Mr. Calhoun says, "More teachers have been enrolled than my other profession, but there have been farmers, housewives, soldiers, truck drivers, nightwatchmen, bank clerks, prescription clerks, ministers, and blacksmiths."

Books and Magazines

Extemporaneous Speaking, by Elmer W. Smith, Prentice-Hall, Inc., 70 Fifth Avenue, New York, N. Y., 402 pp. 1932. Price \$1.60.

Teachers of extemporaneous speech will welcome this volume as a present help in time of the trouble of preparing pupils for participation in League contests in this event. It was issued a little too late this year to be of assistance, but the forehanded coach will add this book to his library for study during the summer months in preparation for the opening of school next fall when anxious students will be seeking guidance for next year's contests.

The author, Professor Smith, of Colgate University, has had fifteen or twenty years' experience in this field, particularly in the field of preparing pupils for contests. He, and many others connected with this work, have been amazed at the extemporizing power of comparatively young high school boys and girls, once they get into the habit of speaking without having previously memorized what they have to say. They get a sense of exhilaration from being freed from the bondage of the memorized speech, and this sense of freedom is reflected in the whole personality of the speaker. If the purpose of teaching is to develop the individuality of the pupil, surely there is no other exercise so conducive to this end than training in extemporaneous expression. It not only develops platform power, but makes of the person practiced in the art a better conversationalist; and when the preparation covers worthwhile topics, it stores the mind with rich material for independent thought.

Professor Smith has organized the presentation of this subject in a logical way, and teachers will find that it is excellently adapted to classroom work.

R. B.

Declamation Suggestions

(By Mrs. W. S. Shaver, Weimar)

I HAVE been in the school work in Colorado County, in Weimar, since 1901 and have been, and still am, heartily in sympathy with Interscholastic work. To me it brings wonderful results in every line of endeavor undertaken, but I do believe the judges are losing sight of the type of pieces eligible for declamation: "Laddie," "The Old Wash Place," "Little Boy Blue," "We Are Seven," and "One, Two, Three" do not contain characteristics set forth by the League Bulletin. They appeal to the emotions—especially the first three named—and the last two contain impersonation.

Please give this question some consideration before another meet comes on and, too, I'd like to suggest that it would be less discouraging to those entering declamation if one who wins first place at the district (juniors) be ineligible the next year. A child who enters and wins first place three years in succession stands in the way of others. Sometimes that winner speaks the same piece each year. Such procedure, naturally, handicaps others.

You invite kindly given suggestions. Therefore I have made these with a feeling of deepest interest in the League work. I firmly believe both of the things I have mentioned are detrimental to the best interests of this work.

High School Press

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

IT won't be long now until that army of high school students of Texas streams into Austin for the Interscholastic League meets; and we are counting on a number of journalists being in that army for the purpose of coming to the annual convention of the Interscholastic League Press Conference. The convention, you know, takes place on the last two days of the League Meet, May 6 and 7.

What subjects do you want discussed at that convention? There is no use in a convention unless it has practical value to the delegates who attend; therefore, we are making our plans to give you suggestions that you may take home with you to use on your paper. We should be glad for you to drop us a line and tell us what your problems are so that, at the convention, we can make an effort to help you with them.

Small and Large Papers

Problems of small papers differ from those of larger papers. We have planned for the convention more of a division into groups according to size of paper than we have had in the past. Delegates from small papers may, if they wish, hear talks on headline schedules, news story style, front page make-up, and other topics that touch on the problems of these papers. Delegates from the larger papers will hear discussions of general news policies, news evaluation, gaining reader interest, and other topics which are of more direct concern to the large paper than to the small paper.

In addition we are gathering information which we will give to you in a series of talks for the entire group, talks discussing circulation methods, writing of advertising, selling of advertising, building of good-will among merchants.

Entertainment Program

Entertainment as well as instruction will play a part on the program. For one thing, it will be fun to meet journalists from other parts of the state and talk over your journalistic experiences with them. For those who do not take part in the journalism contests there will be plenty of free time for you to visit places of interest in Austin: the Capitol Building, the Old French Embassy, O. Henry's old home, the Elizabeth Ney studio, or to see some of the League athletic events. The big entertainment feature will be the Friday night banquet. Those of you who were at the convention last year know what a good time we had at that banquet last year.

Journalism Contests

You understand about those journalism contests, do you not? Along with our convention there will be a series of five journalism contests given under the direction of the Interscholastic League in reporting, copyreading, headline writing, proof reading, and editorial writing. If your paper is published every two weeks or more often, it was graded in a district elimination contest. In each district the two best papers in each of three groups were selected, and from each of these best papers two delegates may enter the journalism contests. If your paper is not published as often as twice a month or if it is not selected as one of the district winners, then it will not enter delegates in the contests. Any paper that is enrolled in the I. L. P. C., however, both those that enter the contests and those that do not, is entitled to send delegates to the Convention.

Officers of Convention

Officers who will help direct the I. L. P. C. convention are Marjorie Nelson, Sam Houston High School, president; Mack Machin, Abilene High School, vice president; and Harriet Malloy, Palestine High School, secretary. Officers for 1932-33 will be elected at the convention.

Melvin Sues, managing editor of *The Campus Cub*, dropped into headquarters of the I. L. P. C. a few days ago. He was full of enthusiasm about the work *The Campus Cub* is doing now. The Houston papers, on the whole, have been steadily improving, and particularly the staff of *The Cub* seems to be on the job to improve their paper at every opportunity.

The Marjorie Shorthorn is giving a prize to the class which edits the best issue of the paper. Such a contest should do much to stimulate student interest in the paper.

Don't forget the convention: two days of fun, work, and instruction.

