



F. M. Scott, Director General of the Collin County League, reports in a recent letter excellent interest in League contests in that county this year. Henry McClelland, Director of the Upshur County League, has a similar announcement to make for his county.

Naomi Smith, Marianne Reed, Clyde Brindley, and Hanes Brindley were the winners of the debate try-outs which were held Monday afternoon at the high school to select the boys' and the girls' teams to represent the high school in the district Interscholastic League debate contests in the spring. Three members of the teams, Naomi Smith, Marianne Reed, and Clyde Brindley, represented the school in debates last year in the district and in the state contests.

Farmersville issues through its local press the following:

"Look out! All competitors of Farmersville High School in the Interscholastic League work take warning. Why? Because Farmersville will win! Proof? Just take a look at this lineup: Miss Thompson, essay writing; Sping, Mrs. Wright, girls' basket ball; Mrs. LeFevre, typing, boys' playground ball; Miss Butler, declamation, girls' playground ball; Mr. Howell, extemporaneous speaking, one-act play, debate; Mr. Wright, basket ball and junior track; Mr. Sadnel, football, senior track."

The Whitesboro Sun publishes an item which indicates that the high school there is one of the "early birds."

"A literary association, for the purpose of promoting training in these fields and of rousing school spirit, is being organized. It is to be co-educational and will be open to any high school student who is interested."

"We are expecting our students to bring back the honors. We remember that 'the early bird gets the worm.'"

The work on Interscholastic League contests is to start at once, according to Supt. R. L. Stephenson, of Cooper. He announces the following individuals as composing the Interscholastic League staff: G. W. Ruddell, boys' debate; Miss Evelyn Gates, girls' debate; Miss Lillie Carrell, typing; Miss Lucile Hendricks, extemporaneous speaking; Miss Chrystelle Paul, spelling; Joe D. Garland, boys' basket ball; Miss Annie Mae Donaghey, girls' tennis.

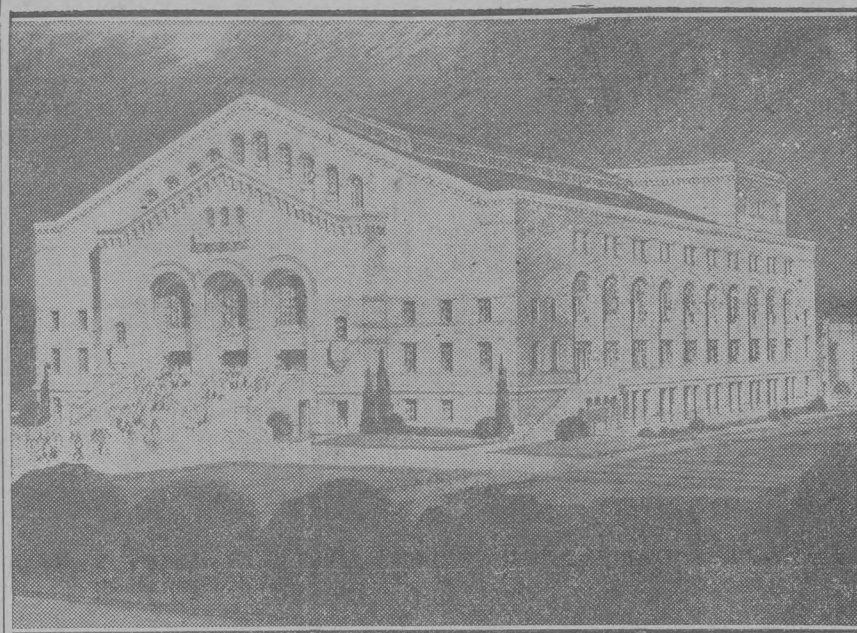
Liquor Advertising Is an Evil

As a newspaper, *The Star* naturally is interested in advertising and the revenue to be had from it. But *The Star* is opposed to the newspaper advertising or any other advertising of hard liquors that obviously are intoxicating. It is opposed to such advertising, no matter what the profits to be had from it.

The Star knows the value of advertising in promotion of sales. It therefore recognizes the evils of such liquor advertising as is legally permitted and practiced in the Canadian province of Quebec, where expectant mothers are told that liquor will be helpful to them and to the children to be born, where liquor is held up alluringly to young boys and girls as a health and body builder, where it is flaunted as a panacea for almost every known disease and where newspapers, for the sake of profits, are tempted into accepting all sorts of liquor advertising calculated only to promote sales and consumption by the people.

The one central purpose of a new system of dealing with liquor in Missouri and the United States should be to discourage sales and use, rather than to promote both. The governor's advisory commission in Missouri has recognized the danger of the latter and has indicated that it favors prohibition of liquor advertising by radio, by means of billboards and motion pictures. But the restriction should apply to newspapers, as well. It would serve but a limited purpose to apply it only to the other forms of advertising. The newspapers of this state have been getting along without liquor advertising and they can and should continue to do it. No one of them can afford to become an agency of the liquor interests.—*The Kansas City Times*.

