



Several teachers in West Texas have written to suggest a bird-identification contest, especially for county meets, but we have never been able to devise a plan for such a contest that seems in any way satisfactory. Miss Ruth Featherston, principal of Big Valley School (Mills county) says:

"I am very glad that the Picture Memory and Wild Flower Contests have been added in recent years. I think these contests reach a large number of children which the other contests would never reach. I have in mind a new field which I would like to see the League enter—and that is the study of birds. I am sure that we could not hope to offer a contest which would more than give the children a few facts concerning birds but I think that might increase their appreciation for the we feathered friends that they meet daily. I am confident that the Interscholastic League at present is wielding a powerful influence for good in the lives of boys and girls in Texas public schools.

"Something new is being inaugurated in the primary department in the 'Storying Telling' division," says the *Electra News*. "Telling of stories used in primary work is encouraged and practiced in each of the three lower grades, first, second and third. A boy and girl representative will be chosen from each room in these grades and this work is stimulating much interest."

The importance of pronouncing the spelling words distinctly is emphasized in a recent letter from A. B. C. Dean, Superintendent of the French Independent School District. Not only is it necessary that the pronouncer at the county meet enunciate distinctly, but it is also necessary that the spelling teacher who is training her pupils for the contest do so. A pupil who has listened to improper pronunciation throughout the preparation-period will not be able to recognize the words properly pronounced at the contest. Says Superintendent Dean:

"In the Junior Division the word 'comfortable' was pronounced 'comfort.' One pupil had the list memorized well enough that he wrote the word as it was in the list and not as it was pronounced. The word 'purpose' was also mispronounced, though one pupil again had the list memorized well enough to write the word that was in the list and not write 'proposing' which was given out.

Maxine Tindall, member of the Palestine high school one-act play cast in the first State Tournament, is now director of dramatics in the Ganado. This cast was coached by Anna Marcia Barrow, now Mrs. L. K. Barry, of Midland. Miss Tindall, after being graduated from the Palestine high school, attended The University of Texas and Rice Institute, finishing her degree work at the

(See — LETTER BOX — Page 4)

EXTEMPORANEOUS SPEECH

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

*Plan and Service of the R.F.C. (Oct. Ref. pp. 18, 20-22) *
*How Will Home Ownership Be Promoted by Home Loan Banks. (Oct. Ref. pp. 18, 22-24) *
*Balancing the Budget in Mississippi. (Oct. Ref. pp. 28-29) *
*Compensation for War Veterans. (Oct. Ref. p. 34) *
*Financing the Chicago World's Exposition. (Oct. Ref. pp. 37-38) *
*Who Should Pay for Highways? (Oct. Ref. p. 39) *

Arithmetic Team Scores 340



Michael Buzan

Mamie Bird Bunnell

HERE is the arithmetic team from the Taylor 7th grade which scored a team-grade of 340 in the arithmetic contest of the Williamson County Meet last spring, taught by Mrs. C. A. Waddill. So far as the LEAGUER has been informed this is the highest team-grade made in this contest in the State. Michael Buzan, age 13, scored 385, while his team-mate, Mamie Bird Bunnell, also age 13, scored 295. The arithmetic test presents the pupil with 100 problems for solution without the aid of pencil and paper. The problems are of some difficulty and accurately measure the speed and accuracy with which

the contestant can make mental computations. There is a wide disparity in the teaching of so-called mental arithmetic in the public schools, as is evidenced by the fact that, using the same tests, some counties turn in minus-grades, while some approach the record set by the Buzan-Bunnell team. Perhaps the teaching of no other subject will display such disparity when subjected to identical tests fairly given. The League bulletin distributed for use in preparing for this contest is being widely used, as are also the sample tests which are distributed for use of teachers who wish to check up on their work.

Teachers Advised to Take "Movies" in Broken Doses

THE teacher should not allow her hours to be "unnecessarily encroached upon by her professional duties," it is declared by Dr. James Frederick Rogers, chief of the division of physical education and hygiene, Bureau of Education, Department of the Interior, in a recent study of the public health of the teacher. Details of the study have just been made public.

Dr. Rogers urges teachers to keep themselves fit for their positions, and sympathetic in the contact with their pupils, by dividing their hours so as to allow adequate time for recreation, exercise and vacations.

True Recreation Essential

While school work must cover more time than the mere period of

class work, the teacher should not allow her hours to be unnecessarily encroached upon by professional duties. There should be plenty of time for recreation, provided it is truly recreative. There should be some mind-absorbing pursuits, and such social engagements as will not be detrimental to health and efficiency.

The ill-ventilated moving-picture house, with its flow of continuously changing light, may not be most conducive to best results, though it will be better, on occasion, than no means of escaping from self. Change or variety is the spice of life, and many a teacher has been lacking in spice.

There should be variety even in teaching, and the teacher who always does her work in the same routine way from year to year is like the musician who plays equally well on all occasions—uninspired. In this connection the teacher will find the chapter on "Hygiene of character," in *The Teacher's Health*, L. M. Terman (Houghton, Mifflin & Co.), of interest and profit.

Correlation Between Marks In College and Success in Life

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

II. Relation between high marks made in college and success in life as measured by membership in Phi Beta Kappa and being listed in "Who's Who in America."

"Who's Who in America" is published every two years by a Chicago publisher and attempts to list "the best known men and women of the country in all lines of useful and reputable achievements." In the latest edition there is one name listed to each 4,000 population in the United States. There are several reasons for not regarding listing in "Who's Who" as a very accurate measure of success but it is much better than no measure at all, and has been widely used for lack of better measures.

Using listing in "Who's Who" as a measure of success, let us use Phi Beta Kappa as a measure of good marks or high grades. Phi Beta Kappa was founded in 1776, the oldest of the now numerous scholarship societies, with "chapters" or "societies" in over 100 of the leading American universities and colleges. It stands

for general or unprofessional scholarship and, for present purposes, a Phi Beta Kappa graduate may be fairly taken to mean one who graduated in the top sixth of his class, and a non-Phi Beta Kappa graduate is, therefore, one who graduated among the lower five-sixths.

Beginning with The University of Texas, Phi Beta Kappa graduates are getting into "Who's Who" about four times as frequently as non-Phi Beta Kappas, about three out of a hundred compared to less than one out of a hundred graduates. The real facts are even more emphatic than four to one, however, because some law graduates who had no chance to "make" Phi Beta Kappa (which is not open to graduates in law) but who made very high grades in law, are listed in "Who's Who."

Speaking roughly, over the United States 24 out of every 1,000 college graduates are listed in "Who's Who." If good grades were of no advantage in the listing, the top or Phi Beta Kappa sixth would get four listings, the remaining five-sixths would get

(See — BENEDICT — Page 4)

LISTS 155 PLAYS FOR '33 CONTESTS

Others May Be Added. Loan Copies Are Available for Teachers Interested.

(By Morton Brown, Director of Dramatics.)

THESE plays are basically eligible, but directors are warned that a play which is so presented as to violate any of the restrictions enumerated in Rule 3, as amended by the 1932 Supplement, may be disqualified.

A copy of any play in the following list may be borrowed for examination from the Drama Loan Service of the Extension Loan Library, University Station, Austin, Texas:

- Allison's Lad, by Beulah M. Dix—6m
- Aria Da Capo, by Edna St. Vincent Millay—4m1w
- Back Home, by William M. Sloane III—2m1w
- Back of the Yards, by Kenneth Sawyer Goodman—3m2w
- Bargains in Cathay, by Rachel Field—4m3w
- Bear, The, by Anton Chekov—2m1w
- Birthday of the Infanta, by Vail Motter—6m2w
- Bread, by Fred Eastman—2m4w
- Bumblepuppy, by J. W. Rogers—3m
- Caleb Stone's Death Watch, by Martin Flavin—6m4w
- Chevalier from France, The, by Jan Isbelle Fortune—4m1w
- Charming Leandre, by Theodore de Banville—2m1w
- Cinderella Married, by Rachel Lyman Field—2m4w
- Confessional, by Percival Wilde—3m3w
- Cross Stitch Heart, The, by Rachel Field—2m3w
- Crowsnest, The, by William Manley—3m
- Crude and Unrefined, by Margaret Elizabeth Bowen—4m3w
- Dave, by Lady Gregory—3m2w
- Dear Departed, The, by Stanley Houghton—4m2w

(See — PLAYS — Page 3)

Girls' Debate Winner Enters Pre-Law Course

MISS MARY JOE DURNING, a member of Sherman High School's girls' debating team which won the state Interscholastic League cup in 1931 in her senior year, will attend Texas University this season, taking a prelaw course on that scholarship and another which she won while attending Sherman High School. Miss Durning expects to leave for Austin Saturday evening on the Katy train out of Denison.

Miss Durning, the only daughter of Mr. and Mrs. J. H. Durning of North Woods street, made the honor roll during her entire four years at Sherman High School. In addition to the 1931 state scholarship, she was a member of the girls' state debating team which lost by only one vote in 1930 and received a scholarship award for that honor. She is a member of the Sherman chapter of the National Forensic League. Her freshman year at college was spent at the College of Industrial Arts, Denton.—*Sherman Democrat*.

Specialized Teacher Training

Superintendents of schools and boards of education in South Dakota are placing more emphasis on specialized teacher training, according to Dr. I. B. Hauge, director of the teacher placement bureau of Augustana College in Sioux Falls.