There is nothing so fatal to character as half-finished tasks.

—D. Lloyd George.

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.)

Interesting and playable one-act plays from Samuel French, 25 West 45 Street, New York.

Pirates, by Colin Clements. 30c.
Comedy, 1 act, 7w, 1 int, costumes modern or mid-Victorian, 30 min. Brilliant little play concerning gossip and its effects. Recommended.

Three Rogues And A Rascal, by Wilna Wiggington. 30c.
Farce, 1 act, 4m, 1 int, costumes modern, 20 min. A clever satire with a funny court room scene and a surprise ending.

If Men Played Cards As Women Do, George S. Kaufman. 30c.
Comedy, 1 act, 4m, 1 int, costumes modern, 30 min. A satire for men that is irresistible if well done.

The Lost Silk Hat, by Lord Dunsany. 50c.
Comedy, 1 act, 5m, 1 ext, costumes modern, 30 min. An agitated young man who has forgotten his hat upon leaving a young lady tries in turn to induce a laborer, a clerk, a poet, and a policeman, to get his hat for him. Subtle and ingenious comedy. Requires skilled actors.

Taxi, by Alice C. D. Riley. 50c.
Comedy, 1 act, 1m1w, ext, costumes modern, 20 min. Good comedy, easy to produce.

The Loan Of A Lover, by J. R. Planché. 25c.
Comedy, 1 act, 4m2w, 1 ext, costumes period, 50 min. A quaint and charming old piece, with an opportunity for the introduction of songs.

Speaking To Father, by George Ade. 50c.
Comedy, 1 act, 3m2w, 1 int, costumes modern, 30 min. An impetuous young suitor, just out of college, proves his business ability to his prospective father-in-law, and wins the girl. A "Fable in Slang." Good fun and easy to do.

A Proposal Under Difficulties, by John Kendrick Bangs. 35c.
Farce, 1 act, 2m2w, 1 int, costumes modern, 35 min. A bashful suitor finally turns the difficulties he encounters in making a proposal to his advantage and wins his lady. A popular and amusing old farce.

Station YYY, by Booth Tarkington. 50c.
Comedy, 1 act, 4m4w, 1 int, costumes modern, 30 min. His 15 year old son and his junior law partner take advantage of Mr. Winstead's enthusiasm for radio and do a bit of plotting and broadcasting for their own special interests. A comedy of American family life, with Tarkington at his best. Highly recommended.

Nocturne, by Anthony Wharton. 30c.
Drama, 1 act, 2m3w, 1 int, costumes modern, 35 min. A pathetic story of a girl who has become embittered because she is homely and unattractive. Her pretty and amiable room-mate is to be married, and in a dream a lover comes to her too in the person of a man she had seen years before and never forgotten. Good character sketch.

The Little Shepherdess, by Andre Rivoire. 35c.
Comedy, 1 act, 1m2w, 1 ext, costumes eighteenth century, 30 min. A dainty little pastoral sketch, poetic in conception, requiring rather fine acting. Especially recommended.

Op-o'-Me-Thumb, by Frederick Fenn and Richard Pryce. 30c.
Comedy, 1 act, 1m5w, 1 int, costumes modern, 40 min. Amanda Afflick, diminutive worker in a laundry, weaves a romance about herself and the owner of an unclaimed shirt. When the owner arrives to claim his property her romance is shattered. Instead of the grand gentleman she had pictured, he is a rough laborer who can scarcely conceal his contempt for his small adorer. Admirable romantic comedy, a delightful mixture of fun and pathos. Both cockney and broken French dialect add to the difficulties of production. Requires experienced acting.

Our Career, by Edna Riese. 30c.
Comedy, 1 act, 8m5w, 1 int, costumes modern, 40 min. An amusing light comedy of college life. Easy to do. Recommended.

Jimmy, by A. Patrick. R. 30c.
1 act, 2m, int, cost. mod. 30 min. An ex-convict has given up hope of living straight when something occurs that opens up a bright future for him. Good characterization. Plot that holds the interest. Well suited to H. S. boys.

Just Women, by Colin Clements. 30c.
Comedy, 1 act, 7w, 1 int, costumes mid-Victorian, 30 min. Gossips of an English village deplore the coming of modern improvements, but quickly change their views when "Her Ladyship" approves the new trend. An excellent little play with plot interest as well as literary value. The "catty" dialogue of the women will amuse any audience.

Saturday's Children, by Maxwell Anderson. Longmans, Green & Co., New York. \$2.00.
Comedy, 3 acts, 3m4w, 3 int, costumes modern. With a plot built around the tricks of courtship and the trials of marriage, the author has wrought a play that is wise, human, and tenderly humorous. For advanced L. T. groups.

Alison's House, by Susan Glaspell. Samuel French. \$2.00.
Drama, 3 acts, 5m6w, 2 int, costumes modern. Pulitzer Prize winner in 1931 and produced by the Civic Repertory Theatre. "ALISON'S HOUSE," based, so rumor has it, on certain incidents

Famous Texas Educator Dies

(In the April, 1929, issue, the Leaguer published short account of the life of Robert Bartow Cousins, written by his daughter, Edith Cousins. Dr. Cousins died March 4, and we republish the article—Editor's Note.)

Robert Bartow Cousins was born in Fayetteville, Georgia, July 21, 1861, the day of the first great battle between the North and South. His father was a physician, and his mother a teacher, even long after her marriage. Her school was the center of the community life, students coming for miles around to attend it.

Mr. Cousins' boyhood was spent in the region of Georgia that had been devastated by Sherman's march to the sea. But his family was of sturdy pioneer stock which rebuilt a more beautiful civilization on the ruins of the old.