General Sessions of T. S. T. A. Will Be Held in This Building



Gregory Gymnasium
The University of Texas

SPEECH ARTS HAVE A LIVELY PROGRAM

President Addresses Open Letter to Those Interested in Austin Meeting

(By Alma Copelin, President of the Texas Speech Arts Association)

THE meeting to be held at Austin this year on December 1 and 2 gives rise to most enthusiastic anticipations. Our friends in the Capital City are sparing no effort in an attempt to make it the best meeting which the Association has ever enjoyed.

The program, see p. 3, though not complete in all details as yet, will give an idea of some of the good things which are in store for us.

In the face of the depression the groups at the last two meetings have deemed it wise to maintain the annual dues at \$1.50. An emergency measure was passed at our last meeting providing that no attempt be made to publish the magazine this year. Yet the association courageously voted at that meeting against going into the T. S. T. A. and being limited thereby in its program.

In order to extend the service of the association to those who are unable to attend the meetings, as well as to those who are conveniently situated, every person interested in speech should pay his dues each year, whether he is able to attend the meeting or not, thereby enabling the association to carry forward its research and publicity programs for our mutual benefit.

Only this kind of spirit and co-operation can build a strong, active organization. Therefore, send in \$1.50

(See — SPEECH ARTS — Page 4)

S.M.U. Uses Competitive Law Case Clubs With Good Effect

(By Roy Robert Ray, Professor of Law, Southern Methodist University)

LAW case clubs have been in existence in some of the leading law schools for a number of years. The method of organization varies in the different schools. The plan followed in our law school is modeled somewhat after that used in the University of Michigan Law School. However, local conditions necessitate certain major departures.

A Student Enterprise
The law case clubs are entirely a student enterprise run by the students for the students. The faculty assisted in inaugurating the clubs, in selecting the first groups and in drawing up the rules of procedure. The cases for argument are prepared by the members of the faculty and they sit as judges on cases that fall within

Editor Hotly Denounces Breaking League Rules

THERE will probably be a contest of a recent game of high school football between Corrigan and Groveton.

Groveton has made some rather rash accusations about Corrigan playing men who for one reason or another are not eligible.

This paper does not propose to pass on the eligibility of any player. We are not familiar with all the details of what a player must do or not do. We are interested in clean sports.

Some of the claims of Groveton school authorities may have grounds, and if they have, the manly thing for Corrigan to do is admit error, forfeit the game, and retire from the competition.

If Corrigan school authorities allowed one man to compete on the football field who was not eligible, knowingly, that or those school officials should be dismissed from the faculty with a dishonorable discharge.

If the school board or any member of that body allowed an ineligible player, knowingly, that member or members should do the manly thing and resign.

If this paper knew for certain there was a man on the team that was not eligible, and did not raise its voice to have the man taken from the lineup, it would not deserve a place in the mail box of any self-respecting citizen.

If there is anything that stinks and makes an open cess pool pleasant to smell in comparison, it is underhanded and unfair competition in school athletics. If there was big money on the results of these contests or there was any remuneration for the players, other than glory, there might be some reason.—Editorial in Corrigan Plain Dealer.

There is no such thing as "common honesty": all honesty is uncommon.

their special fields when requested to do so by the clubs. One member of the faculty serves as advisor to the clubs. But this is the extent of faculty participation. Student participation in case club work is entirely voluntary. It is extra-curricular so to speak. In this connection the law case clubs are to be distinguished from courses in practice court or trial court which are conducted by a member of the law faculty and required for graduation.

In our law school there are four case clubs. They are named for leading United States Supreme Court justices and Texas Supreme Court justices. The names of the clubs at present are: Holmes, Taft, Cardozo and Phillips. In the formation of the clubs the upper classmen were divided as evenly as possible between the groups. Each year the clubs select additional members from the incoming first year class. First choice is

(See — CASE CLUBS — Page 4)

PHARR-SAN JUAN ORGANIZES EARLY

Complete Faculty Assignments Made and Preparations for Contest Under Way

PHARR-SAN JUAN always makes a fine showing in Interscholastic League activities. Perhaps the reason is that the work is always organized early. We clip the following from a local paper:

Work in several of the Interscholastic League contests has started in the Pharr-San Juan-Alamo High School in order that the students may get the most out of the various divisions. In debate, Mr. Vest has already begun work and material is being assembled by the entrants. Work in extemporaneous speech is being done by the many pupils interested in this contest with Miss Howard sponsoring. Several of the other teachers are beginning work with their group and it is the opinion of the entire faculty of the school that more may be accomplished by carrying the league work on during most of the scholastic year.