He states that requests which have come to the bureau are demanding teachers with strong majors and minors, with specific training in some extra-curricular activity, such as music, dramatics, journalism, or forensics. The demand for well-trained directors of choruses, bands, or orchestras is the strongest, the teacher having training in these fields being more certain of obtaining a position, Dr. Hauge said.

Masonic Home Wins Permanent Tennis Trophy in State Meet



Left: Alva Mae Craig

Right: LaVerne Stages

THIS is the tennis team of the Masonic Home and School (Fort Worth) which has won the University Interscholastic League State championship three consecutive years, and was awarded the League's "circulating" cup in this event as a permanent trophy. Only once before in 20 years of Interscholastic League competition has this feat been duplicated, and that was in 1924, when Josie Probst and Kindoos Riggs, representing the George West High School, claimed a circulating cup as a permanent award, having made it three straight.

In order to participate in a University Interscholastic League state meet, the contestant must have won first the right to represent his school by showing superiority over competition within the school. Next comes the hurdle of the county meet. Having negotiated that, the contestant must conquer district competition, and in the present case, Misses Craig and Stages have met some of the strongest competition in the State, as the district center in which they compete is at the North Texas State Teachers College, in which meet both Dallas and Fort Worth schools compete. Next come the bi-district eliminations in tennis in which the aspirant to the State Meet must be successful. Having thus won through to the State Tournament, the tennis team finds twelve other teams, similarly selected from other districts of the State, and similarly intent upon winning State honors. The Masonic Home and School team went through these various eliminations three consecutive years without a single back-set; and, according to Thomas Fletcher, superintendent of the school, they have both

maintained excellent scholastic standing in their curricular studies.

Misses Craig and Stages composed the runners-up team in the Women's division of the recent Texas District Open Tournament of the United States Lawn Tennis Association, giving their seasoned opponents, Mary Zita McHale Jacoby and Charlotte McQuiston, a strenuous match for final honors. The individuals of the latter team are also Interscholastic League stars of former years: Mrs. Jacoby, nee Mary Zita McHale, having won the Interscholastic League singles championship in 1925 and 1926, and Charlotte McQuiston having been singles champion in the League in 1929.

Masonic Home also captured the University Interscholastic League state debate championship in the girls' division this year, making championships in two major League events, one literary and the other athletic. The debating team was composed of Christine Lenox and Helen Hoover.

Woods Enters Superintendency From Long Professional Career



Supt. L. A. Woods

THE present democratic nominee for State superintendent of public instruction, Littleton A. Woods, was born near

Burkeville, Newton County, Texas. He was reared in the rural districts of Newton and San Augustine counties, attended public schools there until 1899, worked with his father on the farm, and at the age of 16 began farming for himself. In 1905 he began teaching. He taught in San Augustine, Newton, Jasper, and Sabine counties. From 1913 to 1917 he was superintendent of the Central High School of Jasper County.

In 1917 he moved to Waco, where for two years he was an instructor in Baylor University Academy, and in 1919 he graduated with the A.B. degree from Baylor University. In 1919 he was chosen principal of the Mart High School of McLennan County. During the summer of 1920 he was an instructor in Baylor University and in the fall of the same year was chosen head of the physics department of the Waco High School. In 1925

(See — WOODS — Page 4)

NO FEDERAL TAX ON LEAGUE GAMES

Deputy Commissioner Rules League Activities Educational and Tax Exempt.

RECEIPTS from athletic or other contests held by the University Interscholastic League are exempt from the federal tax under the following ruling given by R. M. Estes, deputy commissioner, addressed to the Collector of Internal Revenue at Austin:

Reference is made to your letter of September 7, 1932, with inclosures, requesting a ruling with respect to the taxability of admissions to athletic and literary contests given under the auspices of The University of Texas Interscholastic League.

It is stated that the League is an organization which promotes interscholastic contests among the secondary schools in the State. The members of the organization are all public schools under the jurisdiction of the State Department of Education. It appears from the pamphlet and other evidence submitted that the purposes of the League are the furtherance of the activities, both athletic and literary, of the public and high schools of the State, and that its purposes and activities are educational in nature.

It is held, therefore, that admissions to athletic contests, all of the proceeds of which inure to the benefit of the League and thus to the benefit of the high schools and public schools of the State, are exempt from the tax imposed by Section 711(a) of the Revenue Act of 1932. In the event that any of the proceeds of admission to athletic contests inure to the benefit of a college or university the exemption is defeated and the admission charges will be subject to tax in excess of 40 cents.

DEBATE QUERY FOR 1933-34

There are many reasons why the debate question for next year should be chosen this fall. The task of accumulating package loan library material and of preparing a bulletin and of securing the cooperation of agencies which assist in supplying material has become so great that it cannot be done properly in a few months. Let's have a year or nearly a year to do it in. The State Meeting of Delegates meeting each spring usually delegates the selection of the debate question to the State Executive Committee. Why not allow this Committee to make the selection in the fall? If we hear no great objection to this procedure, the Committee will soon be asked to do this, considering, of course, the suggestions made by those interested.

"Know-Your-Own-State" Contest for 6th Grade

(By A. D. Blue, Mirando, Texas)

PLEASE consider the following suggestion: Since there is a contest for pupils in the seventh grade and a contest for the pupils in the fifth grade, why not have a contest for the sixth grade, exclusively? I know of no better one than a "Know Your State" contest, dealing with Texas History, Civics and Geography. Probably a more appropriate name can be suggested for such a contest.

This contest could include several different tests; as, true-false, matching, essay, completion, arrangement, etc. In this way a vast amount of the subject matter could be covered in a short period of time.

This contest can be given a trial in the county contests first, and, if successful it may be carried through district and state meets. To those winning in the county meets a more difficult test could be given in the district meet, and likewise for the state meet.

Should this suggestion meet general approval, I shall be glad to submit further details.



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

ROY BEDICHEK Editor

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

Vol. XVI OCTOBER, 1932 No. 2

THE SERIES of articles by President Benedict now being published in the LEAGUER showing the relationship which exists between scholarship in school and college and success in life should be studied carefully. It is nothing more nor less than an earnest attempt to justify the existence of the teaching profession. If the careless assertions of loose-tongued apologists for poor scholarship are allowed to go unchallenged, they will finally be generally credited; and whenever the public makes up its mind (and the public has a mind) that training furnished by the schools has no perceptible effect upon success in life, the public school is doomed to extinction. Scholarship is the principal stock-in-trade of the school teaching profession. If it can be shown, or if people can be induced to believe that it has no bearing on success in life, the purveyors of this article will find themselves struggling hopelessly in a bear market for the rest of their lives.

ONE of the best things that can be taught through contests of any kind is an observance of rules. Children who learn to abide by rules become men and women who abide by laws. Rule-abiding in youth makes for law-abiding in adulthood; rule-breaking in youth lays the foundation for law-breaking in maturity. So, if there is one important thing, one preeminent responsibility resting upon those who enter interscholastic contests and upon those who administer them, it is insistence upon observance of rules. This is not to say that a Shylock-attitude of exacting the last ounce of flesh for every infraction should be maintained. An enforcing agency cannot be a machine. Justice is not and cannot be turned out of a slot-machine. No set of rules or laws can possibly be made to fit every exigency that may arise. There must enter the human element in ascertaining, and weighing, and considering facts, and in the light of rules rendering judgment. But in only the 1 per cent of cases are the issues confused; in the 99 per cent common honesty and decency and profound respect for rules enables the teachers and administrators to impress upon the young the priceless lessons of conscientious observance.

UPON society's ability to surround children "with healthy and harmless outlets for their natural spirits rests the root of the Nation's crime problem," according to George W. Wickersham, Chairman of the Law Enforcement Commission. Walter P. Napier, President of the Alamo National Bank, San Antonio, speaking at a meeting of the San Antonio Real Estate Board, recently, is quoted as saying: "The amount of money being spent on non-educational items in our schools is fast reaching the point where it will amount to more than the cost of teaching. Swimming pools, athletic fields, showers, gymnasiums, teaching the children how to play—these are nice, to be sure, but they must be taken care of by taxes." Mr. Napier goes on to attribute the rising tax-rate largely to recreational activities of school and community.

We have not the statistics at hand, but it can be easily shown that properly administered recreational activities actually net the community a financial gain in that, as recreational expenditures rise, the cost of crime suppression is reduced. We believe that it is better to support a playground than a jail; it is better to spend money in surrounding children "with healthy and harmless outlets for their natural spirits" than to be taxed with court costs, reformatories, and penitentiaries—not only is it wiser from the standpoint of dollars and cents but it is a policy which does us more credit as human beings.