ROBERT BARTOW COUSINS

The first school the boy attended was known as "Shady Grove" and was taught by his aunt. The young children were taught the alphabet, a little spelling, and good manners. To the older children she taught these and the multiplication table. The school house was in a grove partially cut away near the neighborhood burying ground. It was made of logs cut to fit at the corners, with a door at each end. The doors and an open gable at one end gave all the light and ventilation necessary for summer—no one went to school in the winter. The furniture in the room consisted of a kitchen table and home-made chair for the teacher, and benches made from slabs of logs, with pegs for legs, for the children.

Attended Pioneer Schools

Later, he attended a series of schools of similar type, each lasting six weeks. The children were taught any subjects the teacher could teach. Spelling was especially emphasized, and a chapter in the Bible was spelled out each day as a reading lesson. For textbooks the children brought with them any books the family might have at home, or any that the parents wanted them taught. School began shortly after sunrise and lasted until sundown. There was a two-hour recess in the middle of the day. On Friday afternoon everybody had to "say a speech."

His mother, not satisfied with these schools which were so very poorly and spasmodically run, determined that her children should have an education, and opened a school for them herself. To this, neighborhood children were admitted, then children from a distance, until she had about sixty students. It was here that the intellectual life of the boy began.

About this time, the boy met two men who left their imprint. Senator Steve Clay, a teacher who inspired the boy with pluck and confidence, and Lieutenant W. S. Beadles, who himself a high spirited gentleman, impressed the boy that he, too, was a gentleman, and should always be no less.

As a young man, he first attended the North Georgia Agriculture College, and later, the University of Georgia, working his way through both schools by hoeing, plowing, or any work to which he could turn his hand.

After his years at the first school, he was granted a two-year teacher's certificate. In the summer he taught his first school, "Little Prospect." He had thirty-five students, the oldest a Confederate ex-soldier, and the youngest the soldier's six-year-old daughter.

Came to Texas in 1883

After his graduation from the university he went to Florida for a year, then came to Texas in 1883. He taught in the public schools in Longview, Texas, where he met and married the young music teacher in the school there. Leaving Longview, he went to Mineola for two years and then to Mexia. He was here for sixteen years, after making that school spoken of throughout Texas as one of the best small-town schools.

Leaving Mexia, Mr. Cousins moved to Huntsville, from which place he made his campaign for State Superintendent of Public Instruction. He served in this office for two and a half terms.

On entering the office, one of the ex-State Superintendents said to him,

"Be State Superintendent, but let school legislation alone." Mr. Cousins thanked him, but declined to act on his advice, replying that he would rather be in office one term and try to accomplish something than be State Superintendent ten terms and only draw a salary and just "be State Superintendent." So for the first time the State Superintendent became the real head of the public schools instead of merely the more or less decorative figurehead.

And he fulfilled this purpose. Before three months the papers were carrying news of proposed school laws. And by the end of his administration he had secured the following very important legislation:

- School laws codified.
- School age extended.
- Textbooks made uniform.
- Common schools permitted to issue bonds for building school-houses.
- Provision made for enumerating children of school age.
- Provision made for supervision of rural schools.
- Course of study organized and printed.
- Teachers were required to attend institutes and normal schools.
- Industrial subjects and kindergartens urged.
- Summer schools in the colleges made an important part of the year's work.

These were a few of the more important of the school laws passed during the five years he was in office. For the first time, the State Superintendent had become in deed as well as in name the real head of the schools of the State and education in Texas took a remarkable stride forward.

President of Teachers' College
In 1910, Mr. Cousins resigned in Austin to become president of the newly established normal school in Canyon, Texas. It had long been his idea that teacher-training should be as highly specialized as that of a lawyer or surgeon. Up until that time the normal schools were schools of poor standing, their graduates being admitted only to freshman class in the State University.

One of his first acts at Canyon was to establish a training school in which the teacher could get training similar to that of the doctor in the clinic. The first training school in Texas was in this school in Canyon. Similarly, true to his former urgings, domestic science and agriculture were made major departments in the school.

Up to this time, the course of study of the normal schools was the same, no matter what the student intended to teach. Very early, specialized courses of study were worked out, so that the students who intended teach-

ing primary grades were given special training in that work, while those preparing for specialized work in the higher grades were given proper training. Another year was added so that the normal schools now covered the last two years of high school and the first two of college, and the diploma granted had this standing.

The last act of Mr. Cousins, before leaving Canyon in 1917, was to add the last two years of the college work and put the high school years with a "sub-college" division. The old "normal schools" now became Teachers' Colleges, granting standard A.B. degrees, which were recognized all over the country for graduate work.

In a period of seven years, largely under his leadership, teacher-training institutions were changed from scant, struggling schools with diplomas that carried no influence, to highly specialized, standard A-1 colleges offering degrees that ranked with those of any standard college.

Became City Superintendent

In 1919, Mr. Cousins moved to Houston as city school superintendent. There he put into actual practice those ideals and principles he had been teaching in the teacher-training school.

Mr. Cousins went to Kingsville in 1921 to organize and build the South Texas Teachers College there. In this institution he is carrying on, building for the boys and girls of Texas.

The list of men and women in Texas who have been trained in their work under him is all but interminable. College presidents, city school superintendents, school board members, business men, preachers, and teachers in every rank of the teaching profession acknowledge his influence.

Throughout his whole life he has been guided by the principles of Christianity and his voice has been raised in its dissemination.

He was married early in his residence in Texas to a woman whose life has been his inspiration and ballast. To them were born six children, four of whom are living and carrying on the ideals he has inculcated. The oldest son, R. B. Cousins, Jr., is the State Insurance Commissioner of Texas; the second son, Ralph P. Cousins, is a major in the Air Service, U.S.A., now stationed in the Philippines. The third son, W. K. Cousins, is sports editor of the *Wichita* (Kan.) *Eagle*. The daughter is now associate dean of women and teacher of psychology in the college at Kingsville.

