



A. B. Awalt, coach in Frankston High School, writes the *Leaguer* as follows: In the April issue you have published a letter by Sterling Prince of Ballinger in regards to abolishing the javelin throw. I, too, believe that a large majority of the superintendents and coaches would be in favor of abolishing this event due to its cost and danger.

F. O. Boles, of Littlefield writes to suggest that the State committee be requested to work out some plan to penalize a school official who certifies to the eligibility of an ineligible student unless the student has first been declared eligible by the county, district, or State committee.

"I read the article in the *Interscholastic Leaguer*, 'Why Not Have Art in District Meets,' by Isabel Robinson, Head of Art Department, West Texas State Teachers College," says Janette Little, of Harold, in a recent letter.

"I think we should have Art in the district meet as well as the other subjects and that it should be on the same basis, that is, Art should count points and have rebate privileges.

"I have taken pupils to Austin two years for the Art contest and as a result I think it as important as any other subjects and that the pupils should be treated as other contestants. "I am in favor of a district meet for even, this year."

An item in the *Palestine Herald* reads, as follows:

"Combined entries in the meet this year eclipse all records of the Anderson county league, Director-General Frizzell stated. Between 700 and 800 pupils, not including a large number of teachers, will be here for the meet."

The *Kaufman Herald* gives a fine story about League work under the following two-column headline: "Kaufman county rural schools are showing much interest in Interscholastic meet. Strong competition in both literary and athletic events of county's most important competitive school event indicated by various schools."

We believe this sets the record for playground ball entries. Says the *Paris News* of March 9:

The Lamar county interscholastic league playground ball tournament

(See — LETTER BOX — Page 4)

Reduction in Fees and Bulletin Prices Halved

DEPRESSION prices are now in order. Fees have been substantially reduced this year, especially for the smaller schools. Many schools which were formerly required to pay two fees as double-unit schools are now permitted to enter as a unit for a single fee. Unless the time of two teachers is devoted to instruction above the seventh grade, schools in unincorporated towns are classed as rural schools.

And similar reductions have been made all along the line with the exception of the larger high schools of the State.

Bulletin prices are about half what they were last year. The spelling list though not reduced in size is sold this year for \$1 per hundred or one cent apiece. We believe this sets the record for cheap distribution of printed matter to the schools, being one-sixteenth of a cent per page. The price of the Arithmetic bulletin has been substantially lowered, from \$5 to \$3 per hundred. The Picture Memory bulletin goes down to five cents a copy in quantities of twenty or more. The debate bulletin, containing more than 160 pages, is held down to fifteen cents per copy, although the preparation of this bulletin has been more expensive than usual this year, due to the nature of the subject.

Rounds Out 50 Years Service In the Texas Public Schools

(From Hallettsville *New Era*, March 25, 1932.)

COMMENTING on the good work of Professor William Eilers, who has devoted 50 years of his life in shaping the minds and moulding the characters of the future citizens of this great State, and especially of Lavaca County, and during all this time remained and still is enthusiastic in his school work, we desire to make a few commendatory remarks on his work and pass flowers



Prof. Wm. Eilers, Rural School Inspector, State Department of Education

while he is still living. Starting 50 years ago, when young William Eilers, then just 18 years of age, began his school career by teaching the Mule Spring public school some seven miles north of Hallettsville, afterwards known as the Kinkler school and now going by the name of Boethel school.

On his recent visit to Lavaca County, Mr. Eilers made it a special point to invite some of his first and old time students out to meet with him at the school on Tuesday, March 15, 1932. Among those present in person were: Wm. Mertz, class of 1882; Dr. Paul Renger, class of 1883; Henry Buske and A. H. D. Boethel, class of 1884; Mrs. Mary Treptow Buske, class of 1885; Dr. N. C. Boethel and Mrs. Clara Renger Boethel, class of 1886; and Charles Fertsch, class of 1887. Mr. Eilers from the very beginning of his school career was gifted with the happy disposition of instilling in the minds and hearts of his students and patrons of the community, the love and desire for an education, and as a result of those early efforts, the love for education has steadfastly remained in this community and many are the young men and women who received their early education there, that have made a decided advancement in higher fields of life. Among the many others who have gone forth from this community with a marked

(See — EILERS — Page 3)

READ MORE, TALK LESS SAYS PITKIN

Columbia Prof. Urges Schools to Give More Attention to Training Readers

(By Walter B. Pitkin, Professor of Journalism, Columbia University.)

IN business dealings, all of us tend to talk too much and read too little. This cannot be charged wholly against the salesman's habits and preferences. It is surely caused in no small measure by imperfect early training in school. I am forced to this conclusion by many personal observations. I have seen many distinguished business executives who have graduated from good colleges without attaining the speed or the accuracy in reading which we should expect of a high-school boy. Let me cite a case or two. The matter is important enough to be thus emphasized.

A magazine once published a brief and clearly organized summary of a survey I made of openings in various professional fields. The article, as I recall, did not run above 1,500 words. Many business men commented on it

(See — PITKIN — Page 4)

70 Entries in Tiny Tot Story-Telling Contest

THE "tiny tot story-telling contest" continues to gain headway as a popular feature of many county meets. The following letter from Miss Annie Purl, of Georgetown, describes the contest conducted in Williamson County:

"I am writing to tell you something of the interest that was manifested in the Story Telling Contest, which was held at Granger Friday in connection with the Williamson County Interscholastic League Meet, Class A and Class B schools.

Seventy boys and girls of grades 1 to 6, inclusive, entered the event, which proved very entertaining to the many fathers and mothers, as well as to the teachers, who listened to the stories.

"I believe that the purposes of the Story Telling Contest were demonstrated, namely, to add to the mental enrichment of the pupils and to enable them to give sincere, intelligent, and effective oral interpretations of their conceptions to the audience. Almost every child was at ease as his story was told before the audience. I trust that we shall in the future include this in the Constitution and Rules for the Literary Events of the Interscholastic League. Should we do so, I shall be glad to offer some suggestions relative to the rules for conducting the contest in the light of the recent contest."

Greater Success Is Made in Life By Those Who Make the Higher Marks in School, on the Average

(By Dr. H. Y. Benedict, President, The University of Texas)

MANY students who make good marks in school make failures in life after school days are over, and many students who make medium and even low marks make successes afterwards. Likewise many students who make good marks in school make successes afterwards, and many students who make low marks in school make failures afterwards. Take a million students and follow their careers after their school days are over and numerous examples of ev-

Extemporaneous Speech Contest Wins Approval

(From the Wellington *Leader* of May 12, 1932.)

EXTEMPORANEOUS speech is a literary study conducted by the Interscholastic League at Austin every year. The purpose is to bring this art into competition so as to discover the talent in this line and develop it by providing interesting and stimulating competition. It results in teaching friendship and develops the student mentally by giving a most complete line upon the recent affairs of the world. Its importance is being made more manifest every year.

The students for extemporaneous speech met with Mr. Farrar September 17, 1931. The class was composed of boys and girls. The contestants were all students of Wellington High School. Soon after meeting with Mr. Farrar they went into training; that is they kept up with all the current news of special importance both in magazines and newspapers. The magazines of major importance were the "Forum" and "Review of Reviews." In the latter part of February contests were held to select a boy and girl to represent the school in the county meet, Ruby Hopper and Jack Colvin were selected to represent the school. March 21 brought the contests. The county winners for first place who were presented medals were Ruby Hopper and Jack Colvin. In the early days of April the county winners went to Childress to represent Collingsworth County in the District Meet. This district, which is composed of eight or nine counties, forms the same as that of the congressional district No. 209. Here the previous prize winners placed well with Jack Colvin leading with third place, and Ruby Hopper with fourth place.

These two students find themselves greatly strengthened not only in their knowledge of current happenings, but even more in their ability to present to others their views on any subject. Every one realizes this is a decided asset to any one. Our school is extremely proud of the work done by these two representatives and the appearance which they made in the District Meet. The world is looking for people who can do what they are able to do in a most efficient manner. We just wonder in what prominent positions these two young people may be found in later life.

Found on Examination Papers

The Pyramids are a range of mountains between France and Spain. A circle is a line which meets in the end without ending. A butress is the wife of a butler. A schoolmaster is called a pedagogue. Wind is air in a hurry. An equinox is a man who lives near the North Pole. A filigree is a list of your ancestors.

Benjamin Franklin worked himself up to be a great literal man. He was also able to invent electricity. His father was a tallow chandler.

(See — MINUTES — Page 4)

Minutes of the State Meeting Of Delegates, Austin, May 7

Sharp Discussion of League Rules During State Meet Reveals Lively Interest in Legislation Looking to Educational Use of Contests Scheduled By League

B. M. DINSMORE, Secretary

DEAN T. H. SHELBY, who presided over the meeting, after extending a welcome to all the visiting men and women, called their attention to certain matters which had been suggested as proper for discussion during this session. He stated that they had come from many different quarters and were considered important enough by the State Committee for submission to this body.

Mr. C. B. Smith of Granger made a motion that we not consider the matter of barring married contestants. After this motion was seconded it was passed by a unanimous vote.

Lowering Age-Limit

Mr. Procter, Superintendent of Schools of Temple, made a motion that we take no action on lowering the age to nineteen or requiring eligibility to expire at the end of the semester in which the contestant becomes twenty. This motion was seconded by Mr. Price of Nacogdoches, and the motion carried.

After some discussion as to whether or not the University Interscholastic League should organize art contest centers in Texas, Mr. Whitehurst of Groesbeck, moved that we establish regional centers for art contests. This motion was seconded and carried.