LIGHT, as usual, breaks in the east. This time we are informed by a special dispatch to the newspapers date-lined Columbus, Ohio, that "those who complain of the hold that jazz and sports have on the young people may have reason to change their opinion." We are told, further, that "the coming generation will be interested more in the study of economics and politics than the present one." This seems to hold out some hope for a decaying world, and we look further to see what is causing the revolution in the outlook of the young people of the great state of

Ohio. We find that Professor Donald W. Riley, Professor of English in Ohio State University, has organized a high school debating league which enrolled last year 128 schools. Dear Professor Riley, you are too optimistic. The number 128 is exactly the number of high schools enrolled and participating in the University of Texas high school debating league exactly 22 years ago. There has been an increase in the number of schools participating each year since that time. Thousands of auditoriums have reverberated with discussions of public questions, challenge and counter-challenge and the thrust and parry of vocal duels have entertained and instructed countless audiences. For more than 20 years this has been going on, so that ample time has thus elapsed for the debate-fever to conquer the jazz-and-sport fever. And what are the results? High school boys and girls in Texas are jazzier about sport and crazier about jazz today than they were 22 years ago. No, no, we sadly advise that you expect too much for your remedy.

EDITORIAL NOTES

The American press has gone "hog wild" over fight imagery. In this the star reporter and the loose-tongued demagogue are one. The vernacular of the sports page has slopped over, coloring the news-and even the staid editorial-columns. It is an everlasting striving after "punch." We must have "snap," "gusto," "hard-hitting," "up-to-the-minute" jargon—we must have violence, explosiveness, sledge-hammer invectives, as if they were the only evidences of power! Even Mr. Hoover litters his acceptance speech with the imagery of the battlefield, quite out of keeping with the mild character of the man. If any piece of writing has enough smash-slash-crash in it, the befuddled public accepts it as strong. No better evidence could be offered of a debauched public taste. Here is Heywood Brown, for illustration, a star reporter, social reformer, reputed philosopher, writing of the Democratic Convention in a style cheap enough to make the judicious grieve: "It would not be the first occasion on which Al has come up from the resin to swing his right. There's glass in that Governor's jaw, if only Smith can get him to lower his guard for so much as a second. If no encounter of the kind occurs even those of us who hope to get in on passes are going to ask to get our money back."

Meals at one cent each, payable in produce when cash is not available, are served every day to 50,000 children in the schools of Porto Rico. The meals are prepared and served by girl pupils as part of their school training.

Theodore Roosevelt, in his last written review of education in Porto Rico, before his recent appointment by President Hoover to the governorship of the Philippine Islands, cites this as one of the many methods used in Porto Rico to "disseminate practical knowledge." The article appears in a recent issue of *School Life*, official organ of the Office of Education, U. S. Department of the Interior.

"Each school in Porto Rico is built on a small farm from five to fifteen acres in size, which is cultivated by the boys under the direction of a farmer," Governor Roosevelt reveals. "The crops raised are such as are profitable in the surrounding country. One-third of the proceeds goes to the boys; two-thirds is either sold for school funds or used in the school lunchrooms. Each boy is also encouraged to have at his home a small truck garden. These gardens are inspected by the school authorities, and prizes are awarded—useful prizes, such as pigs, chickens, or rabbits."

The announcement of the San Marcos district meet contains a helpful hint to declaimers and declamation teachers. It reads:

To trainers of declamation entrants: Since all who train the declaimers are not especially trained in Public Speaking, it is our purpose to call attention to a few essential matters which anyone may help the pupils to master before appearing in a contest. The first in importance is the thorough understanding of the meaning of the declamation, a necessary background for an intelligent interpretation. The second is a natural voice on the student's part. This is necessary if he is to "project" himself. The third suggestion is so simple—and yet so necessary—that it deserves double stress. Look up the pronunciation of each word that you have any reason to suspect of offering difficulty. Such simple words as idea, interest, author, government, picture, height, address, inquiry, etc., are almost universally mispronounced. A valuable service can be done all contestants by impressing the correct pronunciation of these words upon them now.

One morning a short time ago police discovered the following lines painted in red letters nine inches high across the western base of General Grant's tomb:

"The good but starve; the order of the day
Is prey on others or become a prey."

While deprecating the bad taste of the poet in choosing to display his verses on the sacred tomb which adorns Riverside Drive, we have to yield our admiration to his ability to turn off a really artistic couplet. In its epitomization of a pernicious national tendency, in simplicity, in perfection of meter and rime, as well as in the formic acid content of its sting, this couplet will stand comparison with those of Martial or Pope or of any other master of the epigrammatist's art. A great liberal orator of the last century said the same thing when he pointed out that society was so organized that he found himself compelled either to run with the hounds for his dinner or run with the hare for his life.

G. Ward Price, formerly editor of the *London Daily Mail*, says in an article quoted in *The Panel* (New York) that crime in England has increased, roughly, 60 per cent in the last nine or ten years. Thus the anti-prohibitionists have another club with which to hit the Volstead Act over the head. Not only has prohibition in the United States increased crime here, but it has caused approximately the same increased percentage of crime in England.

Debate coaches will find an interesting article entitled "Debate as a Form of Creative Expression in Elementary Grades," by Duralde Boren and Maude Webster, on page 26 of the February *Texas Outlook*. While dealing with the matter from the standpoint of the elementary grades, there is much of interest in it to high school coaches.



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.

Page 4 of "Supplement"

On page 4 of "Supplement to the Constitution and Rules" under "page 22" which gives the new football and basketball ball transfer rule, the term "school" means high school. This rule does not apply in rural schools.

One-Act Play

Directors entering their schools in the State One-Act Play Tournament are reminded that this event is a contest in acting and not a competition in stage design or scenic effect. All schools entering the finals are required to play against the cyclorama of neutral drapes with which the local stage is equipped, with the change of properties and openings for doors and windows necessary for each play. Schools are not permitted to furnish their own sets.

Debate Coaches Notice

Word seems to have gotten around that E. C. Beuhler of the University of Kansas has prepared a bulletin on this year's debate question. The work that Mr. Beuhler has done was that of preparing the H. W. Wilson Reference Shelf, with the sale or distribution of which he is not concerned. Inquiries coming from Texas, Mr. Beuhler says, indicate that an erroneous announcement has been made concerning his connection with the distribution of the publication. The Reference Shelf, prepared by Mr. Beuhler, is properly advertised in the Package Libraries distributed by the Extension Loan Library of the University Extension Division, and no League publication, so far as we have been able to find, contains any erroneous reference to it.

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. 2322—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.

Spelling

Substitute for Rule 19, 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.

Information Circular

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."



NOW that schools have opened, requests for package libraries are being received from teachers and students in increasing numbers every day. Teachers are writing for material to help them in teaching phonics, geography, health, etc.; to assist in planning assembly programs; to use in connection with Fire Prevention Week activities, and so on.

Students are writing for material from which to get information on which to base essays. They ask for such subjects as the following: National Presidential Campaign of 1932, Value of a County Library, History of Aviation, Conservation of Natural Resources, Wonders of Carlsbad Cavern, Cowboy Life, How Uncle Sam Cares for the Indians, American Women Poets, Moving Picture Industry, and Americans by Adoption. They also ask for debate material on Cabinet System of Government, Five-Day Work Week, Calendar Reform, Direct Primaries, Compulsory Unemployment Insurance, Planning for Economic Stability, and other questions.

Interscholastic League Debaters
The mail is bringing us letters each day asking for material on the Interscholastic League debate question. Those debate coaches who are beginning work early are wise. The subject this year is one which will require much study, not only of the specific question, but of the principles

of taxation in general. With this in mind, the Extension Loan Library is planning to provide even more material than usual for the use of the debaters. There are now five different sets ready for circulation, each set containing an average of 20 articles—about 100 different articles altogether. Two of these sets are on Taxation in Texas, the other three are on the general subject of Means of Raising State and Local Revenues.

The rules under which the Interscholastic League debate package libraries are loaned are the same as those of last year. They are not sent directly to individual debaters. Application must be made by the school librarian, if the school is fortunate enough to have a full-time librarian; otherwise it must be made by a teacher. Only one set can be loaned at a time, and it may be kept for a period of two weeks. The application should be accompanied by 10 cents to pay the service fee.

Other Regulations

No fee is charged for any material loaned by the Extension Loan Library except that had for the Interscholastic League debate, which is very expensive to collect and is used for only one season. The only cost to the borrower is the payment of transportation charges. In all cases where teachers and students have access to a school or a public library they must make their applications through the local librarian. If they are living in communities not having library facilities, individuals may send directly to us for material.

Free Bulletin

A free bulletin in which are listed the hundreds of subjects on which the library has material will be sent to any teacher who writes for it. Address all communications to the Extension Loan Library, The University of Texas, Austin.

High School Press

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

HELLO, EVERYBODY!

The I.L.P.C. is opening its eyes again after a summer's vacation. It wakes a little later than most of its members, for the University begins about a week after most of the high schools open their doors. But now the Conference is getting under way, and is open for enrollments.

If you want to enroll your paper in the I.L.P.C., mail to us a notice of your desire and we will send to you the proper registration blanks and information about the qualifications. There is no cost for enrollment. Because there are so many changes in high school papers from year to year, we have made a practice of getting new enrollments each year. Therefore, even if your paper was a member of the Conference last year, it will be necessary for you to enroll again this year.

Do you remember the officers we elected at the convention in Austin last spring? They are Josephine Harris, Thomas Jefferson High School, San Antonio, president; John Garner, Navasota High School, vice president; and Dan Scher, San Jacinto High School, Houston, secretary. It may not be long before you receive a letter from one of them about the Conference.