Mr. Cousins has served as the president of the State Teachers Association, and organized the conference for education in Texas, which group was instrumental in putting many educational principles into practice. He has organized and built two major colleges in the State. His life has been given to the education of the boys and girls of the State and he merits the esteem and confidence of all Texans.

"When we worship greatness passing by,
We, ourselves, are great."

Let's Go to the Meet

BY MRS. ROY HOLLAR
Travis County Teacher

THE Interscholastic League was organized not that a few children might have medals and one school in each division have a banner to wave, but it was organized (1) to give every rural child a chance to compete with his peers, (2) to develop a spirit of good winning and good losing, (3) to enlarge the vision and widen the opportunity of our youth.

The work offered by the League may be used to motivate various branches of school work. I hope many schools will have tryouts in all the literary events with judges to select school representatives. A contest in which every junior girl recites a selection from standard poetry does two things: It acquaints the school and community with some good poems and it increases the oral and silent reading ability of the school as a whole. I recall a little second grade girl who gave "The House by the Side of the Road" very well indeed all because it was the choice of her brother who was a junior declaimer.

No one could, I think, deny that this was extension service which may extend far down the years.

Even the best of our rural declaimers have room for much improvement, but any junior who has said "America for Me" and any senior who has committed Grady's "New South" to memory will have a richer store of knowledge and a little broader vision than the pupils who lack these mental treasures.

I am told that an English instructor in the South's largest university once told a class that he could pick out his students who had learned the Mother Goose Rhymes in their infancy. I think that this is very probable; I also think that if there were in his classes those who appeared to have learned only a few rhymes, they were rural boys and girls who one step from infancy, had

Texas Press Comments on League

THE Interscholastic League with its annual competition is one of the most valuable movements of an educational nature ever launched. In the various literary events, schools throughout the county compete, and during most of the second term of the school year, students are practicing during their extra periods on debate, essay writing, extemporaneous speaking, declamation, spelling, arithmetic, music and picture memory and other competitive events, a thorough knowledge of which is a valuable asset to the child's complete education.

The track and field events are equally as worthy in furnishing excellent competition and building man-power and physical proficiency in the youth.—*Kaufman Herald*.

TWENTY schools of Cooke County, including the Gainesville High School, will be the guests of Gainesville today and Saturday, on the occasion of the 18th annual Interscholastic League meeting, held for the purpose of permitting the brightest students of the several schools an opportunity to determine which of them in their respective fields will be selected to go into the district competitions, with a view to entering the State finals.

These competitions include mental as well as physical events, to be conducted under the strict rules and regulations outlined by the higher institutions of learning in Texas. To be declared a winner under such conditions and amidst the finest intellect of a score of the best schools of Cooke County, is an honor of which any young man or young woman may be justly proud.—*Gainesville Register*.

CHORAL Singing is the baby event on the League program this year, and judging from the interest being manifested among rural schools of the county at present, it is destined to become one of the leading numbers on the list. It seems to be an appeal to the rural schools, answering a long felt desire for expression along this line of activity. Almost all schools are entering this event, and why not? It is the one event in which the entire school may participate as a group, from the youngest to the oldest student.

Being of a triple character, educational, entertaining, and meeting a social need of the rural community, each community certainly ought to feel a deep interest in its representative choir, and truly proud ought that school and community feel that can produce a winning choir. Who's going to win first honors in this new event anyway? Now that is an interesting question and no one can tell.—*Huntsville Item*.

THE great breadth of the competition now sponsored by the League makes the organization one of the most potent phases of extra-curricular work that is to be found in the State's school system. Although athletics—a varied type—play an important part in the League's work, this is by no means the most important part. There are the literary events, the music memory contests, and other types of competitive events.

The range of events sponsored by the League is so broad that practically every student has an opportunity to participate in an event in which he

begun to learn poems. The average child would not choose to say a selection aloud before or after school merely to say a poem but for a competitive try-out he will practice vigilantly and many are the final "G's" thus made permanent.

After the try-outs when the selection for each school has been made and the county meet takes place, the entries have the pleasure of a trip to the center of the county and the benefit of competing with others in new surroundings. The parents who form the sea of faces before them develop community and county spirit. Such gatherings must foster a desire for better things in the scholastic field and a deeper understanding of inter-community affairs.

I have spoken of declamation only, but these things are true of every field of the interscholastic work. Music, song and art are brought to my rural school and yours by the League. You may call it "cultural background" or "general information" next year or you may name it something else, but on this point we will all agree that the school which has entered spellers, declaimers, picture memory students, high jumpers, etc., to the end of the list will, if they have kept the worth while goals in sight and minimized the petty local feelings, be able to say with a grand old hymn:

"The toil of the road will seem nothing,
When we come to the end of the way."

For every minute that is spent in enlarging the vision and widening the experiences of the youth of the

is especially capable or for which he has a special liking.

Regardless of one's view on the matter, competition among students tends to bring out the best efforts, and creates a greater interest in what might ordinarily be an uninteresting procedure. In the course of this competition, students will automatically absorb considerable information and training, a fact which in itself would justify the League's existence.—*Alice Echo*.