The following assignments were made for the various Interscholastic League work last year for this term of school: high school track, A. Sorenson; junior track, F. Sigler; basketball, A. Sorenson; football, F. Sigler; baseball, F. Sigler; junior boys playground, A. C. Hart; junior girls playground, Miss Middleton; girls volleyball, Miss Carmen; tennis, Mrs. Vest; debate, Mr. Vest; extemporaneous speech, Miss Howard; essay writing, Miss Chapman; junior boys declamation, Miss Middleton; junior girls declamation, Miss Hooper; senior boys and girls declamation, Miss Sanders; senior spelling, Miss Griffith; junior spelling, Miss Carmen; music memory, Mrs. Ritchie; arithmetic, Miss Thompson; typewriting, Miss Howard; one-act play, Miss Stanfield; junior and senior glee clubs, Mr. A. C. Hart.

From a San Benito paper we find League plans described as follows:

San Benito students will offer strong competition in Interscholastic League events next spring as a result of a program launched by faculty members which will be carried out through the entire year. Placing of additional emphasis on preparation for Interscholastic League events was one of the objectives outlined by Supt. T. J. Yoe at the beginning of the present school year. San Benito has won the majority of points in the county literary meet during most recent Interscholastic League contests.

Assignment of various departments of League activities for various teachers in the local school system was announced today as follows: Arithmetic, Miss Agnes Menafee; art, Mrs. Florence Hardy; boys basketball, Class A and B, O. V. Brown; girls basket ball, Class A and B, Miss Metha Scaief; debate, Maxwell Barkley; senior high declamation (junior and senior), Mrs. J. E. McAnally; Class B declamation, junior high, Class A essay, Miss Grace McMillan; extemporaneous speech, Miss Otelia Graham; spelling, eighth-eleventh grades, Mrs. E. M. Aiken; spelling, sixth, seventh, eighth, Miss Jack Clements; one-act play, Mrs. G. A. Fisher.

Tennis A and B, boys and girls, S. V. Neely; track, A and B, junior and senior, L. J. Berry; typewriting, Miss Gladys Dorn; volley ball, A and B, Miss Elizabeth Cowgill.

Leisure Time

The new leisure brought about by shorter working weeks is going to the wrong people, J. E. Sproul, New York secretary of the National Council of the Y. M. C. A., declared recently at 300 social workers met for a welfare conference. "The new leisure is going to people who don't know what to do with it," Sproul said. "Professional people, whose education has taught them what to do with leisure time, are not getting extra time under the new deal."

"Those whose leisure is devoted to watching someone else entertain them are finding more time than they know what to do with. This is the problem facing those interested in adult education."

PROGRAM of the Fifteenth Annual Interscholastic League Breakfast and Section Meeting

Roof Garden, Stephen F. Austin Hotel
Austin, Texas

December 1, 1933—7:30 a.m.

T. H. SHELBY, Dean, Division of Extension,
The University of Texas, Presiding

B. M. DINSMORE, Electra, Secretary

League Section Motto: Educational Use of Interscholastic Contests.
Invocation.

Introduction of Speaker.—Floyd G. Betts, Superintendent of Schools, Wharton.

The Problem of Interscholastic Athletics.—Dr. F. W. Maroney, Teachers College, Columbia University.

Adjournment at 9 a.m.

Those interested in discussion of rules and regulations governing football or other athletic contests of the League will be assigned to another room in the hotel.
Public Speaking section will have a separate meeting.

M E N U		Reservations, 60 cents per plate.
½ Grapefruit	Steak	Make sure of a place by forwarding 60 cents to Miss Willie Thompson, Secretary of the League, University Station, Austin, Texas, at once. Tickets will be forwarded on receipt of price.
Scrambled Eggs	Toast and Hot Rolls	
Coffee		

ARITHMETIC TEAM MAKES 405 POINTS

Central Ward (Denison) Reports Individual Score Of 410 in Meet

SUPREMACY in arithmetic is still disputed. We have the following account of the accomplishment of a team representing the Central Ward school in Denison:

"In the INTERSCHOLASTIC LEAGUER of September, 1933, there appear the pictures and announcement of the winners of the State Arithmetic Contest.* According to this report this team score was 372½, with an individual score of 400, which sets a new high score attainment in the state.

"May we call your attention to the fact that the Central Ward Arithmetic Team made a higher score than the one reported. The team score in the District Meet at Paris (1933) was

*THE LEAGUER was careful to state that there is no authentic state championship in this event.

Salaries Come Last After Other Bills Exhaust Cash

(By H. W. Stilwell, President, T. S. T. A.)

IT IS reported to the executive committee of the State Teachers Association that in some schools teachers are really discriminated against in the payment of salaries in the following ways:

Sometimes all other bills are paid first and whatever is left is then paid to the teachers; sometimes bills for insurance and supplies and electric, gas, and water services are paid many months in advance so that they can be paid before the money runs out, and then teachers must carry vouchers for months before they can be cashed; sometimes current money is used to pay for gymnasiums or athletic fields and teachers are then paid in vouchers which cannot be cashed; sometimes school districts make no effort to borrow money and do not take advantage of the law per-

405. Helen Louise McDaniel made an individual score of 410 and Louis Henry 400. This team won first place and made an individual score of 410 and 370 respectively at the County Meet in Sherman in the same year.