Get Started Right

All of you, we know, are now in the midst of a lot of organizing to get the paper lined up for a successful year. Proper organization from the start contributes much to the success of any school newspaper. There are several things which need to be done at the outset. Most of you, I am sure, have already done these things, but for fear that some staffs have missed one or two, we want to list them:

1. Organize the staff so that each member knows exactly what his duties are and to whom he is responsible.
2. Begin a future's book that will be carried carefully throughout the year.
3. Prepare a definite headline schedule for your paper and use that schedule in planning the make-up. Instructions for preparing a future's book and a headline schedule are discussed in the Interscholastic League pamphlet, "High School Newspaper Handbook," 15 cents.
4. Prepare a school directory, first listing the names and official positions of all of the administrative officers and the teachers, next listing the names of clubs and organizations, and finally adding, as soon as possible, a list of all the students. Such a school directory, if kept available for every reporter and copyreader on the high school paper, will do much to insure correctness in the spelling of names and in the statement and capitalization of titles.

Papers Received

Some high school papers have already sent their first issue to the Interscholastic League. Among these is

the Avalon *Hi-Life*, an attractive paper printed semi-monthly at Avalon High School. The *Hi-Life* was not a member of the I.L.P.C. last year. We hope to have it with us this year. The *Schulenburg Short Horn* for two or three years has been one of the most consistently good mimeographed papers in the Conference; and the first two issues of this year give promise of a continuation of its record. The *Short Horn* is now being sponsored by Miss Henrimae Fox, a graduate of C.I.A. We welcome Miss Fox into our group of high school journalism teachers and sponsors.

Remember, we want to have a copy of each issue of your paper from the very first number. We can help you best when we know what sort of work you are doing. Send the copies to the High School Press Conference, Interscholastic League, Austin.

Coöperation Essential

Coöperation between the sponsor and staff members and all of the administrative officials and teachers of the school is essential for the best success of a high school paper. In some schools, fortunately, this coöperation is not hard to secure. From other schools, however, has come in past years the complaint that workers on the paper meet with constant rebuffs. In your school, do you have any teachers who object to being interviewed because they feel like they are wasting their time? Or who feel like the information asked for by the reporter is their business and not that of the high school paper? If so, how are you going to overcome this feeling of non-coöperation?

Often in schools where journalism is taught, some teachers resent being interviewed by reporters because they have the feeling that the journalism teacher is imposing on them in order to further her own classroom work. It is essential that every person in the school, students, teachers, and administrative officials, realize from the beginning that putting out the high school paper is no more a classroom activity than producing a football team. It is extra-curricular. When a teacher aids the paper, he is not so much helping the journalism teacher or sponsor as he is performing a service for the school as a whole.

Working for Coöperation

How can you get this idea over to the teachers and the administrative officials? Many ways can be found. In most of them the coöperation of the principal is necessary. If he would send a note to each teacher explaining the value of the paper to the school as a whole and ask that teacher as a loyal supporter of the school to aid with the paper whenever called upon, this would prepare the teacher for visits of reporters. In addition, it seems to me that it would be a good policy to send a note to the sponsor of each club near the beginning of school, explaining tactfully how publication of the activities of that club in the paper will encourage interest in the club and soliciting the coöperation of the sponsor. In most schools, it seems to me, this note would be more favorably received if, written in very respectful terms, it were signed by the student editor rather than the sponsor.

What sort of problems are you meeting this year? I wish you would write to us about them. We will do our best to help you.

Posers for the English Classes

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

Note.—The first ten 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. 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.
2. These sort of days find lots of people who haven't any money to give.
3. Each one of the churches will have their services next week.
4. Both Mr. and Mrs. Ferguson have been Governor of Texas.
5. Newspaper headline: Hoey and Generality, G. O. P. Reaction To Roosevelt Speech; Tariff Views Held Different in West Than in East.
6. Defeated recently when Chaplin obtained a superior court ruling preventing appearance of the children in a picture without consent of both parents and the court, Mrs. Chaplin's new move transferred the contest to the probate court.
7. The College of Arts and Sciences had the largest enrollment of any school or college, there being 2,073 students registered for academic work.
8. Here also are found quite a few texts used in high schools; these are open to inspection by teachers.
9. Charles DuBois, wealthy jeweler, dug his wife's basement tomb while

she sat above and listened, unknowing its meaning.

10. Newspaper headline: Rev. Joyner to Begin Revival Here Sunday.

Corrections of Previous List

1. "Faustus, although dependent on the Evil One for his power, has certain masterful qualities which even his supreme weakness cannot obliterate." The final word is incorrect diction. Probably "obliterate" is meant.
2. "The story took place in Brynos, a Greek island in the Aegean Sea." Not the "story" but "events in the story took place," not "in" but "on" an island. The diction is again faulty.
3. "Every move of the villain is filled with cunning." The villain may be "filled with cunning," but his every move is "marked by" that quality.
4. "Men have been trying to stop war every since the fourth century." The writer evidently means "ever since."
5. "Take the word 'chair.' Its concrete meaning is just a chair setting on the floor or some place." Here the writer's vocabulary is seriously limited. He defines the word by repeating it and adding a distinctly vague phrase to piece out his definition. Neither "concrete" nor "setting" is correctly used. What he probably intends to say is: "Its literal meaning is an article of furniture adapted for sitting in."
6. "In all situations his very being emanates that for which he stands." The common meaning of "emanate" is "follow" or "flow from." A better word here would be "indicates."
7. "Of course, there were also other things that helped bring things to a head and caused the actual outbreak of the war." For the first, "things" substitute "occurrences," for the second, "matters," and omit "also." "Thing" is the vaguest word in the language.
8. "Tamburlaine leads his followers in person and inspires them with indomitable spirit. The portrayal of his character breathes of indominance, and his grand gestures fill one with a sense of expectancy." For "indomitable" read "indomitable." The second sentence is more confusing. Perhaps the writer means: "From his character as portrayed one perceives this indomitable spirit." A "portrayal" cannot "breathe of" any quality.
9. "Jane Eyre and her employer became to love each other." For "became" substitute "came."
10. "We have of course not reached that stage here, and it is hoped we never will." The last word illustrates two grammatical errors. Read for the words ending the sentence: "we never shall reach it."
11. "Instigated by the Travis Park Methodist Church, this program is receiving the hearty endorsement of city authorities, civic clubs, and various fraternal organizations." Here the error belongs to the first word. For "instigated" read "initiated."
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." Verbosity is the fault of the newspaper writer in this case. The sentence needs pretty thorough recasting. Perhaps this form expresses the meaning: "However, the facilities for swimming now available at the University and at certain other Southwestern schools have aroused great interest and indicate a position of importance for swimming among Southwestern sports."
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." Omit "intricate" and "etched." For "came hurrying" use the simple verb "hurried." The first comma is also unnecessary.
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." Rather, "The rays of the early morning sun shone bright on grass and trees but cast a dull gleam 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." The word "too" meaning "likewise" should not be placed at the first of a sentence, though some newspaper writers are fond of so placing it. Use "Then too," or "Besides."

Extemporaneous Speech Notice

The "News Review," prescribed in the Extemporaneous Speech Contest, as source material, has suspended publication, and "Uncle Sam's Diary" reports some difficulty with Texas circulation. No topics will be assigned for material in these publications until further notice.

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.)

Plays from the Gateway Series, published by Row, Peterson, Evans-ton, Ill.

The Whoopiepoof, by George Milton Savage and Edouard Pellet. Price 75c.

Nice, clean fun, with the mortgage paid off just before the final curtain. This time the mortgage is on a newspaper and not the widow's home. Easy to do and with familiar types pleasing to the unsophisticated audience. Recommended to high schools.

The King Rides By, by Lee Owen Snook.

Comedy, 3 acts, 6m5w, 1 int, costumes modern. If we told you the plot of this play it might sound far fetched and none too interesting, but as a matter of fact all seems logical enough in the play. "The King Rides By" is especially suited to high school production. It is amusing, gives plenty of opportunities for excellent characterization, builds steadily towards a good climax, is clean and wholesome, and points a moral without "preaching."

The Whippersnappers, by Howard Chenery.

Comedy, 3 acts, 8m4w, 1 int, costumes modern. A play that deals with church life in a small community, yet without raising any denominational problems, and taking the rather refreshing view that there is nothing really wrong with the younger generation—that they are there with the goods. Good, clean comedy, especially suited to high school production.

Acts for Between Acts
On the Variety Bill

By Don Sheridan, published by Dramatic Publishing Company, Chicago, price 50c each. The first book contains sixteen short talking and singing acts, stunts and monologues written especially for presentation between the acts of full length evening plays. Every act may be played in front of the curtain since no scenery is required. The acts are good, clean fun and easily learned. *On the Variety Bill* contains ten similar but somewhat longer acts.

Another Language, by Rose Frankan. Samuel French, 1932. \$2.00.