OUR Interscholastic meets are sponsored by The University of Texas, who believe that by conducting such contests they are encouraging improvement of instruction as well as a stimulating prod to the student. The League, through its carefully supervised contests in debate, declamation, essay writing, spelling, music memory, art, typewriting, the three R's, one-act play, and other events, meets two fundamental needs of classroom teaching: In the first place it stimulates general interest in the student with respect to the work of the school; and in the second place, it satisfies the well-known principle of teaching that only through self-activity on the part of the student does permanent development come. Every contest of the League, whether athletic or literary, is conducted for one purpose, to cooperate with the school in furthering the educational interests of the pupil. Not only is the pupil's work motivated and stimulated, but the school is improved by community interest in the institution. Records in college of students who participated in League contests show that they are a selective agency for success there. Hundreds of winners in the county meet have become honor students in college.—*Shamrock Texan*.

WITH thirty-seven schools entered in literary and athletic events, the Houston County meet promises to be one of the most successful held in years and keen rivalry is anticipated as contestants strive for the high honors that will be conferred upon the winners. With its origin dating back a long number of years ago, the county meet has gained in popularity each year until now it is beyond doubt the most colorful of all annual county events.

From east and west and north and south the throngs will flock into Crockett tomorrow and Saturday as contestants, spectators, rosters, and disinterested parties. It behooves the people of our city to extend a hand of welcome to these visitors and to make them feel that Crockett is glad for them to be here. The people who will be here for the meet are our friends and neighbors, and we must treat them as such. Every person must do his part toward making the meet a success, and the main factor in making the meet successful is giving the visitors a royal reception here.

The resounding thump of ball meeting bat, the ringing voices of debaters, declaimers and extemporaneous speakers, the beat of racing feet as the track teams begin the grind, the booming voices of the announcers as they call off the events, and many other things will be heard during the meet to quicken the beat of the heart and lighten the step of lovers of clean competitive sport.—*Crockett Times*.

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rural Texas is not time for which we need fear to render account.—*Texas Outlook*.

Dromgoole Is Author Of Poem "The Bridge Builder"

PROFESSOR JOHN F. SINCLAIR, of the Texas College of Arts and Industries, writes to clear up authorship of poem frequently announced in declamation contests as anonymous, as follows:

"In declamations the poem, *The Bridge Builder*, is frequently used by the boys and girls and invariably announced 'author unknown.'

"A little book in my possession entitled *The Bridge Builders*, by Richard Braunstein, contains the poem, *The Bridge Builder* by Will Allen Dromgoole. Since the author of the book, in a footnote, states that he has the permission of the author of the poem to print it, the authenticity of this report appears established.

"Perhaps through your position teachers and others concerned can be advised of the above, in order that the children as well as the public can become acquainted with the name of this poet."

Are you in earnest?
Seize this very minute
What you do think you can,
Begin it.
—Goethe.

DISTRICT CENTERS AND DISTRICT OFFICERS

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

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

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

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

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

One-Act Play Centers

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

District No. 1

District Center: Canyon. Professor W. E. Lockhart, West Texas State Teachers' College (1); Professor C. Wesley Batchelder, West Texas State Teachers' College (2); Professor E. 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 Declamation; Miss Ada V. Clark, West Texas State Teachers' College, Director of Music Memory.

One-Act Play Tournament: Center, Canyon; Manager, Professor W. E. Lockhart, West Texas State Teachers' College, Canyon.
 Counties: Armstrong, Briscoe, Carson, Castro, Dallam, Deaf Smith, Donley, Gray, Hansford, Hartley, Hemphill, Hutchinson, Lipscomb, Moore, Ochiltree, Oldham, Parmer, Potter, Randall, Roberts, Sherman, Swisher.

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 Ruth Pirtle, Texas Technological College, Lubbock (4); Professor R. A. Mills, Texas Technological College, Lubbock (5); J. O. Morgan, Texas Technological College, Lubbock (6); Professor W. P. Clement, Texas Technological College, Director of Junior Declamation.

One-Act Play Tournament: Center No. 2A, Lubbock; Manager, Miss Annah Jo Pendleton, Texas Technological College, Lubbock.
 One-Act Play Tournament: Center No. 2B, Plainview; Manager, President G. W. McDonald, Wayland College, Plainview.
 Counties: Bailey, Borden, Cochran, Crosby, Dawson, Dickens, Floyd, Gaines, Garza, Hale, Hookley, Lamb, Lubbock, Lynn, Martin, Terry, Yoakum.

District No. 3

District Center: Childress. Superintendent A. W. Adams, Childress (1); Miss Mabel Hare, Childress (2); Superintendent C. T. Graves, Crowell (3); Superintendent W. E. Hancock, Childress (4); Superintendent C. E. Jackson, Paducah (5); Principal W. C. Davis, Childress (6).
 One-Act Play Tournament: Center, Crowell; Manager, Superintendent I. T. Graves, Crowell.
 Counties: Childress, Collingsworth, Cottle, Foard, Hall, Hardeman, King, Motley, Wheeler.

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. Shulkey, Olney (4); Superintendent J. F. Kemp, Seymour (5); Superintendent B. M. Dinmore, Electra (6); Superintendent Butler Westerfield, Burk Burnett, Director of Junior Declamation.
 One-Act Play Tournament: Center, Olney; Manager, Superintendent B. C. Shulkey, Olney.
 Counties: Archer, Baylor, Clay, Jack, Montague, Throckmorton, Wichita, Wilbarger, Young.

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).
 One-Act Play Tournament: Center, Paris; Manager, Miss Hope Ridings, Junior College, Paris.
 Counties: Delta, Fannin, Franklin, Grayson, Lamar, Red River.

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. Frink, Greenville (6); Principal J. C. Tucker, Junior High School, Greenville, Director of Junior Declamation.
 One-Act Play Tournament: Center, Commerce; Manager, Miss Maude Webster, East Texas State Teachers' College, Commerce.
 Counties: Collin, Hopkins, Hunt, Kaufman, Rains, Rockwall, Van Zandt, Wood.