The Central Ward Arithmetic team won first place in both County and District Meets in 1932. Murray Marshall and Tellus Miller composed the team this year. Miss Cantrell Watson has coached these winning teams and hopes to set a still higher record this year.

"Central Ward has been successful in literary events as well as arithmetic, being the 'high point' school in literary events in both County and District Meets in 1933, five teams winning first place. This school has also done creditable work in wild flower collecting. These exhibits have won the first place in the State Contest for two consecutive years.

"The INTERSCHOLASTIC LEAGUER is read with interest in our school. It gives us a chance to see how our school ranks with others of the state. If there are higher scores made by other winning teams or schools, we will congratulate them. We certainly know what it means to both teachers and pupils to make high scores."

mitting them to pay their teachers in interest-bearing warrants.

The executive committee called this matter to the attention of the State Committee on Classified and Accredited High Schools with the request that this latter committee attempt to set up a standard for the accrediting and classification of schools that would penalize the schools that deal unfairly in money matters with their teachers. One of the members of this Committee on Classified and Accredited High Schools suggested that the whole problem should be presented to the section chairmen of the State Teachers Association and that these section chairmen be invited to have the problem discussed in their sections wherever it is feasible and proper to do so. There are certain sections of the Association in which this matter would have no rightful place perhaps, but at the same time there are many sections that could give very properly much attention to the problem.

REPORT OF COUNTY OFFICERS NOW DUE

Counties Which Have Elected And Not Reported Should Wake Up

COUNTIES that have not reported officers should do so at once, if election has already taken place. In many counties institutes have not yet been held and in some other counties institutes will not be held until shortly before the Christmas holidays. It will improve the prospects for a good county meet if those interested in each county will see to it that officers are elected at the earliest practicable time.

The name of each county officer reported is placed on the League mailing list. Important announcements are being made concerning which all county officers should be advised. We cannot reach them unless their names are reported to the League office. We publish below an alphabetical list of those counties which have reported directors to the State Office and counties not included in this list have not yet reported:

Anderson	Gaines	Orange
Angelina	Glasscock	Palo Pinto
Austin	Goliad	Parker
Bastrop	Gonzales	Parmer
Bexar	Gray	Pecos
Brazoria	Grimes	Polk
Brazos	Guadalupe	Potter
Burnet	Harrison	Randall
Caldwell	Haskell	Reagan
Calhoun	Hill	Red River
Cass	Hockley	Runnels
Castro	Howard	Sanger
Chambers	Hunt	Schlesinger
Cherokee	Jackson	Shackelford
Crocket	Jones	Tom Green
Dawson	Kaufman	Travis
Deaf Smith	Lavaca	Tyler
Delta	Lee	Upshur
Denton	Liscomb	Van Zandt
Duval	Livestock	Wichita
Eastland	Lynn	Walker
Erath	Madison	Wharton
Falls	Matagorda	Wheeler
Fannin	Mills	Wilbarger
Fort Bend	Mitchell	Williamson
Franklin	Neches	Young
Frio	Neodesha	

PUPIL WRITES OF STUDENT CONTROL

Missouri City Has Established Self-Government By Pupils On Sound Basis

(By A Pupil)

OUR whole school appreciated the article about Missouri City in the October issue of the INTERSCHOLASTIC LEAGUER. Sure looked good to see something about ourselves in print.

The Missouri City High School and Grammar School had their election Tuesday, October 24, 1933. The election was conducted by the civics class. The civics class made the poll tax receipts and ballots on the mimeograph machine.

Mr. Vance Warren and Miss Florence Starrett were the two candidates for mayor of the high school. Ruth Baty and Anton Jensen were the two candidates for mayor from the grammar school. Mr. Warren took defeat in the most pleasant manner. He congratulated Miss Starrett for the winning of the office and pledged her his best support.

Anton Jensen was elected the mayor of the grammar school. The election was conducted in such a manner as to win the approval of all the teachers.

Here are the following students who were elected as officers of the high school: Mayor, Florence Starrett; custodian, Ruby Knight; captain of traffic, D. B. Ivy; captain of sanitation, Sam Lampson and Lee Brodesky (these boys tied for the office).

Grammar school: Mayor, Anton Jensen; custodian, Anna Louise Kilmer; captain of traffic, Lawrence Elkins; captain of sanitation, Emma Garthright.

These elections are held yearly. The officers do not try to "boss" other students. They merely remind them about picking up paper, not running in the halls, etc. Each student who

(SEE STUDENT CONTROL P. 3)



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ROY BEDICHEK Editor

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Vol. XVII NOVEMBER, 1933 No. 3

DURING the forthcoming meeting of the T. S. A., the Texas State Physical Education Association, will hold a meeting, 9 a. m. to 12 m. on Friday, December 1, in the Women's Gymnasium. At 12:15 the Association will have a luncheon at the Driskill Hotel, \$75 per plate. Miss Frances M. Alexander, Secretary of the Association, extends a cordial invitation to LEAGUER readers to be present at both these meetings.