Comedy Drama, 3 acts, 6m5w, 2 int, costumes modern. (Not yet released for amateur production.) In a meagre New York season, *Another Language* opened quietly, to be immediately and enthusiastically acclaimed by critics and theatre goers alike. Writing in the New York American, Gilbert W. Gabriel says, "Triple honors" are due Mrs. Frankan. "She has composed a play which each act, each sort of human kind can hug close to its heart—she relishes the play is to be had—and truly to be had in large quantities—from Mrs. Frankan's own way of keeping it so steadfastly authentic, so rid of wise-cracks and cheap set-ups, and yet of maintaining such a constantly wise and interesting scrutiny of all concerned. Her character drawing is simply beautiful. She sharpens her pencil to needle-point when she wants to—and that incurs a set of family portraits of as much lightness as viciousness. Again, in the love scenes, she knows how to use a soft, exquisitely suggestive stroke." The play is distinctly American in the breezy and jolly exposition of its material, expressed in terms of action rather than in words. Its truth is real and bitter. Perhaps the only false note in the entire play is the smugly bovine husband's too quick understanding of a language that he did not speak or know, a tongue that his wife knew well, but that would always be to him—just Greek. Rose Frankan, author of the play, was born in Texas, but from childhood on she has been a resident of New York.

Night Over Taus, by Maxwell Anderson. Samuel French, 1932. \$2.00.

A romantic drama in 3 acts, of border warfare in 1847, showing the last stand of the Spanish "border barons" against the Yankee invasion. Maxwell Anderson's drama in verse, into a neglected but rich field of American material. The play was produced last season by the Group Theatre, youngest and most interesting organization of actors, writers and artists in New York at this time. Not adapted to amateur production, but recommended to the reading public.

Green Grow The Lilies, by Lynn Riggs. Samuel French. New York, 1931. \$2.00.

A full length play of cowboys and rural Oklahoma in 1900, when it was still Indian territory, produced by the Theatre Guild in 1931, that gives a vivid and poetic glimpse of a fast fading period. Mr. Riggs, an excursion in the drama magazine, says of the play: "It is only one more proof of the vitality of our native drama that a young man who is both poet and playwright should be able, with practically no knowledge of the so-called demands of the theatre, to walk into it with a manuscript that combines poetry, drama and life, and not be forced to leave all of the poetry and most of the life at the stage entrance. . . . Mr. Riggs has given us not only a glamorous and tender drama but made it possible for this kind of play not only to be produced but to be accepted by a large theatre-going public. *Green Grow The Lilies* is really a dramatized ballad done in six tableaux with cowboy ballads between the scenes. The story is of a young cowboy and a farm girl. A

PLAYS

(Continued from Page 1)

Deacon's Hat, The, by Jeanette Marks—3m3w

Diabolical Circle, The, by Beulah Bornstead—3m1w

Dog, The, by Doris Halman—2m1w

Dollar, A, by David Pinski—5m3w

Dust of the Road, by Kenneth Sawyer Goodman—3m1w

Dweller in the Darkness, The, by Reginald Berkeley—4m2w

Elders, The, by Edna Ferber—3m3w

Eligible Mr. Bangs, The, by Robert Housum—2m2w

Elmer, by Beatrice Humiston McNeil—3m6w

Enter the Hero, by Theresa Helburn—2m2w

Faithful Admirer, by Elizabeth Baker—2m1w

Fame and the Poet, by Lord Dunsany—2m1w

Fan and Two Candlesticks, A, by Mary MacMillan—2m1w

Far-Away Princess, The, by Hermann Sudermann—7m2w

Fiat Lux, by Faith Van Valkenburgh—3m1w

Figureheads, by Louise Saunders—3m2w

Finders-Keepers, by George Kelly—1m2w

Finger of God, The, by Percival Wilde—2m1w

First Dress Suit, The, by Russell Medcraft—2m2w

Flattering Word, The, by George Kelly—2m3w

Florist Shop, The, by Winifred Hawkridge—3m2w

Flower of Yeddo, A, by Victor Mapes—3m1w

Flying Prince, The, by Peggy and Eugene Wood—3m3w

Game of Chess, The, by Kenneth Sawyer Goodman—4m

Ghost Story, The, by Booth Tarkington—5m5w

Giant's Stair, The, by Wilbur Daniel Steele—2m2w

Gift, The, by Marie A. Foley—2m1w

Glory of the Morning, by Ellery Leonard—3m2w

God Winks, by Katherine S. Burgess—2m2w

Good Medicine, by Jack Arnold and Edwin Burke—1m2w

Grand Cham's Diamond, The, by Allan Monkhouse—3m2w

Grandma Pulls the String, by Edith Bernard Delano and David Carb—1m5w

Gringoire, the Ballad Monger, by De Banville—4m2w

Hans Bulow's Last Puppet, by Grace Dorcas Ruthenburg—3m1w

Hyaacinth Halvey, by Lady Gregory—4m2w

Ile, by Eugene O'Neill—5m1w

In a Blue Moon, by Ernestine M. Songer—2m2w

Indian Summer, by Meilhae and Haley—2m2w

Jackdaw, The, by Lady Gregory—4m2w

Jazz and Minuet, by Ruth Giorloff—2m3w

Joint Owners in Spain, by Alice Brown—4w

Kelly Kid, The, by Kathleen Norris and Dan O'Neeroh—3m4w

Kettle Singing, The, by Mary Paxton—1m3w

King and Commoner, by Louise Saunders—4m3w

Knave of Hearts, The, by Louise Saunders—3m3w

Knives from Syria, by Lynn Riggs—2m2w

Modesty, by Paul Hervieu—2m1w

Neighbors, The, by Zona Gale—2m6w

Nevertheless, by Stuart Walker—2m1w

Night at an Inn, A, by Lord Dunsany—8m

No 'Count Boy, The, by Paul Green—2m2w

No Sabe, by Elisha Cook—4m1w

Noble Lord, The, by Percival Wilde—2m1w

On Vengeance Height, by Allan Davis—2m2w

Organ, The, by Kenyon Nicholson and Edward G. Pendray—9m4w

Our Lady Smiles, by Elizabeth Hartzell—4m1w

Pearls, by Dan Tetherch—2m2w

Philosopher of Butterbiggins, The, by Howard Chapin—3m1w

Pierrot—His Play, by T. Schwartz—1m2w

Pink and Patches, by Margaret Bland—1m3w

Playing with Fire, by Percival Wilde—1m2w

Poets' Well, The, by Alice C. D. Riley—4m2w

Pot of Broth, A, by William Butler Yeats—2m1w

Proposal, The, by Anton Chekov—2m1w

Querida, by Wynne Harrison

Red Sunset, by Essex Dane—2m1w

Rehearsal, The, by Maurice Baring—11m

Riders to the Sea, by J. M. Synge—1m3w

Rising of the Moon, The, by Lady Gregory—4m

Robbery, The, by Clare Kummer—3m2w

Romance of the Willow Pattern, by Ethel Van der Veer—4m1w

Romancers, The, by Edmond Rostand—5m1w

Sam Average, by Percy Mackaye—3m1w

Sham, by Frank G. Tompkins—3m1w

Shutting o' the Door, The, by Wallace G. Dickson—3m1w

Silver Lining, The, by Constance D'Arcy Mackay—2m1w

Some There Are Who Remember, by Frank Shay—2m1w

So's Your Old Antique, by Clare Kummer—4m2w

Sparkin', by E. P. Conkle—1m3w

Spreading the News, by Lady Gregory—7m3w

Square Pegs, by Clifford Bax—2w

Station Y Y Y Y, by Booth Tarkington—4m4w

Stoker, The, by Harold Brighouse—4m2w

Submerged, by H. S. Cottman and L. Shaw—6m

Sunny Morning, A, by Alvarez-Quintero—2m2w

Sweetmeat Game, The, by Ruth C. Mitchell—3m1w

Thursday Evening, by Christopher Morley—1m3w

Three Friends, by George H. Faulkner—3m

Three Pills in a Bottle, by Rachel Field—5m3w

Traveling Man, The, by Lady Gregory—1m1w

Trifles, by Susan Glaspell—3m2w

Trusting Place, The, by Booth Tarkington—4m3w

Turtle Dove, The, by Margaret Oliver—6m1w

Books and Magazines

The Taylor Permanent Athletic Record. The University Publishing Co., 1033 Young St., Dallas. Prepaid mailing price \$2.00.

Occasionally a superintendent or principal is embarrassed because his records are incomplete regarding the eligibility of a boy or because his financial statement is inadequate in some respects. Such inconveniences may be avoided if a clear and complete record is kept. To assist school men in this important matter the book named above has been prepared.

In this book, firmly bound in tablet form, provision is made for recording eligibility data, season financial statement for each of the various athletic sports, and an annual financial statement for all events. In addition, blank forms are available for keeping participation records in 10 football games, 21 basket ball games, 14 baseball contests, 8 track meets, 14 tennis matches and 12 swimming meets.

The following statement is found under "General Instructions": "The Annual Statistical and Financial Summaries, if carefully compiled, will show in concise form the athletic history of the year. Not only will the richness of the school's athletics be shown but also the extent to which this program reaches the total school population." R. B. H.

Debate Outlines on Public Questions: 1932, by Oliver Clinton Carpenter, LL.B. Minton, Balch & Company, New York, N. Y. 329 pages. Price \$2.50.

Forty public questions are herein analyzed, briefed, and published in a fairly well-bound volume on good paper and in clear type. A bibliography, not very comprehensive, the intention being rather to stimulate than satisfy, is furnished for each of the questions treated. It is evidently the design of the author not to carry out the brief into great detail, but rather to merely draw the large outline of each side of each question, and leave the student to fill in the detail. The book does not contain any ready made speeches, so the person looking for plagiarizable material will be disappointed. It is a student's hand book which will really facilitate the study of the subject undertaken without offering too great a support to lean upon. The debate coach will find it a good book to illustrate principles of brief-building.