District No. 7

District Center: Texarkana. Professor H. L. Lamb, 1541 West Ninth Street, Texarkana (1); Superintendent P. E. Wallace, Mt. Pleasant (2); Superintendent H. T. Morris, Naples (3); Superintendent M. E. Ivey, Atlanta (4); Miss Opie Dalby, High School, Texarkana (5); Professor M. F. Fleming, Winfield (6).
 One-Act Play Tournament: Center, Texarkana; Manager, Superintendent H. W. Stilwell, Texarkana.
 Counties: Bowie, Camp, Cass, Marion, Morris, Titus, Upshur.

District No. 8

District Center: Abilene. Superintendent R. D. Green, Abilene (1); Superintendent Frank L. Williams, Roscoe (2); Superintendent B. H. McLean, Sweetwater (3); Superintendent J. F. Boren, Baird (4); Superintendent E. M. Connell, Anson (5); H. S. Fatherree, High School, Abilene (6); Superintendent L. W. Johnson, Stamford, Director of Junior Declamation; Mr. Dalton Hill, Roby, Director of Volley Ball.
 One-Act Play Tournament: Center, Sweetwater; Manager, Miss Ethel Harkins, Sweetwater.
 Counties: Callahan, Fisher, Haskell, Howard, Jones, Kent, Knox, Mitchell, Nolan, Scurry, Shackelford, Stonewall, Taylor.

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. Esker Curtis, Ranger (6); Superintendent P. B. Bittle, Eastland, Director of Junior Declamation.
 One-Act Play Tournament: Center, Ranger; Manager, Superintendent R. F. Holloway, Ranger.
 Counties: Eastland, Erath, Hood, Palo Pinto, Somervell, Stephens.

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. Kooker, Arlington (5); Professor Theron J. Fouts, Denton (6); V. Y. Craig, North Texas State Teachers' College, Denton, Director of Junior Declamation.
 One-Act Play Tournament: Center, Denton; Manager, Professor F. W. Emerson, College of Industrial Arts, Denton.
 Counties: Cooke, Dallas, Denton, Parker, Tarrant, Wise.

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).
 One-Act Play Tournament: Center, Hillsboro, Manager, Miss Mary Lena Parr, Junior College, Hillsboro.
 Counties: Bosque, Ellis, Hill, Johnson, Navarro.

District No. 12

District Center: Nacogdoches. Dean T. E. Ferguson, Stephen F. Austin State Teachers College, Nacogdoches (1); Professor W. F. Garner, Stephen F. Austin State Teachers College, Nacogdoches (2); Professor J. J. Wilson, Stephen F. Austin State Teachers College, Nacogdoches (3); Professor W. R. Davis, Stephen F. Austin State Teachers College, Nacogdoches (4); Miss Mary J.

White, Stephen F. Austin State Teachers College, Nacogdoches (5); Professor R. H. Shelton, Stephen F. Austin State Teachers College, Nacogdoches (6).
 One-Act Play Tournament: Center, Nacogdoches; Manager, Dean T. E. Ferguson, Stephen F. Austin State Teachers College, Nacogdoches.
 Counties: Angelina, Cherokee, Gregg, Harrison, Henderson, Nacogdoches, Panola, Rusk, Sabine, San Augustine, Shelby, Smith, Tyler.

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. Horace Shelton, Howard Payne College, Brownwood (6); Superintendent D. A. Newton, Brady, Director of Junior Declamation.
 One-Act Play Tournament: Center, Brownwood; Manager, Miss Clea McChristy, Howard Payne College, Brownwood.

Counties: Brown, Coleman, Comanche, Hamilton, Kimble, McCulloch, Mason, Menard, Mills, San Saba.

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. Wicher, Ireland (5); Geo. W. Forehand, Jr., Temple (6); Superintendent E. T. Robbins, Hearne, Director of Junior Declamation.
 One-Act Play Tournament: Center, Temple; Manager, Superintendent L. C. Procter, Temple.

Counties: Bell, Coryell, Falls, Freestone, Limestone, Milam, McLennan, Robertson.

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).
 One-Act Play Tournament: Center, Huntsville; Manager, P. M. Kenley, Sam Houston State Teachers' College, Huntsville.

Counties: Anderson, Grimes, Houston, Leon, Madison, Montgomery, Polk, San Jacinto, Trinity, Walker.

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. Slover, Orange (3); Miss Jessie Belle Cummings, South Park High School, Beaumont (4); Superintendent B. W. Martin, Kirbyville (5); Coach Tom Dennis, Fort Arthur (6); Mrs. Lena Milam, Beaumont, Director of Music Memory.
 One-Act Play Tournament: Center, Beaumont; Manager, Mrs. Mary Lipscomb Reed, High School.

Counties: Chambers, Hardin, Jasper, Jefferson, Liberty, Newton, Orange.

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, Iran (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 Declamation; B. J. Brannan, Sanderson, Director of Three-R.
 One-Act Play Tournament: Center, Toyah; Manager, Superintendent John H. Yoe, Toyah.

Counties: Andrews, Brewster, Crane, Culberson, Ector, El Paso, Hudspeth, Jeff Davis, Loving, Pecos, Presidio, Reeves, Terrell, Upton, Ward, Winkler.

District No. 18

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

One-Act Play Tournament: Center, Ballinger; Manager, Mr. E. R. Sublett, High School, Ballinger.

Counties: Coke, Concho, Crockett, Glasscock, Irion, Midland, Reagan, Runnels, Schleicher, Sterling, Sutton, Tom Green.