Much discussion took place relative to the character of plays entered in the play contest. In speaking on this subject, Mr. Francis B. Dunn said that a questionnaire was presented to fifty schools about the selection of judges for the play contest. He said that eighty-nine percent of the schools desired a change of method of selecting judges and were in favor of one expert judge. Furthermore, he reported that a majority of the schools answering this questionnaire were opposed to the \$5.00 entry fee which was suggested in Mr. Dunn's report.

Play Tournaments Discussed

Mr. Dunn spoke in favor of letting the tournament managers secure the approval of the majority of the play coaches as to whom should serve as judges of these play contests. Mr. Dunn made a motion that the tournament manager should use only judges receiving majority sanction of coaches involved. This motion was duly seconded. In discussing this motion Miss Dickie of San Antonio expressed her approval of such a plan. Mr. Bickley,

(See — MINUTES — Page 4)

COUNTY MEET IS THE CORNERSTONE

Editor Sees Value in Organized Competitions Under League Supervision

(From an Editorial in the *Dumas News*, April 15, 1932)

Dumas will act as host today and tomorrow to all the school children, their teachers and parents, in Moore county.

For this is the time of year when the declaimers, spellers, story tellers, as well as the hundred yard dashers and high jumpers get together to see "who is the best man."

Too much praise cannot be heaped upon the Interscholastic League.

It is not particularly true in this part of the State but in certain sections the average sports fan thinks of the Texas Interscholastic League as merely an organization to determine the high school football champion. Such is far from being the case.

The Texas Interscholastic League is the greatest organization of its kind in the United States. Through its various set-ups, thousands and thousands of school children take part every year in extra-curricular activities that—in our humble opinion—are as important if not more so than the regular curriculum.

And the county meet is the cornerstone of the whole thing. The county

(See — COUNTY MEET — Page 2)

DIRECTOR OBJECTS TO LIMITING LIST

Says Prescribing Certain Plays Will Handicap Enterprising Directors

(By Morton Brown, Director of Dramatics, Interscholastic League)

(At the state meeting of delegates of the University of Texas Interscholastic League, May 7, a motion was carried recommending that the State Executive Committee enact legislation looking to a prescribed or at least "recommended" list of plays for use in the League's one-act play contest for Texas High Schools. Mr. Morton Brown, League Director of Dramatics, here presents his reasons for opposing such legislation.—EDITOR.)

Many directors may favor a prescribed list without thinking what it involves.

A prescribed list will hamper the alert and ambitious director who has initiative and energy to seek out his own material, and who wants something either new or original, or old, but overlooked and therefore not hackneyed. A few years back our coaches were going strong on a limited number of plays. Now our directors are ranging far afield for their plays. In our State One-Act Play Tournament for 1932 something like 100 different titles were used. In checking over the entries for this year I conclude that the directors are choosing rather well, and I believe that they can be trusted to choose better plays from year to year. It is true that some of the plays chosen are plays patently written for contest purposes. A prescribed list will put us in the position of recommending these plays since the coaches seeking this class of material will request that they be added to the list.

The old favorite, "The Valiant," is melodramatic and full of hokum, and it is certainly a "contest" play. But it is a good play. It is "good theatre" and it certainly "gets 'em," even when it is not very well done. Its popularity and astonishing success is the envy and despair of playwrights seeking to divert some of its profits into their own pockets, through putting out a play that is "tense and gripping." We know only too well how poor some of these plays are, and we know that it sometimes takes a little discernment to see through them. They are almost as bad, but not quite, as the school of plays that wallow in gloom for the sake of gloom only.

Whereas, we receive numerous requests to serve as judges at these contests, and

Whereas, we are frequently asked to suggest and submit material for use in league contests, and

Whereas, through these contacts we have come to believe that the educational value and primary worthy objectives, are being subordinated to less worthy aims, be it

Resolved, that we, the representatives of the undersigned institutions, recommend to the executive council of the Texas Speech Arts Association that a study of the literature and speech activities of the Interscholastic League be conducted previous to the next annual meeting of the Texas Speech Arts Association and that the findings of this study be reported at a general meeting of the next convention. Wilton W. Cook, Monroe Lippman, Mary K. Sands, committee.

The institutions represented when the vote was taken passing this resolution follow: Texas Womans College, A. & M., Denton Teachers College, Texas State College for Women, Commerce Teachers College, Daniel Baker, Baylor University, Simmons University, Wichita Falls Junior College.

Miss Sarah Lowery, Head of the Speech Department, Baylor University, was appointed chairman of a committee to make this study and the study is now under way.

(EDITOR'S NOTE.—We are sure Miss Lowery will appreciate the assistance of high-school teachers of speech who feel that they may have something to contribute to the study.)

(See — DIRECTOR — Page 4)

3-R WINNER

My Favorite Sport from a Spectator's Standpoint

(By Sylvia Rittenhouse, Huntsville High School)

AS I have never had an opportunity to play this thrilling game, football is my favorite sport only from the standpoint of a thrilled and excited spectator. For a number of years I thought it only an organized form of exercise which, because of its competitive nature, was enjoyed by those who took part in its playing. A few years ago, however, I was taken, almost by force, to see my first football game. Since then my interest has mounted by leaps and bounds and now, though it may not appeal to some, the game entices me with a never failing interest.

If only learned by observation, the principles of the game are rather

(See — SPORT — Page 4)



Clareta Harter

representatives from twenty-five other districts. The principal of the Magnolia school, John W. Loving, says that Clareta is an excellent student.



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ROY BEDICHEK Editor

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

Vol. XVI SEPTEMBER, 1932 No. 1

THE law creating the State Board of Education contains the following paragraph:

It shall fairly consider the athletic necessities and activities of the public schools of Texas, and biennially, in advance of each session of the Legislature, specifically report to the Governor of Texas the proper and legal division of the time and money to be devoted to athletics, the proper and legal division of the time and money to be devoted to holidays, legal and otherwise, and a proper division of the time and money to be devoted to educational purposes, and said report shall be transmitted to the Legislature next thereafter convening.

We understand that the Board has given serious consideration to the matters outlined in this paragraph and will be ready with a report on the same before the next meeting of the Legislature.

THE folly of the usual essay or oratorical contest is exhibited in an announcement of the formation of "A national essay writing corporation to provide essays and theses to undergraduates during a four-year college course for a fee of \$100." If dishonesty in college is so widespread that cribbing may thus be made a national industry, what may one expect of the returns from numerous national essay competitions and oratorical contests in which handsome prizes stimulate the cupidity and abate the scruples of the contestants? It may be safely affirmed that no essay contest offering rich rewards for successful competitors is an honest contest which does not prescribe that the essay be produced under rigid supervision by disinterested and competent officials. Schools make a great mistake, in the opinion of the LEAGUER, when they lend themselves to propaganda organizations or advertising agencies by entering their pupils in commercial contests of this character, the very organization of which insures a dishonest competition.

DEFINITE progress is being made in the several states in the regulation of secondary school interscholastic athletics.

(1) With few exceptions the colleges have discontinued tournaments and meets that do not have the sanction of the National Federation of High School Associations. This has cut down the number of out-of-state trips and long absences from school.

(2) Responsibility is being placed more and more on the principal or superintendent for certifying the eligibility of pupils. The following regulation illustrates this: The principal is personally responsible that every boy certified for on the lists is meeting every requirement and the principal shall take every possible measure to assure himself that the certifications as to the different rules are true.

(3) There is rapid growth in the number of states that limit high school competition to boys in their teens. This is not confined to any one section but is quite general. Illinois, Connecticut, and Texas have voted for the deadline of 20th birthday and Alabama votes on it soon. Get rid of the man who is in high school to make a reputation playing against boys.

(4) There is stricter limitation of the number of games a season that may be played in football and basket ball. There is also a growing sentiment forbidding games on nights followed by a school day.

(5) There is a decided sentiment against tournaments for girls and for confining girls' athletics to intra-school games. Intra-school athletics for boys is also increasing.

5. Rules relative to maximum fees that may be paid to game officials.

The above points, together with suggestions in regard to filing eligibility blanks and reports, have been brought to the attention of the principal or superintendent in each school that has signed up for football. Any such school that has failed to receive a copy of the circular should request the same from the State Office.

WEST TEXAS has made an original contribution to the world of sport in the development and preservation of those hardy frontier skills of the cow camp and the cattle trail. Riding, roping, feats of skill with the rope, handling horses and cattle, indeed, all the standard events of the rodeo, grew up spontaneously in that great area and during that romantic period which Professor Webb treats in a chapter of his "The Great Plains" under the title "The Cattle Kingdom." They are picturesque sports, they make for courage, resourcefulness, splendid physical development, hardihood, and for manly character in general. Let not this great institution languish by public insensibility to its value or by its commercialization in the professional rodeo. Here, as in every other field of sport, professionalism means decay. Let these exhibitions thrive, as they did of old, as community entertainment, as a feature of the true western barbecue, of picnics, and of other popular and democratic forms of social recreation. We were lately given a great thrill by reading the following news item, dated "Odessa, August 5":

Sheriff Arden Ross of Loving County, last remnant of the untamed West, was still world's champion jack-rabbit roper Friday night, with Bob King, 14-year-old Odessa youth, second. Sheriff Ross's record of nine seconds for a catch stood through the two days of roping at Odessa's 46th birthday celebration, though young King roped his varmint the first day in 10 seconds.

In age, Sheriff Arden Ross and Bob King are apparently a generation apart, competing as the old Greeks did in sports of the real people, the youth crowding the man in his prime for a record, which is one of Homer's favorite themes, and one of the favorite themes of bards of all time.

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(5) There is a decided sentiment against tournaments for girls and for confining girls' athletics to intra-school games. Intra-school athletics for boys is also increasing.