Without going outside of this single volume except to look up references, a debating society can find a good solid two year's program. The following questions are briefed: Question 1. Ownership of Public Utilities, Unemployment Insurance, World Court, Recognition of Russia, Disarmament, Old Age Pensions, Chain Stores, Installment Buying, Cancellation of Inter-Allied Debts, Philippine Independence, World Wide Free Trade, Protective Tariff for the United States, Senate Censure, Shays, the Supreme Court, the Supreme?, Intervention in Pan-American Republics, Japanese Exclusion, Repeal of the Eighteenth Amendment, Government Ownership of Anthracite Coal Mines, League of Nations, Government Ownership of Railroads, Uniform Divorce Laws, Federal Control of Corporations, Ship Subsidies, Territory in the Orient, Extension of Constitutional Guarantees, Preservation of Order in South America, Annexation of Cuba, Annexation of Canada, Direct Election of Senators, Direct Election of President, Direct Primaries, Initiative and Referendum, Repeal of Fifteenth Amendment, Enforcement of Fourteenth Amendment, Labor Unions, Incorporation of Labor Disputes, Recall of Judges, Preparedness.

Directing Learning in the Elementary School, by Walter S. Monroe and Ruth Streitz. Doubleday, Doran & Company, Inc., Garden City, N. Y., 1932. 480 pages. Price, \$2.50.

This text-book directs itself to problems in effective teaching, confining the field, as the title indicates, to the elementary school. General principles are stated and elaborated and techniques are described, appraised and accordingly recommended or disapproved. The first part of the work, or roughly, the first 100 pages is devoted to a discussion of the general problems involved; and the second part, about 300 pages, principally to an examination of proper methods in specific subjects, such as reading, language, social studies, arithmetic, handwriting, arts. A chapter is devoted to "The Planning of Teaching" and another to "Extra-instructional Activities of Teachers." The work contains about a dozen illustrations, of school activities and children's work.

We do not pretend to have read this book through. We have read the table of contents, the publisher's announcements, the chapter headings, Chapter III very thoroughly but for a purpose other than this review, and have sketched through the whole book in a wholly hit-or-miss fashion. It impresses one as being conscientious work, a careful assembling of information gathered here and there from authoritative sources, interlarded with original research. We believe that its orderly arrangement and sound data will be of great help to the student who undertakes a systematic study of it.

The book arouses and inflames our ancient prejudice against "pedagogy English." It is the most serious offender in this respect of any book we have examined lately. Just why a person of commonsense chooses a jargon in which to express himself when good English words are handy and fit the thought, it passes our power to conjecture. And just why writers undertaking to write about education so often refuse to take anything whatever for granted and reject the supposition that the reader has perhaps the power himself to

make an obvious conclusion without having it explicitly stated and rubbed into him—just why, we cannot explain. Perhaps it is a long experience in the school-room dealing with immature minds; perhaps it is an effort to imitate really scientific writing; perhaps, but we give it up! R. B.

Houston Schools Revise Management of Athletics

THE School Board accepted the recommendations of the Houston Senior High School Athletic Council for drastic changes in the handling of athletics.

The following changes were officially approved recently:

"That the management and control of all athletics in the senior high schools be placed in the hands of a senior high school athletic council consisting of the superintendent of schools, the director and assistant director of high schools, the director of physical education, and the principals of the senior high schools.

"That the receipts of all athletic contests hereafter sponsored by the senior high schools be placed in a common fund to be used for the financing of athletics in the aforesaid high schools and as otherwise determined by the council;

"That the final approval of all standards and purchases of athletic supplies and equipment be placed in the hands of an executive committee of the athletic council composed of the superintendent of schools, the director of physical education, and three senior high school principals, and that the coaches be considered an advisory staff for recommending kinds and standards of equipment;

"That the athletic council be authorized to select a purchasing agent. (Major George D. Bronson was appointed.)

"That the payment of all bills be authorized and approved by the executive committee of the athletic council. (H. L. Mills was appointed.)

"That all funds derived from high school athletic contests be handled by a bonded individual designated by the council;

"That the handling of tickets and checking of receipts be delegated to a bonded individual designated by the council;

"That the supervision of grounds, playing fields, and all places where contests are held be delegated to a person selected by the council to work under the direction of the executive committee."—Houston Press.

Picture Appreciation

II. Building a Picture.

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

Pictures are built upon structural principles just as definitely as a house is constructed according to a plan which was first conceived and drawn by an architect. Great pictures are seldom, if ever, the result of merely copying things as they appear in nature. There is always a selection of material and careful consideration of the arrangement of that material.

Many artists make a large number of trial sketches before the final plan is chosen. Pictures which have won the admiration of art lovers have been found to conform to certain fundamental principles of arrangement. Sometimes these have been given conscious consideration by the artist in the planning of the picture, or they may be the result of his sensitiveness to line, dark and light, and color.

Our first glance at a picture should impress us with one dominant idea. This may be a central object or group of objects which seem more important than the rest of the picture. Frequently this is accomplished by means of contrasting color and tone or the lines of the composition may be related in a way that will lead the eye to a central area. In Gainsborough's Blue Boy the cold blue of the boy's suit against the warm brown of the background holds the eye strongly to the central figure. A more frequently used device is that of making the central figures or objects in warm or light colors while the surrounding parts are kept cool and soft in color. Mauve, in spring, directs the attention of the observer to a point near the head of the shepherd by means of allowing all the important lines to centralize there. Hobbema's Middleharnis Avenue is constructed like a spider's web with all lines leading in toward the center.

This directing of attention to the central objects is designated as the principle of subordination because all parts of the picture must contribute something to the dominant idea and yet remain subordinate to it.

Border designs are pleasing because of the principle of rhythm. The regular repetition of the same or

similar things awakens in us a response not unlike the pleasure we feel as we watch the waves in a large body of water break upon the shore in rhythmic order. In all well planned pictures there is a certain amount of rhythm through repetition. In Raphael's Madonna of the Chair it is interesting to note the rhythmic lines of the circular motive. These are carefully adjusted to each other and to the shape of the picture which is itself a circle.

While some repetition is essential to the success of any composition, too much of it without variation may produce monotony. To avoid this there must be a note of contrast. This may be found in lines which introduce a change of direction or in contrast of color and tone. Thus opposition becomes a third principle of composition.

Too many opposing elements in a picture may cause a crudity of relationship which is undesirable. In landscape composition the artist often harmonizes the strong perpendicular lines of tree trunks with an equally dominant horizon line, by placing hills in the distance. The slanting lines of the hillsides tend to form a transitional line between these two directions. In End of Day, by Adan, the position in which the tools are carried helps to tie the perpendicular lines of the tree trunk and the figure to the horizontal line of the ground. Nature observes this principle of transition in the soft curves of tree branches where they grow out from the trunk, and even in the human hand there is a web-like structure between the fingers which does away with sharp angles.

All people are somewhat sensitive to balance. When we look at a picture we unconsciously estimate the weight of the objects we see there. If one part of the picture seems to contain too much weight for the other parts we sense the lack of balance. The Japanese are fond of balancing a small object with a large one in the same way that a little child on a teeter board must be given more board when he teeters with a larger one. The trees in Corot's Spring exemplify this in that the small tree is given more space in the picture according to its size than the larger group. Also the figures are grouped near the small tree, giving it added weight.

The principles of composition may be listed as follows: Subordination, rhythm, opposition, transition (sometimes called unity), and balance. These have been discussed mainly from the standpoint of pictorial composition but they apply equally well to all forms of the space arts which include architecture, interior decoration, sculpture, costume design and others. Finding these principles in pictures helps to develop a power of appreciation which is independent of subject matter or interest in mere surface qualities.

References: Composition, A. W. Dow; Art in the School, Belle Boas.

Loan Librarian Suggests Economic Planning Query

MISS LENOIR DIMMITT, Chief of the Loan Library Bureau, Extension Division, sent the LEAGUER the following debate suggestion:

Resolved: That the Federal government should enact legislation embodying the essential features of the LaFollette plan for a National Economic Council for the stabilization of business.

In the Reference Shelf on "Planning for Economic Stability" the Stuart Chase plan is used where I have used the La Follette plan. But the La Follette plan is the one on which the bill is based which has been introduced in Congress and on which a senate committee is working now. I believe there will be more discussion of it.

It seems to me that this would be a good debate question and one on which there will be a good deal of discussion during the next year. The statement is made in the Congressional Digest for April, 1932 (the whole issue of which is devoted to pro and con articles on proposals for economic planning in the U.S.) that it is not expected that the La Follette bill will receive the attention of the Senate in this session, because of the pressure of more urgent matters and because the senators have not yet had an opportunity to study the question sufficiently to warrant the casting of a vote for it.

Candidate (to campaign manager): "You issue the dodgers—"

Manager: "And you dodge the issues."

This civilization of ours is not going to depend so much on what we do when we work as on what we do in our time off.—Herbert Hoover.

(EDITOR'S NOTE—The above list by no means exhausts the plays eligible for League contests. For plays outside this list, Directors are advised to submit copy to Morton Brown, Director of Dramatics, Interscholastic League, Austin, for his judgment on eligibility.)