THE Office of Education, U. S. Department of Interior, has issued a large map of the United States which shows in black the areas of greatest illiteracy in the United States. This, of course, indicates a certain backwardness in educational matters generally and in the public school systems in particular. It is significant that of the few states remaining in the country which allow more than eight semesters participation, the great majority of them fall in this black area, in "dark-est America."

THE radio debate on radio control over a nationwide hookup was announced through Texas papers and many school debaters and coaches were given the benefit of hearing the question debated by a group of rather high-powered debaters. T. M. Beard, of the University of Oklahoma, should be given credit for this enterprise. It seemed to us that the negative had the best of this particular debate. By the way, the printed version is available at the University of Chicago Press, 5750 Ellis Avenue, Chicago, for fifteen cents per copy. Two copies will be furnished for twenty-five cents.

IN A recent radio address John Dewey said: "I suppose my hearers have heard the following line of consolation put forth by professional optimists like Mr. Charles M. Schwab and his imitators: 'To be sure, they say, 'we have had a bad depression, but we have had in our history at least nine such depressions, before, and yet have come out of them all to enjoy even better times than went before.' What a wonderful consolation, and what a wonderful system! We can get out of our present hole and climb up in order to fall into a tenth, and eleventh, and twelfth hole, and so on, each deeper than the one before! Is it not about time that instead of patching up here and there we try to go to the roots of our troubles?"

WE SHOULD like to call attention to the first page of *The Scholastic* dated December 11. The title of the page is "The Business of War." There are considerations set forth in this page that are of more vital interest to the individual, to the nation, and to the world than can be found in the same space in any magazine or newspaper issued during this year, so far as we have observed. Nations are arming on a scale never before known in the history of the world. Whether or not one believes in war, righteous or unrighteous, one thing is sure: unless the *business* of war is done away with civilization is done for. Business connotes profit. No class of people should be allowed to profit by war.

HERE is unsolicited advice for high school pupils who report items about the school to the local papers: always give initials of individuals mentioned. We notice in a local paper that "Mr. Smith" and "Mr. Key" will coach debating. Look in your telephone directory. O youthful reporter, and see how many Smiths you can find, is it A. B., or A. C., or A. D., or just what Smith is it who is going to coach debating? The first thing any reporter should learn is to identify the individual he is talking about. This advice goes also for entries in the Interscholastic League. How vexing to receive from a director the information that "Kelley" is entered in the 440-yard run! Athletic directors sin oftener than any other directors in this regard.

WE WISH to call especial attention to the article in this issue by Professor Roy Robert Ray describing the use of law case clubs as a teaching device in Southern Methodist University. It is an excellent illustration of the way in which a contest may be adapted to teaching. We dare say that under the stimulus of competition the law students work as hard and perhaps to better effect in preparing for a case club trial than they do for a regular recitation period. Although an extra-curricular activity and a student enterprise, it is nicely adjusted to strengthen curricular work. In a former issue we published a description of a similar plan in the Harvard School of Law.

AFTER some five years agitation and discussion, during which adequate discussion was had and due notice was given, a referendum on the 8-semester and 1-year rules was submitted to a vote in the school year of 1931-32. Continual misrepresentation of the result of this vote has been made, although it was officially recorded. Some dissatisfied schools in Class B declare that the Class A schools voted the rules; some dissatisfied Class A schools declare that it was carried only by the Class B schools. The truth is that both classes of schools favored both rules. Again, some dissenters claim that it was the football schools that voted it on the basketball schools; others, that it was the basketball schools which imposed these rules upon the football schools. As a matter of record fact, both these classes of schools voted for both these rules by an overwhelming majority.

MOST of the argument against the 8-semester and 1-year rules is, it seems to us, based on the false assumption that rules should be made for the exceptional rather than for the usual high school student. The high school course runs four years. The great majority of high school graduates finish the course in this time. If they didn't, it would be time for high schools to alter their courses to suit the majority of their pupils, and then it would be time to alter League rules accordingly. Our program of contests is based upon the high school course and the time it takes the normal pupil to complete this course. Any school contest which interferes with this course and makes it to the interest of a school to retard the average pupil is an injustice to the taxpayers who support the schools and would eventually be abolished by law, as it should be. Under our old rules, retardation of pupils for the purpose of athletic participation was becoming the rule. This abuse had to be met.

Of course, one feels sympathy for the pupil whom circumstances have retarded. But the real interest of the pupil who is behind his fellows lies in securing his attention to his regular school work until he catches up; and certainly does not lie in forcing upon him more distractions which will still further retard him. Extra-curricular activities are certainly not the main business of a school. As the name implies, they are activities which are provided for pupils who have made normal progress, i. e., something "extra." They should be used as stimulation to retarded pupils to catch up. They become immediately vicious when the emphasis is shifted and they are used to slow up curricular progress. Only the most distorted conception of extra-curricular activities supports the opposite view.