(6) Are our 11 Southern State Associations ready to recommend to the Southern Association in December the adoption of the North Central Association regulations published in the October Quarterly? Will not the several state committees vote on this matter and report results to their state committee of the Southern?

(7) The member schools in the several states can help the colleges regulate college athletics by reporting to their state committees infractions of athletic regulations by individuals or institutions. Colleges can help the schools by recognizing the high school association regulations.

The Quarterly is ready to help.—Editorial, *The High School Quarterly* (April, 1932), official organ Southern Commission on Accredited Schools and Colleges, Georgia, and National High School Inspectors Associations.

EDITORIAL NOTES

Those exuberant Americans who are fond of exclaiming that continental United States is self-sufficient and could cut itself off from other nations of the world without serious inconvenience should read a little volume entitled "Dependent America" by no less an authority than William C. Redfield, ex-Secretary of Commerce. He concludes that without supplies from abroad there could be no automobile, no steel industry, no telephone nor radio in this country.



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.

CONSTITUTION AND RULES

A supplement to the current issue of the Constitution and Rules has been published in lieu of the usual revised edition of the rules. Notice is hereby given that important changes are listed in this supplement and each member school should secure a copy which will be sent free on request addressed to the State Office. No school will need a new copy of the bulletin itself, that is, No. 2822—the 1931-32 revision. Notice of this intention was given in the Bulletin itself, and it is hoped that directions therein were followed and that schools generally have preserved their copies.

Substitute for Rule 9, page 48, spelling rules, the following: Identification of spelling papers shall be by number. The Spelling Director shall keep a list of all contestants, address, school, and division in which each is competing, and shall number the entries consecutively, assigning each contestant his appropriate number which he shall be instructed to place on his paper, in the upper right-hand corner.

Correction, page 6, Circular of Information: In second line of page 6 "Circular of Information" read "two" instead of "one" in the phrase "the time of one teacher."

WHY DEBATING?

By Malcolm W. Bingay,
Editorial Director of The Detroit Free Press

"WHENEVER we conceive well we express clearly, and words flow with ease," declared Boileau.

For the needs of modern business, and society in general, I know of no course of training which will better prepare young men and women for the work of the world than the discipline of proper debating.

To express one's self concisely and coherently our thought must be first well organized. We must think before speaking and when we have acquired that habit we find intelligent people willing and eager to listen to us.

The trained debater is one who learns easily the art of conversation, that most delightful—and most advantageous—of all the cultural attainments. For he must do more than talk glibly; he must also be a good listener.

A fencer must learn to defend himself as well as to attack. Debating develops in a student the capacity to listen, to absorb and to analyze quickly. I cannot overestimate the value of this training for a young man or woman going out into the world of affairs.

In my 25 years as a newspaper executive, it would be impossible for me to estimate the number of youngsters who have stood before me applying for staff positions. Among them have been many who have not been given the opportunity they sought because they lacked the ability to express themselves properly.

They may have had "the goods," but their minds and their mouths were not co-ordinated to sell them.

I have put them to the acid test. I have asked vital questions which they had ignored, have stated facts which they did not comprehend. And I have asked myself: "How can I send this young man out to interview anybody when he is incapable of interviewing me, and I am at present an eager subject?"

A mind properly trained in the art of debating would have no such difficulties. There would be a quiet assurance of manner and a readiness of speech, combined with a capacity for listening.

Debating gives to him who practices it sincerely—with its sportsman-like give and take, blow for blow—a genius for orienting himself into any group to which he aspires to belong; a social adjustment which he can gain by no other means.

The world is full of foolish talk, idle chatter; its greatest need is for disciplined brains which can make themselves articulate. Demosthenes

said: "As a vessel is known by the sound, whether it be cracked or not, so men are proved, by their speeches, whether they be wise or foolish."

I am always suspicious of the man who writes me a long letter of explanation instead of seeing me personally and speaking his mind; I have a feeling that he is not sure of himself. No letter, no written article, can carry with it the magnetism, the personal appeal, of the speaking presence.

Learn to debate. It will teach you how to talk with organized thought behind your words. Far better than athletic supremacy, it will prepare you for the real battles of life.

Posers for the English Classes

By Dr. R. A. Law,
Professor English, The University of Texas

Note.—All the sentences below have appeared recently in print, or else in students' papers. Each contains at least one example of mistaken English. Errors will be corrected in the next LEAGUER.

1. Faustus, although dependent on the Evil One for his power, has certain masterful qualities which even his supreme weakness cannot obliterate.

2. The story took place in Brynos, a Greek island in the Aegean Sea. Every move of the villain is filled with cunning.

4. Men have been trying to stop war every since the fourth century.

5. Take the word "chair." Its concrete meaning is just a chair setting on the floor or some place.

6. In all situations his very being emanates that for which he stands.

7. Of course, there were also other things that helped bring things to a head and caused the actual outbreak of the war.

8. Tamburlaine leads his followers in person and inspires them with indomitable spirit. The portrayal of his character breathes of dominance, and his grand gestures fill one with a sense of expectancy.

9. Jane Eyre and her employer became to love each other.

10. We have of course not reached that stage here, and it is hoped we never will.

11. Instigated by the Travis Park Methodist Church, this program is receiving the hearty endorsement of city authorities, civic clubs, and various fraternal organizations.

12. However, due to the facilities which are now available not only at the University and at certain other Southwestern schools the great interest which has been revived in the sport would seem to indicate that only such impetus was needed before swimming should attain a position of importance in the sporting world of the Southwest.

13. From all directions, along the intricate labyrinth of walks converging on the Main Building came hurrying students, the bright colors of their clothes etched in bold relief against the background of green.

14. The rays of the early morning sun scintillated on the dew in grass and trees and gleamed dully on the new facade of Garrison Hall.

15. Too, he had turned over to the negro library a remarkable collection of old United States coins.

(EDITOR'S NOTE.—The English teacher can have a contest of her own by distributing these sentences to her class and offering a grade premium to the pupils who score a certain percentage of correct "corrections" to be graded by Dr. Law's solving of the errors in the next issue of the LEAGUER.)

Growth of League

Founded in 1911 by the union of a debating league and an athletic organization with a combined membership of less than 100 and with only three or four events, the league has grown steadily until now it has about twenty headings under which are grouped nearly fifty contests in which 5,000 schools and more than 50,000 school children take part annually. Not only do many of these come to the State Meet every year, but a large majority of these take part in from one to six different contests in the event for which they are entered. In addition it must not be forgotten that several millions of the people of Texas every year attend these contests which extend over such subjects as music, art, mathematics, dramatics, nature study, journalism, English, a great variety of athletics, and public speaking which covers some of the liveliest questions of the day.

The University of Texas has no organization that has proved itself of more value, not only to the school, but also to the State as well. As one of the bureaus in the Division of Extensions it is touching more citizens and future citizens of the State in a constructive way than any other movement in Texas. It is well that the University guard carefully the destinies of the league to the end that it continue the great educational force for our citizenship that it has been for so long.—Editorial in *The Texas*, May 24, 1932.

Picture Appreciation

I. The Artist's Tool Chest.

(By Florence Lowe, Head, Art Department, Sam Houston State Teachers College.)

THERE are only three important items in an artist's tool chest—line, notan, and color. Of course, he uses pencils, brushes, paints, and many other things, but these are only the material means of providing his real tools. These three elements are used in building his composition just as sound is used by the musician as the tool for producing a beautiful sonata.

In pen and ink sketching, etching, lithograph and similar types of art expression, line is the only tool used, although these may be grouped together to give the effect of notan—i.e., dark and light. Colors have dark and light qualities in themselves; so when an artist works in color he is using all three of his tools. Pictures can be reproduced effectively in sepia or black and white so that nothing but the color is lost. We can even reduce them to a line analysis and they still retain their identity. This makes it possible to understand the fact that every picture in color has an underlying scheme of dark and light and that within the dark and light pattern is a line plan.

Although the artist often uses light and shade as a means of developing the dark and light plan of his picture, the two terms must not be confused. Light and shade is simply the gradation of light to dark or dark to light used by the artist to suggest solidity in objects, while dark and light refers to the pattern or design made by the contrast of one mass against another. School in Brittany by Geoffroy is a good example of this distribution of light and dark areas to form a pleasing pattern. Partially closing the eyes while looking at this picture helps to call attention to the manner in which the eye is diverted to certain areas by means of the interesting arrangement of the white caps and aprons. The strongest contrast of dark and light is seen in the larger figures which form the most important group in the composition. This serves to hold the attention to the central group for a longer time than it is held to the other groups. Even the light colored aprons of the two small children in the corner tend to balance other lights in the picture and so carry out the artist's plan of design.

Interesting arrangements of line, notan, and color cause an emotional reaction in the sensitive observer as intense as that provoked by subject matter. These arrangements affect us through the eye just as sound stimulates us through the ear. The observer may be unconscious of this effect and may think that it is the subject matter alone which he enjoys. Many modern artists try to produce various emotional effects by means of line, notan, and color in abstract arrangements.

The problem of the artist, then, is to use his tools in a way that will produce an emotional or intellectual response which is consistent with his theme. Without it the picture lacks that true harmony which lifts it out of the field of mere picture making into the realm of the fine arts.

The cultivation of art appreciation means the developing of ability to understand and enjoy the manner in which the artist portrays his idea.

Pictures are rich in literary content and sentimental associations of various kinds. These are so closely related to aesthetic feeling that people often fail to make a distinction between them. A visitor to a museum was heard to state her preference for a certain picture because the trees in it looked like those on her grandfather's farm. If this happened to be her only reason for choosing the picture, it is probable that she was appreciating the trees on her grandfather's farm rather than the picture as a unit of beauty, complete in itself. Hers was appreciation of nature rather than art. If she could have sensed the careful adjustment of one mass to another, the rhythm of line formed by the objects in the picture and the richness of the color, she would have had a basis for the enjoyment of pictures not limited to the field of her own experiences.