After nearly two thousand years preaching of the religion of amity, the religion of enmity remains predominant, and Europe is peopled by 200,000,000 pagans, masquerading as Christians, who revile those who wish them to act on the principles they profess.—Herbert Spencer.

Overemphasis on Athletics

Editorial in Southwest Plainsman

AMARILLO schools, like a good many others throughout the country, are having trouble in meeting teachers' salaries. The situation is aggravated in Texas by reason of the split-plan of tax paying legalized by the last session of the legislature and which made it necessary for school boards to borrow heavily in order to pay the teachers what was coming to them when school was out last summer.

In addition to the inconvenience incident to the divided plan of tax-paying, a good many people have been unable to pay any of their taxes and the deficit in school funds has become a serious matter, even though salaries have been reduced quite generally. But while Amarillo and other Panhandle towns have been suffering from a shortage of funds for salaries, it appears that they have been more prodigal than ever in their expenditures for athletics.

The Mercenary Motive

Never before have high school athletics been carried to such extremes as this year. While everybody approves of athletics, there is a vast difference between the ordinary team composed of the bona fide pupils in high school and a team of more or less grown men brought to a community, as is sometimes done, for the sole and express purpose of playing on the football or baseball teams and attending school merely as an incident requisite thereto. This practice has obtained in colleges for many years and may be partially responsible for the decline recently in the support given college athletics, but that such unfair and entirely mercenary methods should be introduced into high schools is certainly deplorable.

It is said that more money is now being spent for high school athletics than colleges are spending for like activities. Likewise, more time is being taken out of the students' regular work in high school than is the case in colleges. Not only is time lost by the actual members of the teams but the boys and girls who belong to the pep squads and the bands are taken from their studies, not only to attend the games but very often for practice or for advertising purposes.

More Serious Work Needed

It is small wonder that such immature minds quickly gain the impression that the only thing that really matters is "the game." As one college president has put it, "It does seem that there should be some serious work done at some time in a youth's educational career." Colleges have long been addicted to overemphasis on athletics and now that the high schools are becoming similarly infatuated, the higher institutions find themselves confronted with the problem of swarms of freshmen with no foundation upon which to build. To meet this emergency, some of the colleges have lowered their entrance requirements and included credits in sundry subjects and activities never

Are Athletics Overemphasized?
An Editorial

THERE will be found in a nearby column of this issue an editorial entitled "Overemphasis on Athletics." It appeared originally in the *Southwest Plainsman* and was reproduced in the April (1932) issue of the *Texas Outlook*. While the Interscholastic League is not specifically mentioned therein, still the indictment is directed against an activity for which the League is generally held to be responsible. We welcome this thoughtful and sincere criticism, but we are far from accepting the responsibility which by inference is thrust upon us.

While the term "athletics" is used throughout the editorial, the main complaint is evidently against football. We think the editor would admit that athletics, as a whole, are not overemphasized in the schools. Indeed, several valuable sports—baseball, for illustration—are underemphasized or completely neglected. But even football is overemphasized in comparatively few Texas high schools, if only the requirements of the League's plan are met. By far the largest portion of the schools of Texas have no football at all. Only sixteen of the eight hundred or more high schools in the State carry the football contest further than a district or regional championship. In ten of the sixteen Conference A districts the championship can be determined in a round robin schedule with four or fewer games; in four of the districts five games are necessary; and in the remaining two districts, six games are necessary if each team plays every other team in the district. These two districts, by the way, are comprised in two city systems of schools, respectively (Ft. Worth and San Antonio), and hence games may be played after school hours with practically no inconvenience or expense to either school. Moreover, there are two full grown holidays in November which, if utilized, interfere in no way with school time. Indeed, the giving over of the afternoon of a holiday to a school enterprise, such as a football game, is a net gain for the schools. We think it is hardly fair, therefore, to assume, that such a limited football program is responsible for "crowding the colleges with half-baked and under-educated freshmen."

The League's program for promotion of interschool football may be boiled down to this: it offers a district or regional championship for about four hundred schools, and a state championship for sixteen schools.

On the repressive side, the League is much more active. By limitation of schedules, by imposing the strictest eligibility rules in force among any of the state leagues or associations of the Union, by providing an organization which makes these rules measurably effective, it is doing much to curb the so-called overemphasis of this unruly sport. And it is continuing this policy.

The recruiting evil seems to have been hit a body blow (which we hope will prove fatal) by the new transfer rule, the most stringent to be found in the country. Beginning next fall, the eight semester rule will eliminate the footballer who lingers on after his normal school days are over. It will do away with "the man who hopes to make a reputation by playing against boys." The rule effective this year which forces a late beginning of the season is a decided advantage, although many seem to deplore the fact that "fans" are deprived of witnessing September games when it is really too hot in most of Texas to play pinocle, much less football.

Again, it is fair to ask a critic to be constructive. After this game has been suppressed, how will he provide adequate outlet for the physical energies of that fifteen or twenty per cent of the boys in the large schools who are endowed by nature with unusual bodily vigor? There must be something to "take it out of them," and football is the best device so far discovered. Certainly without football or some other hardy sport, disciplinary problems in the large schools will grow by leaps and bounds. All old-timers in the teaching profession know this to be true.

The writer does not touch the quick of the commercial side of football. He complains of the money spent, it is true, and of shortage of funds for other and more legitimate school activities. Any informed person choosing the other side of the argument can point out that practically no tax-money is spent directly in support of football, while money

Are Athletics Overemphasized?
An Editorial

collected in gate-receipts often relieves the tax-payer by supporting not only football but other school activities conceded by all to be not only worthwhile, but tax-worthy. It is here that a just indictment may be made of the way this sport is conducted in a limited number of schools.

The drive to make money out of any school sport is bound to result in disaster. In extreme cases, it destroys the game, for the game then becomes a business. It sets apart a group of pupils who are made use of to earn money for the school, and they must then become a favored group. It lengthens schedules beyond reason, for the more games the more money. It provides an often irresistible temptation to evade rules made for the protection of school standards. It enlists all the ballyho advertising of commercialized sports which tends to degrade the high school player to the level of the professional wrestler or prizefighter.

A high-powered, money-making, community-advertising football program in a large high school consumes so much administrative time and attention as to convert (in effect) the principal or superintendent into the business agent for an athletic club, and often forces responsible school authorities into the hypocritical position of professing an educational service while in reality exploiting a group of pupils for gain. And many other vicious influences flow from the sin of perverting what is essentially a manly, vigorous, health- and character-building sport into a mere business, a profit-making enterprise, a money-grubbing, community-publicity device so thinly disguised that even the "fans" are beginning to see through it.

Are Teachers Guilty?

WARDEN LEWIS E. LAWES, of Sing Sing Prison, New York, ranked the American educational system as virtually a total failure in character moulding in an address before the seventieth annual convention of the National Education Association last June.

Not only have the schools failed to "fulfill their functions" in preventing crime, but criminals springing largely from grammar and high schools "are more brazen, more vicious and more desperate than ever before in the history of any civilized community," the warden asserted.

"Character Ignored" Warden Lawes prefaced his castigation with a tribute to the school system's efficiency in reducing illiteracy. He justified his plain speaking on the ground that "the faults of education become the problems of penology. The failure of our schools and general educational methods is filling our juvenile homes, reformatories, and prisons.

"The splendid and costly educational program that has been the pride of our government has done nothing to mould the character of our people. Its insistence on scholastics has left no room for character training.

Cites Dickens' Work "There is no moral force in the class room. Its efforts have created a fertile and ever growing circulation for tabloids.

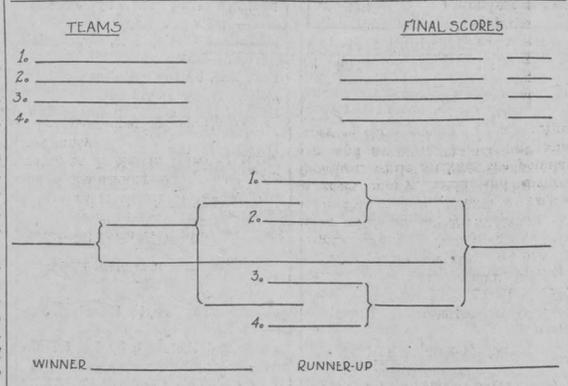
"The genius of Charles Dickens jolted Eighteenth Century England with disclosures of petty thievery among juveniles in that country. Yet the picture and imagery of Dickens fade into insignificance in the face of the fact that the most desperate of our criminals are minors, still in their teens and not far removed from class room days."

Teachers Scarce in Prison Warden Lawes' indictment, he made clear, was aimed at the "plan and scope" of the educational system and not at the "rank and file of educators." The number of teachers sent to prison is so small, he interpolated, that prison authorities have to look to members of other educated groups for inmate school teachers.

EDITOR'S NOTE.—The LEAGUER will publish the best answer to Warden Lawes' indictment which it receives before the Christmas holidays. A committee of competent judges will be selected to pass on the mass. Send in your answer, whether it be in agreement and extension of the Lawes' view or in contradiction of it or "part for and part for itself." Of course, the LEAGUER retains the right to reject all mass. If, in the judgment of the committee, none is worthy of publication. Don't go beyond 1,000 words.