EXTEMPORANEOUS speech is causing a lot of correspondence this year. There is a demand for specific topics. These, however, are being reserved for county contests. Only general subjects are announced. The New Deal, the first general subject announced, is daily developing new topics, and it would have been better, perhaps, to have confined the general subjects to this one alone. World Disarmament was announced in the October issue of the LEAGUER, and it is proving fruitful. This month another general subject is offered, Recognition of Russia. We hesitate to give even sample topics under these general heads, for the reason that the topics thus given are automatically excluded from the contest list. Since there is such an abundance of topics available under the New Deal, we shall risk depleting our supply by naming a few by way of suggestion: The Farmers' Strike, Ford and the New Deal, Al Smith Cool Towards NRA, General Johnson's Personality, Dollar Tinkering, and so on. Any pupil who has followed the New Deal in the two publications prescribed will have sufficient information at his disposal on any one of these topics to make a five-minute speech, provided you give him half an hour or so to organize his information in outline form. This sort of facility is exactly what the contest is intended to develop. The old plan of prescribing definite topics and publishing them in advance gave a distinct advantage to the memorizer. The present plan shifts the emphasis to outline-making and ready talking. Coaching for this contest, then, becomes a matter of leading the pupils to acquire the information, that is, giving them something to say; second, of training in outlining or organizing this information for presentation in logical form; and third, of practicing talking before a group so that the language will come as readily as it comes in ordinary conversation.



Article VIII, Sec. 16
A year's credit in a subject granted on the basis of grades made during both semesters may be counted as one of the three required regardless of the particular grade for either semester.

Spelling
There is a disagreement between time-allotment summary for Grades VI and VII and Rule 5, last paragraph. Go by the rule, not by the "Summary" on page 43.

One-Pupil Team
Footnote at page 40, Constitution and Rules, provides conditions for one-pupil team in spelling. This is applicable also to Music Memory, Picture Memory, and Arithmetic.

Spelling
Transpose "of wheat" italics from col. 12, p. 5, current spelling list to col. 11 following the word "sower." Also transpose the words "of players," col. 12, p. 5, to col. 19, p. 7, following word "team."

Article VIII, Sections 16 and 17
In judging eligibility cases under these two rules it is proper to hold that a pupil's enrollment period in a given semester begins with the day of his enrollment and ceases with his last day of attendance.

Sec. 15, Article VII
Strike out this section in the current issue of the Constitution, as there is no longer any division in sub-junior spelling. This contest is now conducted on a grade basis.

We have faith in education as the foundation of democratic government. . . . Our schools are today enabling America to achieve great results, and they can help her to even greater accomplishments.

—Franklin D. Roosevelt.



III. TYPES OF COMPOSITION
(By Florence Lowe, Head, Art Department, Sam Houston State Teachers College.)

NO absolute rule can be given which will guarantee successful arrangement in the composition of a picture, yet certain dominant ideas are prevalent in most of the world's masterpieces.

Aside from the principles of design, which are observed either consciously or intuitively by every artist, definite plans of arrangement can be detected by the careful observer.

Vertical and Horizontal Composition

The simplest type of line plan is the vertical and horizontal arrangement in which the important lines of the composition follow the above mentioned directions. Whistler's "Battersea Bridge" is predominantly vertical and horizontal in design. True, there are in the picture lines which take an angular direction and others which are curved, but these are the shorter and less important ones. Compositions of this type are especially adaptable to the expression of great dignity and solemnity. People wonder at the feeling of reverence and awe which they experience as they enter a cathedral, but few realize that the long vertical lines of the gothic columns are responsible, at least in part, for the creation of this mood.

The vertical and horizontal arrangement is more subject to the danger of becoming standardized and commonplace than are the others. Unless it is skillfully handled, the distant vision can be cut off in a way that will force the eye to engage itself with things in the foreground instead of carrying the vision back into the picture. When this happens, the composition lacks depth and interest. Teachers, in arranging models from which students are to draw, often thoughtlessly place a curtain or other background directly behind the objects, thus cutting off any opportunity for showing things in their relation to distance. Sometimes it is desirable, for the purpose of concentration on forms, to isolate objects in this way, but greater variety of composition is possible when greater distance is permitted. The earlier Italian masters did not make extensive use of perspective so the vertical and horizontal arrangement is much in evidence in their work.

Circular Composition
The "circular" composition is particularly suitable for the expression

of rhythm. Pictures containing rolling hills, waves, or billow clouds adjust themselves to this type. Raphael's "Madonna of the Chair" is one of the best examples of figures used in circular composition. The picture, as well as being circular in shape, is built up entirely of curves. These are seen in the somewhat rounded faces of the children, in the halos above their heads and in parts of the chair. Even the positions of the figures are such that the group suggests a circular shape.

Angular Composition
The angular type of composition is the most complicated of all and, of the three here discussed, offers the greatest number of possibilities for variation. It is capable of leading the eye into the picture for unlimited distances. Because of their interest in effects of dynamic movement, modern artists use angles extensively. In the architecture of "A Century of Progress" in Chicago the angular scheme was strongly emphasized. Although many striking examples of angular composition exist in painting, these are difficult to find in reproductions since they are mostly among the "Cubists" and the "Post Impressionists" whose work is not yet reproduced extensively for study purposes.