When we lead children to feel pleasure upon seeing the elements of art used in a fine way we are laying the foundation for their understanding and enjoyment of not one picture alone but of all the art of the ages.

References: Composition—A. W. Dow. Art in the school—Belle Boas. (EDITOR'S NOTE.—Miss Lowe has agreed to write seven articles for the LEAGUER intended for the assistance of those teachers who are training pupils for the Picture Memory Contest. In this series, Miss Lowe will lay special stress on points covered by the new feature of the Picture Memory Contest, viz., the test on unfamiliar pictures. Her next article, which will appear in our October issue, is entitled, "Building the Picture.")

Arithmetic Team of the Merkel Grammar School

THE editor of the LEAGUER heard that the Merkel Grammar School had won its fifth consecutive county championship in arithmetic and wrote to the principal, Mrs. Len Sublett, to find out if this were really true. Pretty soon there came a reply, which we take the liberty of publishing. A modest record, we call it, of superior achievement.

"Under the old rules my teams were composed of four members each. Since the contest is now open to seventh graders only, my last two



Frances Tarlton Juanita Huskey

teams were composed of only two members each. In all of these contests the scores made by my teams were about four times as high as the next highest team. My teams were as follows: 1928—Ross Ferrier, Isadore Mellinger, Meyer Mellinger, Alton Davis; 1929—Jim Patterson, Nell Barnett, Roy Robins, Meyer Mellinger; 1930—Valeria Parks, Caribel Mansfield, Floyd Clark, J. R. Graham; 1931—Truett Patterson, Aliene McAninch; 1932—Juanita Huskey, Frances Tarlton.

"Since I teach arithmetic in the grammar grades and have coached all of these teams myself, I, of course, feel especially proud of them. Our junior girls have done almost as well in playground ball as have my arithmetic teams, having won the county championship for the last four years. Our school won the all-round county championship this year with a total of 200 points, which was a lead of 85 points, over its nearest competitor.

"I shall teach my eleventh year in the Merkel Grammar School next year and we are already planning to win the arithmetic contest again, as well as the all-round county championship for ward schools."

COUNTY MEET

(Continued from Page 1)

meeting, it is true, eliminates the competing group down to a few who take part in the district meet and these in turn "go to the State." But, to our way of thinking, the district and state meets are but incentives to win. That applies later on in the business and professional world. Take away the incentive of reward and what have you?

So today and tomorrow we will see some real competition in athletic and literary endeavor. These events are important to these school children. They are important to their parents. They are important to you and me. If they teach nothing else but the spirit of true sportsmanship they are worth many times more than their cost.

For it may be remembered that where there is a victor there must be a vanquished. It is no disgrace to be beaten. The disgrace, if any, is a matter of conduct—being a poor loser or mayhap a poor winner.

The Texas Interscholastic League is one of the greatest institutions for betterment in this great state. And the county meet is its very keystone.

Commercial colleges, language institutes, a musical academy, an academy of art, a university, and 59 technical schools are provided and supported by either state or city to Lettish (Latvia) boys and girls. Though all nationalities are permitted to have their own language schools, German and English are required studies. Much of Latvia's present-day education has grown out of gatherings for the promotion of folklore and song—gatherings encouraged by various Lettish associations.

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.)

The Plays the Thing—For Children. By Alice C. D. Riley. John C. Winston Company, Philadelphia. \$1.00.

Good plays suitable for production in the upper grades and junior high schools are rare. This year, however, there is cause for general rejoicing, for just as the great army of directors is about to set out in search of new material, here comes another remarkable fine collection from the pen of Alice C. D. Riley, author of "Ten Minutes by the Clock," "The Mandarin Coat," and many other plays, pageants, songs, and operettas.

School Plays for All Occasions, by Madalene D. Barnum. Grossett & Dunlap, New York. \$1.25.

An unusually valuable collection of children's plays is this, each of the eleven titles included being intended for some special occasion or holiday. The plays are especially liked by children in the intermediate grades and are recommended to teachers seeking material for children of this age—somewhat neglected by playwrights.

Monsieur Perrichon's Excursion, by Labiche & Martin. Translated from the French by Babette & Glenn Hughes. Walter H. Baker Company. 50c.

Comedy, 4 acts, 12m2w, scenes varied but not difficult, costumes modern or period. M. Perrichon goes with his wife and daughter on a little excursion that develops into an adventure with surprising and exciting complications. This excellent translation of a lively and engaging old French farce now makes it available for drama clubs and L. T. to whom it is most heartily recommended.

Loose Ankles, by Sam Janney. Longmans, Green. 75c.

Comedy, 3 acts, 6m7w, 2 int., costumes modern. Involving a couple of gigolos, two elderly ladies who ought to know better, and various members of their family including several nice young things. Good comedy with crisp dialogue, swift action, and characters so natural that the somewhat illogical plot doesn't matter.

The Swan, by Ferenc Molnar. Longmans, Green & Co. 75c.

Comedy, 3 acts, 9m8w and extras, 1 int., costumes Court. An adroit Hungarian romantic comedy, a blend of satire and sentiment. Molnar turns the romantic old theme of the plebeian in love with a princess into a gay and sardonic satire on the romances of princes and princesses, and the spiritual revolt against the uselessness of thrones. Difficult, but popular with both L. T. and H. S.

Over The Garden Wall, by John Hampden. Samuel French. 50c.

Comedy, 1 act, 3m2w, ext, costumes England 1830. A clever dramatization based on Dickens' Nicholas Nickleby, of Mrs. Nickleby's adventure with the Gentleman in the Small-clothes, who lived next door. The author has, as far as possible, kept the dialogue in Dickens' own words, retaining the full flavor of the original. Especially recommended for classes studying Dickens.

Is Zat So, by James Gleason & Richard Taber. French. 75c.

Comedy, 3 acts, 9m5w, ext 2 int., costumes modern. A young prize fighter and his manager, on their uppers, meet a wealthy young man-about-town who engages them as butler and second man in his sister's house. The plot from here on becomes somewhat involved, but that doesn't matter if actors can be found to play the gorgeous character parts of the pugilist and the manager. Recommended to ambitious L. T.

The Black Flamingo, by Sam Janney. Samuel French. 75c.

Melodrama, 3 acts, 9m4w, int, costumes French Revolution. A romantic mystery melodrama with the scene laid at the time of the fall of the Bastille. "The Black Flamingo" is an ancient inn on a road taken by fleeing aristocrats, who were robbed and sometimes murdered while seeking shelter under its sinister roof. The play reflects its stirring, colorful and fascinating background, in its excellent balance of comedy and tragedy, mystery, melodrama and romance. Difficult, but has had many successful productions.

White Wings, by Philip Barry. Samuel French. 75c.

Fantasy, 4 acts, 14m2w, 2 ext, costumes modern. "Generally conceded by the critics to be one of the most charming and subtle comedies ever written by an American. It has to do with the passing of an epoch in American civilization. . . the story tells the novel of pathetic effort of a whole family of white wings (street

cleaners) to maintain the dignity of their profession in the face of opposition from the advance of the automobile." (Publisher's notice.) Very difficult to stage, but proves delightful reading.

The Copperhead, by Augustus Thomas. Samuel French. 75c.

Drama, 4 acts, 7m4w, 1 int 1 ext, costumes 1861 and 1903. Under secret orders of President Lincoln a man becomes a spy, is hated and maligned for many years, but is at last revealed in his true character, a loyal hero.

Young Woodley, by John Van Druten. Samuel French. 75c.

Drama, 3 acts, 7m2w, 2 int, costumes modern. A story of a sensitive school boy in one of the great English schools. Young Woodley turns away from the ragging, the hazing, and the channels into which the boys talk drifts and writes poetry. The master's young wife is kind to him—she is the one sympathetic and lovely thing in his environment, and the too is shy and lonely. So they fall in love with each other. The reactions of the boys and the husband are what we might expect; and Woodley's father comes to take him away and into business with him. A human and delicately handled character study of an adolescent boy who suddenly becomes a man. For sophisticated and advanced groups only.

Eliza Comes To Stay, by H. V. Esmond. French. 75c.

Farce, 3 acts, 5m4w, int, costumes modern. Sandy Verrall, a young bachelor, in return for getting his life saved, promises his rescuer to do anything he may ask. As a result he has left him, as a sort of legacy, a little girl, whom he promises to cherish and care for as his own. Extensive preparations are made to receive the child, but when she arrives Sandy is astonished to find that she is a young woman of eighteen. Of course it ends just as you thought it would, but not without some amusing situations. Not difficult, good characterization.

Exceeding Small, by Caroline Francke. Samuel French. 75c.

Drama, 3 acts, 10m8w, 2 int, costumes modern. A tragic and moving story of lower middle class life in New York, of a boy and a girl, much like the characters in "Saturday's Children," who marry on slender incomes. Asking only a little to carry on, that little is denied them. The boy has a heart attack, and poverty denies him the rest that might mean a recovery. Having only their love for each other they decide to end it together—by turning on the gas. A pathetic story of young love that is told with fervor and beauty. Suited only to advanced groups.

Sally And Company, by Kenyon Nicholson. Samuel French. 75c.

Comedy, 3 acts, 5m9w and extras, 2 int, costumes modern. Sally, formerly an actress, is a successful milliner in a small town. When the daughter of the man who befriended her and backed her in business when her show "went bust" falls in love with a city sheik who is running the local movie show, Sally plans a coup to show up this wolf-in-sheep's-clothing. Her plan almost ends in an elopement, but Sally saves the day and proves her point.