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. Darnell, 201 East Thirty-fourth Street, Austin (5); Eugene Lambert, High School, Taylor (6).
 One-Act Play Tournament: Center No. 22A, San Marcos; Manager, Dean J. E. Abney, San Marcos Baptist Academy, San Marcos.

Counties: Bastrop, Burnet, Lampasas, Llano, Travis, Williamson.

District No. 20

District Center: Brenham. Superintendent M. B. Holleman, Brenham (1); Superintendent W. W. Few, LaGrange (2); Superintendent Arthur Niebur, Bellville (3); Superintendent H. R. Gross, A. and M. Consolidated, Colere Station (4); Miss Alice Langham, Caldwell (5); Mr. Dan O'Neil, Brenham (6); Miss Laura Wendt, Brenham, Director of Junior Declamation.
 One-Act Play Tournament: Center, Brenham; Manager, C. M. Selman, Brenham.
 Counties: Austin, Brazos, Burleson, Colorado, Fayette, Lee, Waller, Washington.

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 Declamation.
 One-Act Play Tournament: Center, Freeport; Manager, Superintendent O. A. Fleming, Freeport.

Counties: Brazoria, Fort Bend, Galveston, Harris, Matagorda, Wharton.

District No. 22

District Center: Uvalde. Superintendent Guy Dean, Uvalde (1); Miss Bertha Dalton, Uvalde (2); Superintendent George P. Barron, Pearsall (3); Superintendent R. C. Patterson, Carrizo Springs (4); Superintendent A. R. Davis, Brackettville (5); Leo Baldwin, Cotulla (6).
 One-Act Play Tournament: Center, Pearsall; Manager, Superintendent Geo. P. Barron, Pearsall.

Counties: Dimmitt, Edwards, Frio, Kinney, LaSalle, Maverick, Medina, Real, Uvalde, Val Verde, Zavala.

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. Tampke, Southwest Texas State Teachers' College, San Marcos, Director of Music Memory.
 One-Act Play Tournament: Center No. 23A, San Marcos; Manager, Dean J. E. Abney, San Marcos Baptist Academy, San Marcos.

One-Act Play Tournament: Center No. 23B, Alamo Heights (San Antonio); Manager, J. F. Howard, San Antonio.
 Counties: Atascosa, Bandera, Bexar, Blanco, Caldwell, Comal, Gillespie, Gonzales, Guadalupe, Hays, Kendall, Kerr, Wilson.

District No. 24

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

Counties: Calhoun, DeWitt, Goliad, Jackson, Lavaca, Refugio, Victoria.

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).
 One-Act Play Tournament: Center, Kingsville; Manager, Miss Mildred Pecaut, Texas College of Arts and Industries, Kingsville.

Counties: Aransas, Bee, Brooks, Duval, Jim Hogg, Jim Wells, Karnes, Kennedy, Kleberg, Live Oak, McMullen, Nueces, San Patricio, Webb, Zapata.

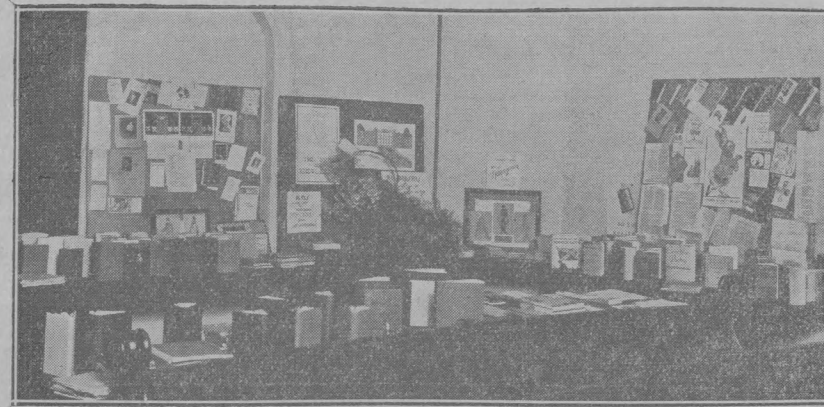
District No. 26

District Center: McAllen. Superintendent J. Lee Stambaugh, Pharr-San Juan (1); Superintendent H. A. Moore, LaFeria (2); Superintendent Thos. J. Yoe, San Benito (3); Dean E. C. Dodd, Brownsville (4); Superintendent Ernest H. Potec, Mercedes (5); Coach Claude Dailey, Donna (6).
 One-Act Play Tournament: Center, Edinburg; Manager, Dean H. U. Miles, Edinburg College.

Counties: Cameron, Hidalgo, Starr, Willacy.

REGIONAL TOURNAMENT MANAGERS AND CENTERS
ONE-ACT PLAY CONTEST
 Region No. 1: Professor F. W. Emerson, College of Industrial Arts, Denton.
 Region No. 2: Miss Nena Kate Ramsey, Simmons University, Abilene.
 Region No. 3: Professor Monroe C. Lippman, Southwest Texas State Teachers' College, San Marcos.
 Region No. 4: Professor P. M. Kenley, Sam Houston State Teachers' College, Huntsville.

Texas Speech Arts Book Exhibit



PROGRAM

(Continued from Page 1)

them. They could be unofficially played if certain schools desired to, but do not have them count on the all around championship, i.e. do not make it necessary for schools which do not desire to enter these events, just to be able to compete for the championship. In my particular school we really feel no desire to enter more than three different sports, yet we must do so in order to compete with other schools.