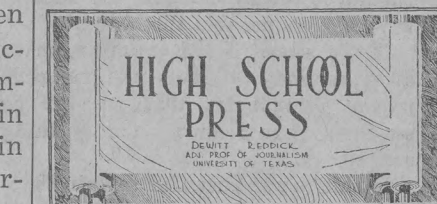
A few angular types present themselves in the pictures for this year's "Memory Contest." Pothast's "The Holiday" is arranged in a way which causes the eye to travel in angular directions. Terborch's "The Concert" has some of this quality, and Cezanne's "Village Road" has distinct angles.

Combined Types of Composition
Few pictures conform exclusively to any one plan of arrangement. Although one idea may predominate, elements of the others enter into each composition. Cimabue's "Madonna Enthroned" is fundamentally perpendicular and horizontal but the circular element is also strongly marked. In Daumier's "The Washerwoman" all three types are to be found, but the circular is most in evidence.

It is a mistake to analyze pictures in too scientific a manner because their beauty lies mainly in the extent to which they depart from any standardized plan and yet retain their unity. However, helping children to classify outstanding examples of composition often makes them more sensitive to order and arrangement in their own work and develops considerable appreciative insight.

EXTEMPORANEOUS SPEECH SUBJECTS

1. The New Deal.
2. World Disarmament.
3. Recognition of Russia.



THIS year, as does every year, witnesses changes made in the high school papers which are enrolled in the I. L. P. C. Financial problems have been the cause of most of the changes instituted this fall.

Socialized Newspaper
One of the first changes to come to our attention was that made in the San Antonio papers. The *Brackenridge Times* and the *Jefferson Declaration*, two of the outstanding large papers of previous years, appeared in five-column form. They will be issued semi-monthly instead of weekly. No ads are run in the papers, and they are issued free of charge. These changes are the results of a decision made by the San Antonio School Board. Expenses of printing will be paid by the Board, with the exception of the cost of cuts.

Though a large paper naturally has some advantages over a small one, the small San Antonio papers have some decided advantages over the large papers of previous years. No longer is the staff of each paper under the burden of getting enough subscriptions to make the paper successful and faced with the necessity of constantly soliciting advertisements from merchants who feel that they have already advertised to their limit. Equally good practice in news gathering and reporting can be secured by students working for small papers as for large ones.

The *Technician*, publication of the San Antonio Vocational and Technical High School, which appeared last year in the form of a trade publication, is being issued this year as a five-column newspaper with very much the same kind of type arrangement as the other two San Antonio papers. Thus San Antonio is lining up with Dallas and Fort Worth and Houston, where the high school papers are five-column.

"Maroon" Changes Policy
A step in the opposite direction was made this fall by the *Austin Maroon*.

In the past the *Maroon* was issued free to students. This year, under the direction of James Markham, a new instructor in journalism, the paper has been successfully placed on a subscription basis. One of the important reasons for the success of the *Maroon* this year is its managing editor, Kathryn Owens, who is the president of our I. L. P. C. And another reason is its hard-working editor, Joseph Baldwin.

Alex Murphree, who for some years was sponsor of the *Main Avenue Husache* and then the *Jefferson Declaration*, is this year teaching journalism in Iran High School and sponsoring the five-column *Broadcaster*, a newsy, well-edited, four-page paper. A newcomer to the ranks of high school sponsors is Charles Hertel, who is this year sponsor of the *Giddings Traveler*. Mr. Hertel has a journalism degree from The University of Texas, and has in past years helped with the I. L. P. C. meet in Austin.

Miss Laura Nelson, English teacher, graduate of Southwestern University, has replaced our old friend, Mrs. John Scott, as sponsor of the *Mullin Tattler*. She has the warm wishes of the I. L. P. C. for her success. Miss Ella Stone, after retiring from the ranks of newspaper sponsors for a few years, has been called back into service as sponsor of the *Jefferson Declaration*. Miss Stone has contributed much to the development of high school newspapers in Texas through her years of service in the San Antonio schools. She has been teaching journalism probably longer than any other teacher now in Texas high schools.

Have you sent in your enrollment yet for the I. L. P. C.? If not, please write to us at once. We would like to have your paper enrolled.

Pamphlets Available
We have a few copies of some of the pamphlets we issued last year. We will send these copies to you, if you wish, unless our supply is exhausted before your request arrives. The pamphlets on hand include the following: "Suggestions for Make-Up," "Editorial Writing," "High School Newspaper Style Sheet," "Living Up the Paper." We still have some copies of our October pamphlet, "Staff Organization." A detailed pamphlet on editorial writing, discussing methods of writing, subjects, and editorial campaigns, is in preparation, and we hope that it will be ready to send to I. L. P. C. members by December 1.

Early in December the Texas High School Press Association will hold its annual convention in Belton. Most of the members of the I. L. P. C. are also members of the T. H. S. P. A. If your paper is not a member, we would like to urge you to join that other organization and to attend the convention in Belton. You can get information from Miss Helen Zene Wortman, Baylor College, Belton.