A Friend At Court, by Claude Merton Wise. Row Peterson. 50c.

Comedy, 1 act, 4m4w, int, costumes modern, 30 min. A small town college professor has lost his job and believes that he can never get into the larger college because he has no "friend at court." He is about to humble himself by accepting a lower position when the dean of the college calls at the professor's home, where he is entertained by Junior, the professor's adolescent son. The dean is so impressed with the manner in which Junior has been set straight about important things, that he gives the professor a job in the college. A little play of family life that is very real. Its dialogue is unforced and natural. Recommended.

Vendue, by H. E. Mansfield. Row Peterson. Evanston, Ill. 75c.

Comedy, 1 act, 10m2w, int, costumes 1900. The village villain and loan shark tries to do "Friend-o-Man" Teeter out of a mechanical churn that he has long labored to perfect, but Teeter's neighbors step in and defeat the plan. A folk comedy of homely neighborhood life written with a good deal of charm and insight. Characterization makes it suitable for older groups rather than H. S. Especially recommended to rural communities.

Pygmalion And Galatea, by W. S. Gilbert. Penn Publishing Co., Philadelphia. 25c.

Comedy, 3 acts, 5m4w, int, costumes Grecian. A most charming mythological comedy of a sculptor and a statue that comes to life.

When Jane Takes A Hand, by Katharine Kavanaugh. Dramatic Publishing Company, Chicago. 50c.

Comedy, 3 acts, 6m7w, int, costumes modern. Jane Dare's father cannot secure a deed to a mine, bought jointly by himself and Mr. Mortimer when they were youths and suddenly becomes valuable, because of a quarrel of long standing. Jane comes to the city to "take a hand" at securing it. Finding that her snobbish aunt and cousin with whom she expected to stay have left her in the lurch, and having no money for expenses, she turns her aunt's home into a boarding house. Naturally complications follow, but not without both fun and romance. Two good negro parts, good characterization, interest well sustained.

BENEDICT

(Continued from Page 1)

proclaimed, without giving any figures however, that the boy who made A's and B's in school is usually found later working for low wages under a boy who made C's and D's. Were this true it were high time either to abolish or completely reform the schools. The school cannot be the only workshop in the world where it is desirable to do the work poorly!

Success is a very hard thing to measure, unless it be of a very conspicuous kind. Luck, inherited advantages, many things other than individual merit enter into our lives. Moreover, success is not the noblest word or noblest aspiration. Duty and self sacrifice are nobler. Success and merit are not identical any more than reputation and character, or prominence and worth, or having and being. What we have is too often more highly regarded than what we are and success than merit.

Because success is difficult to measure the amount of information bearing on the relation between marks in schools and success in life is not very extensive. Not even the relation between going to school and success has been much studied, although it is known that approximately half of the persons prominent in the United States are college graduates. A third of the remaining half attended college and about a ninth were educated in the common schools only or were self taught.

I propose to give in these articles some of the facts that are known about success in college and success afterwards. Like President Lowell of Harvard, who has long been interested in this matter, I think that high marks in college mean that a student has about five of the seven qualities that make for success, the high marks are partly the cause of the success, partly the results of those same qualities that make the success afterwards.

I have mentioned Harvard, so I begin with the Harvard class of 1894 which had about 400 men in it. Three men, in 1914, who were well acquainted with this class, picked out independently, its "successful" members. They were supposed to pick out examples not of luck, but of merited success. It happened that 23 members of the class were named by all three of the "pickers" as successful. On looking up the marks of the 23 while at Harvard, it was found that 34% of their marks were A's, while the class as a whole had only about 9% A's.

In 12 years President Lowell found only one fellow who did poorly in Harvard College and who followed up by doing fine work in either the Harvard Law or Medical Schools. Similarly 80% of those who graduate in the top fourth of the High School stay in the upper half in college, while 80% of those who graduate in the bottom fourth of the High School make almost a complete failure in college.

EILERS

(Continued from Page 1)

degree of success were: Fritz Lueke, Frank and Henry Wustenbart, all three now departed, as well as Wm. Fertsch, who is now connected with the post office at Westhoff. Jos. Wiedel, class of 1887 later went to Chicago, Ill., and became a prominent engineer in that city. And later while not scholars under Mr. Eilers, but still attributable to the enthusiasm created in education, came the Fertsch boys, Albert, who has for a number of years held the highly responsible position of principal of the Vocational Training Department of the Gary, Ind. (Steel-Town) high school; Lynn, who is principal of the department of Mathematics of the Austin, Texas, High School, and Paul, at this time County Attorney of Lavaca County.

Prof. Eilers taught school 25 years, was a clerk under former State Supt. R. B. Cousins for four years, served as County Superintendent of Lavaca County for over eight years, and for the past nine years has been rural school inspector under State Supt. S. M. N. Marrs. In his latest work he has inspected 2900 schools in 122 counties and has been in 20 other counties to make talks. He has spoken to about 125,000 school children during this time. Last summer he prepared valuable hand-books for superintendents and trustees.

On the occasion of this meeting there were also present County Supt. Frank Schoppe and Trustees Mehrens and Haas of the school. A number of photographs were taken of the present student body and teachers, Mrs. Long and Mrs. Vanderheider, and all the visitors present.

Mr. Eilers in a few well chosen words told those present that looking 50 years in the future seems a long time, but in retrospect permitting his memories to go back when he first started his school work here, it seemed but as of yesterday.

FINANCIAL STATEMENT OF THE UNIVERSITY INTERSCHOLASTIC LEAGUE

September 1, 1931—September 1, 1932

GENERAL FEE ACCOUNT Receipts: Balance on hand September 1, \$10,450.11; Membership fees, \$12,312.00; Checks re-deposited, 15.00; Track receipts, 129.75; One-Act Play receipts, 76.75; Breakfast sales, 57.00; Deposits on towels and locks, 5.35; Returned checks made good, 370.95; Total receipts, \$12,966.80.

Expenditures: Rebate (Contestants to State Meet), \$7,329.96; University Cooperative Society (medals, badges, trophies), 589.83; J. A. Jackson (regulating stop watches), 5.00; University Press (printing), 1,652.05; Texan Hotel (rooms), 13.00; McKean-Eilers Company (sheets), 103.71; University Commons (breakfast, May 6), 51.20; Sinclair Refining Company (gasoline), 7.80; Southwestern Bell Telephone Company, 26.00; Bradford-Barrett Company (supplies), 10.90; Sherman Manufacturing Company (music memory pins), 38.25; E. L. Steck (supplies), 14.50; Texas Book Store (supplies for Art Contest), 2.39; W. H. Richardson & Company (padlocks, tape), 24.75; Economy Engraving Company (newspaper cut), 2.48; John L. Martin (loud speaker), 20.00; Mrs. Geraldine Hill Styles (expenses to judge One-Act Play Contest), 13.50; Mrs. Lota M. Spell (making test sheets and checking music memory papers), 15.00; Merchants Transfer and Storage Company (drayage), 1.00; Austin Laundry and Dry Cleaning Company, 21.44; Flury Advertising Corporation (blackboards), 34.50; University Studio (photos), 7.50; Austin Street Railway Company (car tokens), 12.00; Postal Telegraph-Cable Company, 2.63; Program Distribution (Joe M. Barber, Thos. J. Williamson, Roy Parker), 22.20; Services at Barracks (Alton King, H. A. Berry, A. M. Brink, Allan D. Walker, Fred D. Franki, Tom Williamson), 67.60; Securing Lodgings (Mrs. J. F. Ashby, Hugh Gossett, Mrs. B. F. Gaford, Walter Merriman, L. D. Day, Mrs. George Lake, Henry Fullerton, E. B. Day, Arthur Klein, Vic Kormeier, James Lanham), 160.80; Assignment to Lodgings for Girls (Ethel Mary Franklin, Mrs. Claude Hill, Rose Hayes, Gladys Gaines), 25.45; Registration Bureau (Mrs. O. J. Brunkenhoefer, Mrs. E. W. Smith, Lorraine Pollard), 21.60; Information Bureau (Main Building) (Mrs. Joe C. Matthews, Mrs. Zettie Walraven Cole), 4.20; Services (One-Act Play Contest) (L. A. Winke, T. H. Heaton, Joe Malouf, Herbert Powlosky, Joe Okies, Mike Okies, August Watzlavick, Thad Sanders, Frances Martin, Robert Coltharp, Melbourne Coltharp, Oscar Thompson, Carroll Lusk, Elmer Gustafson), 43.50; Services (Track Meet) (George A. Harris, Bill Smith, Edgar Meyer, Buren Edwards, Andrew Brown, George Pryor, William Kurbrecht, Jean Francis, William DuBose, Sears Earle, Wilson Cook, Roy Cooleidge, J. D. Voyles, L. B. Oakes, Bohn Hilliard, Joe Greenlee, Nick Gattoura, Leon Mathis), 87.75; Transportation (W. R. Bodine, Bill Dozier, Finley J. Henderson, Tom Foltis, Allan Henry, Gilbert Searight, W. H. Hedden, Osborne Hodges, John B. Henderson, V. T. Bartley, C. F. Holmans), 54.75; Progress of Meet (Jack Orrick, Tom Bagby, C. Duren, E. B. Bryson, Dick Starley, Chester Albritton), 30.85; Cups and Medals (Kenneth D. Smith, Edward Reichelt, Horace Smith), 32.40; C. A. Dahlich (furniture for One-Act Play Contest), 3.50; Hyde Park Floral Company (bulldog clips), .65; Services (S. W. Fenlaw, K. D. Smith, A. D. Glover, Mrs. Irene Munson, Mrs. E. Frank Elkin, Charles Holmans, Vic Kormeier, James Lanham, Charles R. Bell, Jose A. de los Santos, John Perras, Ben Kotin, Max Brooks, Simon Frank, Jesse Villareal, Muriel Telfer, Juanita Pearson, C. L. Kelly, Martin Conrey), 442.80; Returned checks, \$646.30; Total expenditures, \$11,643.74; Balance on hand, 11,773.17; Grand total, \$23,416.91.