I imagine that several schools will heartily disagree with me as to the selection of the three athletic events so I am going to try and defend my stand. Athletics should benefit the majority and hold the interest of the majority to be of the greatest benefit. Volleyball, basketball and baseball offer the greatest number of playing places of any of our sports. Again there is more interest in these sports. As proof I offer the records of our past teams. Before baseball (playground ball) made its appearance we had only track and tennis to look forward to and the students naturally had to be interested in them. Now however they would rather play playground ball and if you don't believe it, get the track records out and see how the achievements have fallen off. Anyone who had seen tennis as it was played in this county several years ago by the boys and then looked in on the boys tournament Saturday would have admitted that we are deteriorating in our performance. The answer is that the ability is still there but the practice has been lacking.

In the fall of the year when we have only volleyball to practice, we as teachers and students do not feel this awful rush, but in the spring when we have debates, declamations, spelling contests, arithmetic contests, singing, etc., together with track, tennis and playground ball to prepare for, we certainly are all under a strain.

Would it not be wiser to shift the debate to the fall of the year, postpone singing until late spring, have our literary meet as we always have, and only have one sport during each three month's period?—Seguin Bulletin.

—LETTER BOX—
 (Continued from Page 1)

Tournament. "Both the schools and the community are becoming yearly more interested in the Interscholastic League events. This contest particularly is outstanding because of the fine talent which it brings into action."

The following delightful letter from a sub-junior speller who wants "to be pleased" is self-explanatory: "In reply to your letter I regretted to learn that they could not read my writing and must have counted off by mistake. I would be greatly pleased if you would please have them to grade my paper over very carefully and see if they didn't make a mistake in grading it, for in the county they seemed to be able to read it and they could not find any misspelled words whatsoever, and probably if it is graded over they will find their mistake and if they look at the writing closely they will be able to read it very plainly. Hoping that you will make some adjustments on this matter, and if not please return my paper and if adjustments are not made I will not be pleased at all, for I know I can spell the words and wrote very plainly, so that it could be read, and it was all right in the county but it seems as if a mistake was made in the state. Hoping something will be tended to this matter at once so that I may be pleased," etc.

—LAVACA—
 (Continued from Page 1)

and awards of all events, Superintendent Leslie as director general and Principal Jones, athletic director, worked early and late and unceasingly for the success of the "Meet." When they recover from the fatigue attendant upon such laborious duties we are confident they will feel amply repaid in the scores run up by their own school, which won for them first place in the county for the 1932 contests. Shiner citizens turned out en masse to witness the various events and show their appreciation of the visitors within our gates.—Shiner Gazette.

The nerve that never relaxes; the eye that never blanches; the thought that never wanders;—these are the masters of victory.—Burke.

STATE MEET

(Continued from Page 1)

11:00 A.M.—Final debate, girls' division, Y.M.C.A. Auditorium.
 2:30 P.M.—Final track and field meet, Texas Memorial Stadium.
 4:00 P.M.—Finals in boys' and girls' tennis doubles. Penick courts.
 7:30 P.M.—Final boys' debate, Law Auditorium.

SPECIAL NOTICES

1. Lodgings, beginning Thursday morning, will be furnished the delegates free of charge, as far as possible. Do not offer to pay for lodging assigned by us. Those lodging on or near the Campus may secure meals at the University Cafeteria, or at restaurants in the University neighborhood.
 Note.—Friends and relatives of contestants are heartily welcome, but it is impossible to furnish them with free lodgings.
 2. Remember, all contestants in track and field events must be properly entered on "Official Entry Blank." The fact that your contestant qualified at the district does not enter him. Get your entries in on time.
 3. Each contestant in the track and field meet will be required to wear a number on his back. These numbers should be secured at the Gregory Gymnasium during registration. Those arriving Friday morning may get them at the Texas Memorial Stadium.
 4. Remember, there is one ironclad rule. It is this: No entries shall be allowed for the final meet which are not mailed to the State Office on or before the tenth day before the first day of the meet. Entries postmarked after this date will not be considered. We are compelled to adhere strictly to this rule, since there are so many entries that it takes at least ten days to get them into shape for preparing the programs, assigning numbers, etc.
 5. Entries in Literary Events should be sent in also. No special blank is required. Report of district enters literary contestants, but often mistakes are cleared up in advance by the entry being sent in by the school itself.
 6. Admission charge of 50 cents for adults and 25 cents for children will be made to the preliminary and final track and field meets. No charge to those having delegates' badges or contributors' tickets.
 7. Be sure that you are registered at the Gregory Gymnasium. Your friends may inquire for you there, and unless you are registered we cannot refer them to you.
 8. We cannot agree to lodge delegations of more than two in the same house. It is rare that one house can accommodate a large number. It is therefore necessary to split delegations, and assign part to one house for lodging, and part to another.
 9. This program will be supplanted by General Program in circular form to be issued about April 20. Always go by the latest program issued.

GRADUATION

(Continued from Page 1)

53 Cups; 257 Medals Are Awarded in Wharton Meet

THE Wharton County Meet was held in three nights and two days, and was so thoroughly organized and promptly reported that the director, Floyd G. Betts, was able to announce complete results at the closing session Saturday evening. Concerning the meet as a whole, Mr. Betts says:

"We had the largest number of entries both as to schools and as to individuals that there has ever been in this county, according to those who have been here a long time. There were 44 schools participating. The entries of these schools were all in on time by the deadline date set by the committee. The interest this year was very keen all over the county and we had a most successful meet, judging from the expressions we are hearing. Attendance was good and we were able to meet expenses without trouble. The story telling event by children of sub-junior age is certainly the event to help finance a county meet with. People come to hear these little fellows. It certainly proved a drawing card here this year. It was the most popular contest we had, although it is not a regular League event.

"We awarded 53 silver loving cups and 257 medals, gold, silver, and bronze. The awarding of these trophies added much to the interest and the enthusiasm of the meet. I believe that we shall have even added interest next year."

I wholly disapprove of what you say and will defend to the death your right to say it.—Voltaire.