"Almost everything that we have done in the United States in education, and especially in higher education, has been wrong. Recently I looked up the educational record of several hundred of those financiers who have ruined others in the past few years. Most of them were either college graduates or the recipients of honorary degrees from our American colleges. I cannot be proud of an educational system that turns out guilty barbarians."—Prof. Walter Boughton Pitkin, Columbia University.

Double Elimination Tournament



HERE is a drawing for a double elimination tournament. Write the names of the teams as drawn on the lines numbered in the bracket. After the first round, place the winner of the 1-2 match on the line right and the loser on the line left. Do the same for the 3-4 bracket. You then have two matches bracketed, winners against winners to the right and losers against losers to the left. The loser in the right bracket final is then placed on the long line which runs back between Nos. 2 and 3, while the winner of the match between the losers of the first round is carried out to the left for the final of the left side of the bracket. The winner of the right bracket final is then placed against the winner of the left bracket final. The winner of this match is champion, and the loser the runner-up. It thus takes two defeats to eliminate in this tournament. This is a good scheme for a small number of teams with plenty of time in which to play.

PENNSYLVANIA UNDERTAKES TO REORGANIZE ATHLETICS

LAST year the University of Pennsylvania broke a long-standing tradition by choosing as its president a financial executive instead of an academic scholar, Thomas S. Gates, a partner of J. P. Morgan & Co., and an alumnus of the institution. Mr. Gates has just announced a new system of athletics for Penn involving drastic features of reform. The new plan, designed to combat the commercialization of athletics and the overemphasis upon intercollegiate competition, regards athletics as an integral part of the physical educational program of the whole student body.

The present Council on Athletics, composed of alumni, faculty members, and students, is to be abolished. In its place a new Department of Physical Education has been created which will be a regular division of the University headed by a dean who will have full administrative control, and who, like other deans, will be responsible to the trustees of the University. There will be three subdivisions of the department: (1) student health; (2) physical instruction; (3) intercollegiate athletics.

Coaches will be members of the faculty with suitable academic rank and the same salary scale as that provided for all members of the University faculty. In no case will salaries exceed those of the regular professors.

The academic eligibility of students will be determined by a committee of five members of the faculty and their decisions will be final. Provision for financial aid for students engaged in intercollegiate athletics will be placed upon the same basis as provisions for aid to other needy students.

In arranging schedules an all-year-round program will be planned to include as many students as possible through a range of teams of varying ability. Intramural athletics will be encouraged.

The use of special training dormitories and training tables will be abolished. Spring and pre-season training and expensive rest trips to resorts must go. And steps are to be taken by which less financial reliance will be placed upon gate receipts for the maintenance of intercollegiate sports.

BURLESON COUNTY MEET A special teachers meeting was held at the court house last Saturday morning at 10 o'clock to discuss problems of the coming county meet. According to J. Malvin Hare, of Burleson County.

"The participating schools are donating one dollar per teacher in the school to defray the expenses and to buy awards for the League meet," he reports. "The Burleson County Chamber of Commerce has given fifty dollars to pay the incidental expenses. We expect to buy about five cups for the various events. Two cups are being donated this year. Coach Bright, of Somerville, is giving one loving cup and J. Malvin Hare, county superintendent, is giving one to the school winning the Three-R contest.

"Judges from nearby colleges will be obtained for the literary events. Those judges are to be secured from the public speaking departments of the college if at all possible."

Radio Broadcasting

(This is one of a series of impressions recorded by Judge Charles N. Feldson, associate editor of the *Age-Herald*, following his return from a European trip.)

IT would be difficult to think of a more direct contrast than that which exists between the British and American broadcasting systems. In England, the B. B. C. is supported by funds obtained through taxes on radio sets, and that means that it is at least a semi-public enterprise. In the United States, the chains and the local stations rely on revenue from advertising and are subject to only the mildest sort of regulation from federal authorities. Even those of us who have no relish for government operation must, in the light of realities, wonder whether radio over here might not be socialized with beneficial results.

Perhaps I can make my point clear by offering the following comparison of British and American programs broadcast on Oct. 1, 1930:

- LONDON ALTERNATIVES**
- P. M.
 - 7:45 A baritone sings.
 - 8:00 Concert or German language talk.
 - 8:30 Dance orchestra.
 - 9:20 A war play.
 - 9:40 Weather forecast; general news bulletin.
 - 9:55 "The Imperial Conference," by the Prime Minister.
 - 10:05 Dance orchestra.
 - 10:10 Financial reports.
 - 10:20 Orchestra.
 - 10:30 Hotel band from Manchester.
- NEW YORK ALTERNATIVES**
- 7:45 Entertainers, or jazz orchestra.
 - 8:00 Dramatic sketch, or a yeast advertisement.
 - 8:30 An oil concert, or radio tube singers.
 - 9:00 A bond house program, or a symphony orchestra.
 - 9:15 A mop and oil advertisement.
 - 9:30 A soap hour, or a cigarette hour.
 - 10:30 A soft drink program, or a male quartet.

It is, of course, unthinkable that the situation in America will ever be so free from puffery as it is in Great Britain. But one has to see some such deadly parallel as the above to realize to what an extent we are deluged with a blatant crying of wares. One has to see some such parallel, furthermore, to be convinced that it is possible to have considerable variety without indulging in the cheap vaudeville which infects the air in this country, that it is possible to meet many needs and diverse appetites, while striking the popular note and avoiding "high-brow" austerity. — *Birmingham (Ala.) Age-Herald.*

Education by Radio Legislation should be enacted which will safeguard, for the uses of education, a reasonable share of the radio broadcasting channels of the United States. State and national school officials should develop the technicals for using the radio effectively in education.—From the platform of the National Education Association as adopted at Atlantic City, New Jersey, July 1, 1932.

VALUE OF DEBATE

OTIS HILLIARD, of Sherman, whose debating teams have shown remarkable strength in the League during the past few years, is coming along with his debaters again this season. He writes:

"Just wanted to write in to say that I consider the Debate Bulletin this year the best yet. I think that Mr. Rousse did a wonderful piece of work in compiling it.

"My teams are coming along fine. I have the same girl's team that has been in the finals of the State Meet in Debate for the past two years. They are headed that way again, and are enjoying their debating more than ever before.

"I think that the League contests are of inestimable benefit to the school children of Texas. Especially, of course, do I think the debating contests valuable—of value because they teach those participating to think, and this training is needed in this day when such a large part of our education is based solely upon memorizing."

BENEDICT

(Continued from Page 1)

20 listings. The facts are that 10 of the 24 are Phi Beta Kappas. In other words, 165 Phi Beta Kappas win 10 listings while 835, the rest of the 1,000, non-Phi Beta Kappas, win 14 listings. One Phi Beta Kappa out of 17 gets listed, one non-Phi Beta Kappa out of 60.

From college to college it seems that a Phi Beta Kappa graduate has from two to five times the chance to be listed in "Who's Who" than a non-Phi Beta Kappa graduate has. It is said that half of the first honor men and a third of the second honor get listed in "Who's Who."

Several years ago a count of the graduates of Harvard and Yale showed that out of those whose marks placed them in the top tenth of the graduates there were as many in "Who's Who" as there were from the second and third tenths combined.

In general it can be truthfully said that a boy who graduates in the lower third of his class or even in the lower half has a far less chance to succeed than a boy graduating near the top. Occasionally, one of the makers of low grades comes to the top afterwards and wins some great success. But such performances are so exceptional that no boy who is making low grades ought to be satisfied with his future prospects. He should study harder, thereby learning more and forming better habits.

EDITOR'S NOTE.—The first article of this series by President Benedict appeared in the September issue of the LEAGUER. The third of the series will be published in the November issue.

WOODS

(Continued from Page 1)

he received his M.A. degree from Baylor. He continued his work in the high school until 1926, when he was elected county superintendent of instruction of McLennan County, which office he still holds.

During Mr. Woods' administration much progress has been made in school reorganization, consolidation, and standardization. Many new buildings have been built and the length of the rural school terms has increased one and a half months. All the rural schools of the county have been standardized except four, and the affiliated schools have changed from six to eleven. Practically every child is able to reach a good high school through the development of transportation.

LETTER BOX

(Continued from Page 1)

latter institution last June. "I am teaching English in the Ganado high school," she writes, "and have been appointed coach for the school dramatics. In addition I am to serve as Director of the one-act play contest in the Jackson county meet."

Abandoning Competitive Athletics

The Chicago Athletic Association, with glorious traditions, showcases full of trophies, and unnumbered champions and records in the archives, has abandoned all competitive enterprises. Disbanding the last of its amateur athletic teams, the water polo and hockey squads, the new president announces the club will devote more energy to promoting the activity of its members. The slogan, "Athletics for All," seems to be gaining headway not only in schools and colleges but even in the regular athletic clubs.

Nothing is so strong as gentleness, nothing so gentle as real strength.—Francis de Sales.

League Breakfast and Section Meeting

Ball Room, Texas Hotel
Ft. Worth, 7:30 a.m., Nov. 25

Make Reservation Now

Dr. A. Craig Baird, Professor of Speech, University of Iowa, will be the principal speaker.

Send in fifty cents—that's all the meal will cost—and be sure of a seat.

Apply for reservation to the University Interscholastic League, University Station, Austin, Texas.