BASKET BALL FEE ACCOUNT

Receipts: Balance on hand September 1, 1931, \$1,199.60; Basket ball fees, \$1,580.00; Tournament receipts, 750.75; Returned checks made good, 4.00; Total receipts, \$2,334.75; Grand total, \$3,534.35.

Expenditures: Rebate (Contestants to Basket Ball Tournament), \$1,223.55; University Cooperative Society (medals), 78.64; C. & S. Sporting Goods Company (basket balls, trophies), 102.95; The Bradford-Barrett Company (supplies), 2.60; Economy Engraving Company (newspaper cut), 5.67; University Press (printing), 21.25; Austin Laundry and Dry Cleaning Company, 2.37; University Studio (photos), 8.00; Tournament expenses (services), 216.70; Rooms and meals, 140.90; Returned checks, 9.00; Total expenditures, \$1,811.63; Balance on hand, 1,722.72; Grand total, \$3,534.35.

FOOTBALL FEE ACCOUNT

Receipts: Balance on hand September 1, 1931, \$1,305.72; Amount received from games, 2,033.66; Total receipts, \$3,339.38; *Less, 3,000.00; Grand total, \$339.38.

Expenditures: University Cooperative Society (football trophy), \$40.55; Roy B. Henderson (expenses from Austin to Abilene and return to attend football conference), 26.15; Bommer Frizzell (expenses from Palestine to Austin and return to attend Football Fees Special Committee Meeting), 16.36; B. B. Cobb (expenses from Waco to Austin and return to attend Meeting of Committee on Fees of Football Officials), 10.50; H. S. Parker (expenses from Cleburne to Austin and return to attend Meeting of Committee on Fees of Football Officials), 18.20; Levi Fry (expenses from Texas City to Austin and return to attend Meeting of Committee on Fees of Football Officials), 31.35; J. Lee Stambaugh (expenses from Pharr to Austin and return to attend Meeting of Committee on Fees of Football Officials), 40.00; H. W. Stilwell (expenses from Texarkana to Austin and return to attend Meeting of Committee on Fees of Football Officials), 24.82; Roy B. Henderson (expenses from Austin to Cisco and return to investigate eligibility matter), 57.52; University Press (printing), 2.49; Chas. E. Boggs (services), 2.50; W. A. McIntosh (expenses from Amarillo to Austin and return to attend Meeting of League Committee on Football Officials), 43.90; Total expenditures, \$314.34; Balance on hand, 25.04; Grand total, \$339.38.

Music Memory Contest Rules Altered for 1932-33 Meets

New Selections But Smaller Number Provided for Memory Part of Contest and Greater Emphasis Laid on "Unfamiliar" Part in Grading Schedule

SUBJECT to a few slight changes which appear in the 1932 Supplement to the Constitution and Rules, and to such others as shall hereafter appear in the Official Notice column of the LEAGUER, the Music Memory contest remains unchanged, except that Rules 6 and 7, pages 51 and 52, of the current issue of the Constitution and Rules are cancelled, and the following is substituted for the 1932-33 school year:

- 6. General Plan. a. Ten selections shall be played for the contest. b. Seven of these shall be from the list of required selections. . . c. Three of the selections will be unfamiliar. . . d. One of these selections will serve as a basis for theme recognition. . . e. One of the unfamiliar selections will serve as a basis for recognition of type. . . f. Grading the Papers.—In grading the papers, the persons grading shall observe the following schedule of points: Recognition of selection 6; Recognition of composer 4; Correct number of theme repetitions 10; Recognition of form 6; Recognition of meter 4; Recognition of instrument 10.

MUSIC MEMORY LIST FOR 1932-33

Victor Records Price: William Tell Overture Parts I and II, 20606 .75; William Tell Overture Parts III and IV, 20607 .75; Oh Verveland, Thou Lovely (Swedish), 19923 .75; The Music Box (Liadow), 1136 1.50; Minuet (Bach), 35780 1.25; Gavotte (Beethoven), 20802 .75; Grand March and Finale—Aida (Verdi), 20342 .75; Introduction and Moorish Ballet (Aida) Country Gardens (Grainger), 19758 .75; Shepherd's Hey (Sharp), 20607 .75; From an Indian Lodge (MacDowell), 19758 .75; Love Song (MacDowell), 19758 .75; Glow Worm—Idyl (Lincke), 19758 .75; Nola (Arndt).

(NOTE.—A discount of \$1.45 is allowed by Victor dealers on orders for the complete set.)

Editor Derives Renewed Faith from Seeing Meet

ABILENE was host last week-end to several hundred boys and girls from the high schools of Central West Texas, the occasion being the district meeting of the University Interscholastic League. At a time when we all need something to inspire us to a renewed faith in humanity and the essential solidarity of the American purpose, the sight of several hundred youngsters striving in a spirit of clean competition in these annual meetings is uplifting. It would be difficult to estimate the value of the University Interscholastic League in the upbuilding of the school spirit in Texas but its part has been important. In the literary and athletic departments the league has exerted a powerful influence for

good upon the lives of tens of thousands of Texas school children. Apparently its scope and its power for good have expanded even in the lean years since 1929, when most such movements have suffered a diminution in enthusiasm. —Editorial, Abilene Reporter, April 13, 1932.

Radio in Home and Community Life

We believe that radio is a form of education and should be used to enrich and extend home and community life; that the broadcasting channels should be properly regulated by national and state authorities and freed from objectionable advertising. —Adopted by The National Congress of Parents and Teachers, Minneapolis, Minnesota, May 15-20 1932. Men of science, so far as I have observed them, are apt in their fear of jumping to a conclusion to forget that there is such a thing as jumping away from one. —Samuel Butler.

*\$3,000.00 transferred to General Extension Fund for payments 1930-31 and provided in the Constitution and Rules, Rule 25, p. 92.

Simmons University Holds Art Contest With 154 Art Entries

MISS A. M. CARPENTER, Director of School of Fine and Applied Art, Simmons University, organized and conducted during the Interscholastic League district meet these last April an art tournament in which there were 154 entries, evidencing the wide popularity of competitions in this field. In a recent letter, Miss Carpenter says:

"We were well pleased with the result, in fact, we are so well pleased that we want to have it again next year. I hope you get this contest organized on an elimination basis. We are at the service of the League in this matter to follow any plan it suggests."

The following item taken from the Abilene Reporter-Times of April 10 indicates the success of the enterprise:

One hundred and fifty-four students, representing 12 towns, have entered the art contest for this Interscholastic League meet

of this district, Miss A. M. Carpenter, director of the contest, announced yesterday. This will be the first time an art contest has ever been sponsored by the League.

Towns which have entered contestants are: Stamford, Anson, Rochester, Roby, Guion, Ovalo, Weinert, Tuscola, Rock Hill, Abilene, Trent, and Potosi.

Time has been extended in which applications may be made to enter, Miss Carpenter said, April 10 instead of April 1 will be the deadline. Some schools have misunderstood, she said, that they must return an application for each student instead of only one for each school. Those desiring blanks are writing to her.

Gold and silver medals are being offered to winners in various divisions of the contest. The student showing the most individual talent will be given a scholarship in the Simmons art school, of which Miss Carpenter is director.

The League will this year undertake a Statewide elimination contest through 12 or 15 centers in three different art events, and qualify winners in the respective regional tournaments for a State tournament.

Plans Story-Telling Event On Basis of National Rules

Provides Participation In League Meets for Neglected Grades

(EDITOR'S NOTE.—The second and third grades are so far the stepchildren of the League. There's nothing for them but the leavings. Miss Mildred Smith, an accomplished story-teller, conducted the story-telling contest in Travis County last spring and turned it easily into one of the big features of the meet. She presents the case for story-telling and the second and third grades in the following article. How many counties will volunteer to hold a contest next spring by the rules outlined herein? Let's hear from you. If we get enough volunteers it will then be easy on the basis of the experience to put it into the regular schedule of events the following year.)

(By Mildred Smith)

THE word "story-telling" holds more magic than any other one collection of letters. Just watch the eyes of children when someone says: "We are going to have story-telling," and you will just know that anything is apt to happen just any minute.

If ever there was a time when we had need of story-telling, that time is now. If ever there was a time when story-telling was apropos, that time is now; for to be natural is the mode of the moment, and naturalness is the basis of story-telling. Had all of you heard a little first grade boy in a blue linen suit, at one of the recent contests, tell his version of the story of The Little White Rabbit Who Wanted Red Wings, you would have seen the beauty of naturalness. In part, he said: "And did his mother know him? . . . No, indeed! . . . and did Mrs. Puddle Duck know him? . . . No, indeed! . . . and did Mr. Bushy Tail know him? . . . No, indeed!" each "deed" rising to high "C."

Story-telling is you . . . direct to your audience. It is nothing more than hearing something and enjoying it so much you just have to tell it. How much your audience enjoys it depends upon your ability as a story-teller, and your ability largely depends upon how much you enjoy it yourself.

In the recent county contests of Bell, Williamson, and Travis counties, story-telling was one of the most interesting features. In Travis County only the second and third grade pupils were eligible; in Bell County the first to fourth, inclusive; and in Williamson County the first to sixth, inclusive.*

As we hope to make story-telling a regular Interscholastic League feature next year, it will necessitate the adoption of a plan that will meet with general approval. As a beginning we suggest the following plan, which was used with a great deal of success in the recent Travis County meet.

The plan below was used for the optional county contest of Travis and

Williamson counties, which was held at Pflugerville and Granger, respectively, on Friday, March 18:

1. Teller.—to be selected by Executive Committee. (a) Story to be told to individual group; (b) teller must not be in audience during contest; (c) audience must not hear story told by teller.

2. Stories.—must be appropriate to grade group. (a) No teacher in county to know what stories are to be used. New stories are to be used in order that no child will have advantage over another; (b) stories should be selected by one who knows how to choose story; (c) selection should be made according to grade, age, experience, and background of group.

3. Group.—number of grades to enter—second and third. (a) Each group should hear only story they are to reproduce—there are apt to be two or three stories told to each group; (b) group should not hear each other tell story; as the teller finishes with one group each child should go before the audience and tell his story; (c) child is not to be prompted, but to make up story if he forgets plot.

4. Judges and judging. (a) Not to hear story as it is told to group; (b) rules for judging story-telling: Suggested—1, spontaneity; 2, originality; 3, delivery. These cover the National Rules for Story-telling.

And now that the plan has been tried, as a first correction we suggest that the eligible pupils be selected from the first to third grades, inclusive, there being three entries from each school—the best story-teller from the first, second, and third grades, respectively.

A second suggestion is that the time limit for stories be three minutes. One of the most important things in the contest is that there be some person who is competent to select the stories to be told. They must be suitable to the grade and age of child in both substance and length, as well as being adaptable for reproduction. Therefore, we suggest that the stories be selected by the executive committee and sent to the schools over the State in time for the story-teller to prepare them, and that these stories not be known to the children or teachers before the contest.

Story-telling is the greatest means of developing the imagination. Imagination is the one faculty common to all exceptional people. Some time, perhaps soon, it will come to be recognized that it is as important to cultivate the imagination as it is to cultivate the will and intelligence. Then, may we have more exceptional people!

*Story-telling has been a part of the contest in Bell County for a number of years, but it was tried for the first time in Travis and Williamson counties, where on March 18 the contests were held at Granger and Pflugerville, and caused no small amount of interest and excitement.

Righteousness Resolution of Legislature Receives Notice

THOUGH many overlooked it, and many more never heard of it, a resolution urging the restoration of righteousness to correct present social abuses in Texas was introduced by Mr. Joe M. Moore, State Senator from Greenville, and passed by both houses of the last Legislature.

It calls upon the pastor, the teacher, and the parent to inculcate "morality, spirituality, and conscience into the young" in order to counteract present social maladjustments.

In view of present circumstances this resolution is the most important action that the Texas Legislature has taken, in the opinion of the *San Antonio Church World*, official organ of the Protestant churches. Yet strange to say the secular press of the State has given this supremely important

action little publicity whatever, it declared. It went on to say that this constructive measure had been crowded off the pages of the paper by accounts of crime and undesirable happenings.

The *Southern Messenger* of San Antonio, official organ of the Roman Catholic Church, reproduced the resolution and accorded it unqualified approval and promise of cooperation. The resolution enjoins the people of Texas "to address themselves to renewed efforts to rebuild the idea and ideals of the family, to overcome the tendency of the present juvenile delinquency, so prevalent and militating against the future security of the State and restoring the balance between the spiritual and the material by the precept and example of the parent."

The family is urged to restore its former influence in the building of character, and to establish or maintain worship in the home. The schools are specifically exhorted to correct certain emphasis. It is urged:

"That the schools promptly reform their methods so that the rudimentary studies, as well as the sciences, be taught only as subordinate to righteousness, that the emphasis be placed upon morality, good conscience, respect for parents, reverence for age, and experience, and the subordination to authority, and that all learning be but the handmaiden of eternal goodness."

Mobilizing the home, church, and school is declared the only way to combat social abuses springing from undue emphasis on the material. The resolution concludes:

"That it is the judgment of the Legislature of the State of Texas that only upon the lines herein suggested for the retraining of the ideals of family life can the true balance be restored, social confusion be corrected, the appalling crime wave checked, and the future of the State be assured by the conservation of the citizenship represented in our present youth, and civilization itself be preserved."

(EDITOR'S NOTE.—Resolutions committees of this fall's teachers institutes would do well to consider this resolution and recommend its adoption to their respective institutes.)

DIRECTOR

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good terms, with even better ones in prospect, with publishers who have made our drama service possible. A prescribed list will certainly make the work of adding continuously and in quantity to our growing play library difficult.

A director is a peculiar animal. Sometimes he will find a play that he must do at once. Sometimes he will carry the thought of a certain play in his head for a long time, and suddenly the opportunity of producing it comes. If he cannot do it now the opportunity may be lost. Perhaps he cannot cast it later—perhaps he must do it while he is on fire with eagerness.

MINUTES

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of Alice, moved that we table the above motion. This motion to table was seconded and passed. Mr. Bickley made a motion that the meeting pass to a discussion of the suspension of schools for infraction of any of the Interscholastic League rules. This motion was seconded but did not carry. Mr. Knapp, of North Dallas High School, in a spirited talk remarked, among other things, that the public speaking contests should be given as much attention as any of the athletic events received. Furthermore, he called attention to many of the evils resulting from the way some of the tournaments were conducted and then moved that the tournament managers should not be coaches of any of the plays. This was seconded. Miss Kinsey, of Wichita Falls High School, remarked, in discussing this question, that it was very difficult sometimes to get a tournament manager who knew how to carry out the work unless we selected someone who was a coach of some of the plays. She was opposed to the motion. Mr. Hulse, of Nacogdoches, asked that the one-act plays be placed on the same basis as the debate. The above motion carried 42 to 28.

Propriety of Plays

The question of the "sexy" character of some of the plays was then discussed. Mr. Roy Bedichek of the University Interscholastic League staff, said that the "sexy" character of plays has been severely criticized by the people of Texas and that such plays had been undoubtedly emphasized in some instances. Mr. Knapp, of North Dallas High School, made a motion that the State Executive Committee be authorized to pass on the propriety of plays. This motion was seconded. He made a spirited appeal for the passing of this motion. Mr. Price, of North Dallas, made a substitute motion that we submit all plays not on the recommended list of

plays to the State Executive Committee for their approval. This was seconded. Miss Dickey, of San Antonio, said that she hated to see a limit placed on the kind of plays to be used. She appealed to those present to not limit the plays to comedy alone, but to leave the matter as it now stands in order that the schools could have a variety of good plays. She said that good plays are hard to find and asked why limit the plays to one type. Mr. Betts, of Wharton, remarked that comedy stands no chance to win against other forms of plays. If this motion is carried, comedy will have a chance. Mr. Hayes, of Mission, spoke against the motion, contending in his argument that tragedies are easier to act than comedy and therefore easier to secure proper characters from high school pupils. This motion carried.

Mr. Lackey moved that all plays of distinctly "sexy" character be omitted, entirely. This motion was seconded and carried.

Suspension of Schools

Mr. Whitehurst, of Rosebud, moved that the Executive Committee be authorized to suspend a school in all events for an infraction of any one provided the State Executive Committee thought that the infraction was of grave importance. The matter of suspension, however, was to be left to the discretion of the State Executive Committee. This motion was seconded. Mr. Procter, of Temple, in speaking to the motion, remarked that the children of any school community should not be punished for an act of an unprincipled official, and he begged that the child's interest should be safe-guarded. Mr. Peterson, of Rosebud, spoke in favor of the motion. Mr. Lackey, of Midland, said that no automatic rule for the suspension of schools in all events for the infraction of one should be passed. After question was called for, the vote was taken, and the motion lost.

The next question coming up for discussion was the proposal for a uniform debate question from the National University Extension Association Committee on debate materials. Dean T. H. Shelby explained that we could cut the cost of printing the League literature considerably by adopting a uniform debate subject which is to be used in many of the states. Dean Shelby submitted several subjects for debate. This question was disposed of by a motion made by Superintendent Betts of Wharton. The motion made by Mr. Betts was that the question of selecting the subject for debate be left to the discretion of the State Executive Committee.

Limiting Track Events

Mr. Lackey, Superintendent of Schools of Midland, moved that we reduce the number of track and field events one contestant may enter. This motion was duly seconded and when voted upon, was lost. Mr. Lackey then moved that we eliminate the javelin and substitute another relay in its stead. This motion was seconded. Upon being asked the reasons for eliminating the javelin, Mr. Peavey, of Graham, replied that the javelin event was very dangerous and costly. He remarked that several people had been killed by the javelin in the county and district meets in the United States. Furthermore, he commented upon the cost of the javelin because of the shafts breaking so easily. The motion carried.

Mr. Betts, Superintendent of Schools at Wharton, moved that all referendums submitted by the State Executive Committee on athletic and literary events be submitted to those schools who participate in such events. This motion was seconded, and when put to a vote, carried.

At this point Mr. Roy B. Henderson, head of the Athletic Division of the University Interscholastic League, took the chair, because Dean T. H. Shelby was called to meet another engagement.

Mr. Henderson remarked, upon discussing the motion before the house, that the State Executive Committee was observing such a procedure in presenting referendums at the present time. Question being called for, the motion was voted upon and carried.

Early Football Games

Mr. L. T. Cook, Superintendent of Schools of Sherman, moved that we be permitted to play two games of football on the two last week ends of September of each year. In discussing the motion which had been duly seconded, Mr. Cook brought out the fact that many schools desired to play early in order that they might get the full benefit of their lighting systems. He remarked that late in the fall we could not play night games because of the inclemency of the weather. Most of the schools are ready to play by the middle of September, anyway, and therefore should be allowed to take advantage of the equipment at their disposal. This motion carried.

Mr. Kellam, of San Antonio, moved that we adopt the 440 yard relay to take place of the javelin throw. When the fact was brought out that the

javelin may not be eliminated, Mr. Kellam amended his motion so as to have the 440 yard relay entered in the athletic events regardless of whether the javelin was eliminated or not. This motion was seconded and carried.

Mr. Procter, Superintendent of Schools of Temple, moved that the Executive Committee take under advisability the giving of awards to second and third place winners in the State contest. This motion, after being seconded, was carried.

Rebate Matters

Superintendent L. T. Cook, of Sherman, moved that those coming in cars to the State Meet be allowed the same rebate as those traveling on trains. This motion was seconded and carried.

Mr. L. T. Cook, of Sherman, moved that two faculty members from each school be allowed rebate to the State Meet. This motion was seconded. Mr. Peavey, of Graham High School, offered amendment to this motion which provided that two faculty representatives may receive rebate from the same school provided the school qualified contestants in both athletic and literary events and provided that the school has at least five contestants in the State Meet. This motion was seconded and carried.

"There being no further business to come before the assembly, the meeting adjourned."

Among Those Present

The chairman requested those present to leave their respective names and addresses on cards provided for the purpose, and the following list is compiled from the cards collected at the close of the meeting:

Alice, J. T. H. Bickley, Superintendent; Alice, Jesse E. Smith, Athletic Director; Amarillo, Miss Oretha Jane Cornelius, Public Speaking Teacher; Austin, Roy Bedichek; Austin, J. O. Marberry; Austin (El Paso), H. B. Fort, Principal.

Bay City, Mrs. Claire F. Pollard, County Superintendent; Beaumont, L. J. Dimmitt, Athletic Director; Brackenridge (San Antonio), Enos Gary, Principal; Breckenridge, P. E. Shotwell, Coach; Breckenridge, John Patton, Coach; Brownwood, Gene Taylor, Coach; Burkburnett, Butler Westerfield, Superintendent.

Clark School (Cooper), Frank C. Bean, Principal; Cleburne, Howard S. Parker, Coach; Corpus Christi, M. Raymond Berry, Assistant Coach; Corpus Christi, Tom Bowles, Track Coach; Corpus Christi, D. C. Cannon, Coach; Corsicana, O. P. Douglas, Principal; Crockett, J. L. Royal, Coach.

Denton, Dan McAlister, Athletic Director; Denton, Miss Anna Powell, North Texas S. T. C. Eastland, P. B. Bittle, Superintendent; Eastland, W. P. Palm, Principal; Edison (San Antonio), Joe Ward, Coach; Electra, B. M. Dinsmore, Superintendent; El Paso, Lynn B. Davis, Principal.

Port Stockton, J. F. Reeves, Superintendent; Friona, Bill Stevens, Coach. Goose Creek, Roy Elms, Coach; Graham, Stanley H. Peavy, Principal; Graham, W. Floyd Deacon, Coach; Granger, A. B. Smith, Superintendent; Granger, L. L. Hill, Coach; Granger, J. R. Varnell, Assistant Coach; Groesbeck, H. O. Whitehurst, Superintendent.

Hearne, E. W. Craddock, Principal; Highland Park (Dallas), Harry Lanter, Coach; Highland Park (Dallas), Peggy Harrison; Highland Park (Dallas), C. H. Trigg, Coach; Hillsboro, L. W. Hartsfield, Superintendent; Hillsboro, Chas. Taylor, Coach; Hillsboro, Holly McLenore, Director of Athletics; Holliday, M. R. Turner, Superintendent; Houston, J. O. Webb, Assistant Director of High Schools; Hubard, L. L. Wilkes, Superintendent.

Jefferson Davis (Houston), J. Paul Rodgers, Teacher. Karnes City, L. H. Blair, Principal; Kaufman, Jack Derden, Coach; Kerrville, Raymond A. Franklin, Superintendent.

La Grange, G. L. Clyburn, Coach; Lamesa, V. Z. Rogers, Superintendent; Littlefield, Sidney C. Hopping, Coach; Littlefield, F. O. Boles, Principal.

Marshall, J. R. Morton, Principal; Marshall, J. B. Head, Coach; Matarador, Franklin Etheredge, Coach; Mexia, R. M. Hawkins, Superintendent; McCamey, C. V. Compton, Superintendent; Midland, W. W. Lackey, Superintendent; Mission, Arthur Hayes, Coach of Debate and Dramatics.

Nacogdoches, J. F. Hulse, Teacher, Debate Coach; Nacogdoches, Rufus E. Price, Superintendent; North Dallas (Dallas), S. Stanley Knapp, Public Speaking Teacher. Oak Cliff (Dallas), Winton E. Nash; Odem, R. G. McDaniel, Superintendent.

Palestine, M. D. Stewart, Principal; Pecos, G. E. Walker, superintendent; Port Arthur, Tom L. Dennis; Port Arthur, R. A. Collins, Principal; Port Arthur, Francis B. Dunn, Director of Dramatics; Port Arthur, C. M.

Redman, Art; Port Arthur, T. Q. Srygley, Principal, Junior High. Reagan (Houston), R. H. Williams, Principal; Richmond, H. S. Brannen, Coach.

Sherman, L. T. Cook, Superintendent; Sherman, R. L. Speer, Principal; Sam Houston (Houston), D. H. Frazer, Public Speaking; Sam Houston (Houston), W. J. Moyes, Principal; San Angelo, C. H. Kenley, Principal; San Angelo, Harry Taylor, Coach; San Jacinto (Houston), T. H. Rogers, Principal; San Jacinto (Houston), W. A. Hodges, Athletic Director; Santa Anna, James Milton Binion; Sinton, S. W. Seale, Superintendent; Snyder, A. A. Bullock, County Superintendent Scarry Co.; Snyder, Otis M. Moore, Coach; South Park (Beaumont), Z. A. Williamson, Principal; Sunset, (Dallas), Ben A. Matthews, Coach.

Tatum, Thos. R. Allen, Principal; Terrell, Floyd L. Edwards, Coach. Uvalde, Guy D. Dean, Superintendent.

Wharton, Floyd Betts; Wharton, Dewey Smalley, Coach; White Point (Paint Rock), Wm. Bryan Yarbrough, Principal; White Point (Paint Rock), Mrs. Bryan Yarbrough, Teacher; Wichita Falls, Juanita Kinsey, Head, Public Speaking Dept.; Wichita Falls, S. H. Rider, Principal. Yorktown, Cotton M. Brannum, Coach.

LETTER BOX

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will begin at 9 o'clock Saturday morning, March 12, at the Lamar District Fair grounds, with 58 teams entered.

Superintendent L. H. Bond, of Booker, contributes a two-column article describing the Interscholastic League to the *Booker News* of February 4. We wish we had space in the LEAGUER for it. It is an excellent summary of the subject.

The *Jacksonville Progress* of Jan. 8 makes the following announcement: Navarro county University Interscholastic League is adding a new feature to its county meet in the form of a contest for vocational agricultural students, who will compete in dairy livestock judging, poultry and egg judging, plant production contest, and public speaking. The decision to add this new feature for the special benefit of the farm students was made at a meeting held in Corsicana on Saturday, January 2.

Report of a fine district meet at Paris was submitted by President J. R. McLemore, of the Junior College in course of which he says: "Enclosed you will find literary winners for the fifth district, which went over in a big way here Friday and Saturday. We had more contestants by far than we have ever had competing in the District Meet before. Free lunches were served to five hundred contestants and coaches, and then, we ran short before everyone had been served, whereas, the same number of lunches prepared last year, we had about one hundred and fifty left over. Very little friction arose during the meet, and many folks expressed themselves as happy over it. Sixty-eight individual medals and five loving cups were awarded to the competitors and schools, with Sherman winning the lion's share of honors in high school division. Denison Wards in that division, and the rural schools of Lamar county seem to stand out better than that of other counties."

PITKIN

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variously; among them, a high official in one of our finest manufacturing corporations. He enumerated, in his criticism of my argument, six statements which he attributed to me. All of these he found in the article. But, oddly enough, not one of them appeared there, nor anywhere else. He had read the text so inaccurately that he completely reversed its meaning. Result? He attacked me for holding views which I myself had attacked, and he championed every view I held!

Here is a worse one. Some years ago I wrote a report of trade conditions for a certain concern. It was, to be sure, somewhat technical and not easy reading; but it was made as clear as the subject permitted. And it was designed to be read only by a few people who were familiar with the subject. When the president of the company studied it, he wrote a series of comments on it which revealed that he had quite missed the main points. No other reader missed them. I asked him, therefore, to point out where he had found basis for his interpretations. He waded laboriously through the pages, wasted two or three hours of his time and mine, and finally admitted that he must have read too fast. Truth was he had read poorly.

Let us conclude that I am picking meanly on the business man, I close this sad tale with the worst case of all, which reveals that workers in other fields are quite as poor readers. Last year I checked up on accuracy with which the reviewers of some important books had stated the facts about the contents of the books. Matters of opinion were ignored; only such things as were indisputable were counted. It appeared that about half of the book reviews were childish inaccuracies. And yet here we have to do with people who presumably are fast and accurate readers. Why otherwise should they be reviewing books?

So, you see, we have a large job on our hands! We must help most adults make up for the deficiencies in their early training.

(EDITOR'S NOTE.—Professor Pitkin has written a book, "The Art of Rapid Reading," recently issued by McGraw-Hill Book Co., 370 Seventh Avenue, New York, which should interest all teachers of reading.)

SPORT

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difficult to understand. At first it seems that the whole thing is only a jumbled mass of players who trip and kick their opponents in a wild effort to take an oblong-shaped pigskin across the white line at the end of the field. These players seem to be such stout, husky fellows and appear