Hitlerized Athletics
One of the probable results of Germany's fanatical anti-Semitism will be a refusal of the participating nations to allow the 1936 Olympic games to be held in Berlin, as at present scheduled.

As is well known to most sports followers, the Hitlerites have not confined their persecutions to Jews in politics, the professions and business, but have carried them into the realm of athletics, arbitrarily barring from competition some of their outstanding stars because they are "tainted" with Jewish blood.

Avery Brundage, president of the American Olympic committee, is one of those who feel that it would be impossible to hold a tournament based upon the principle of fair play in any such atmosphere, and has expressed himself to that effect publicly and emphatically. Abrahams, the great English runner, Rene Lacoste and Suzanne Lenglen, French tennis stars, and numerous others have declared their refusal to attend if the meets are held in Germany under the present government.

The German athletic authorities are highly indignant. They protest that all Olympic guests would be treated with the utmost cordiality, but, as The Nation remarks, their protestations "become less reassuring in the light of recent events. Dr. Theodor Lewald, chairman of the German Olympics committee, was forced to resign because his father was a Jew; Dr. Daniel Prenn, German Davis cup tennis star, was stricken from the list of Germany's net representatives by the German government, and the splendidly equipped central school of the Workers' Sport and Athletic association, an institution erected at an expense of more than 2,000,000 marks by the workers' gymnastic organizations, was expropriated. As a result of Nazi intrusions into the field of sport, Frau Nelly Neppach, Germany's best known woman tennis player, seven times the winner of the German championship, committed suicide."

With such conditions prevailing, it is no wonder that the athletes of other countries are planning to petition the central committee to transfer the 1936 games to some other country.—Houston Post.

Don't Cackle—Scratch

(By James A. Moyer)

IN a recent issue of the *Automobilist* I found a very interesting and instructive article or editorial entitled "Don't Cackle—Scratch!" This article started out by drawing a parallel from the lowly hen who saves her cackles for the crowning achievement of her existence—when she lays an egg. In the life of a hen laying an egg is something to cackle about. She is entitled then, to make a little noise. But meanwhile there is the ever-urgent need of nourishment to sustain life. So the hen scratches and keeps on scratching—and scratches some more. The cackling is reserved strictly for the great occasions.

The author then sways into his real subject—which is the necessity of labor—hard work—for accomplishment in life. He speaks of the great "depression class" who have forgotten this principle of earning their bread by the sweat of their brow, who have not only forgotten how to work but have also developed, so it seems, a positive aversion for hard physical toil. This is something more than regrettable; it is disastrous. When a man who has worked hard all his life suddenly turns, or is turned soft, something happens to his moral fibre as well as to his sinews and muscles. In the most virile sense of the word, he is no longer the "man" he used to be. Difficulties and temptations he once averted with ease now become too much for him. And worst of all, he loses what is most important to his own moral salvation, the very desire to work and make something of his life.

When that condition becomes widespread, happens on a national scale, the nation itself breaks down. Rome fell in exactly that way. It was not the barbarians who destroyed Rome; it was the Romans themselves. From a nation hardened to toil and privation, the Romans changed to a luxury-loving, soft-living, loose-thinking people. Work, hardship, manual labor were shunned. Mentally, morally, and physically, the Roman people grew flabby and soft. In the hour of danger they were no longer equal to the task of resisting the attacks of the barbaric hordes. And so Rome fell. "The grandeur that was Rome" fell with it, too weak to stand upon its legs alone.

A new day is coming when hard work, physical work, manual work, will return to its rightful position in American life. For it must. The "white collar" jobs are not to be had. No more than 20 or 30 per cent of the people are needed to fill them. The rest of us must work with our hands as well as with our brains. Perhaps not for always, perhaps not for long, but at least for a time. Consider how many great men of our day and of past days in American history started their careers in the corduroy or denim of a workman. Lincoln split rails and tilled the soil as a farm boy. Washington tramped the wilderness as a surveyor. Franklin and Whitman, the poet, toiled in the printing shop. Edison, who never disdained hard work with his hands, began as a telegrapher. And to go beyond, Theodore Roosevelt, though born to the purple, multiplied his strength by "roughing it" in the open.

The biblical "blessedness of work" shall never be old-fashioned. And in the near future many will be the rewards of those who toil with skilled hands. We cannot afford to be afraid of hard, physical work. No race, no nation, no government can exist without men who toil and are willing to toil. The foundations of prosperity were never built by men who liked soft seats and sought their livelihood by "easy money" methods of clever business and speculation.

There is little fear that we shall ever be forced to revert to the old days of constant drudgery. Yet, by the same token, should we not also realize that to labor is an immutable law of existence? We, as a nation, must learn anew the dignity of work. Most of us have spent too much of our time in cackling. Now let's begin to scratch again!

Two Recipes
Recipe for a grouch: Think continually of the person who works less and less efficiently than you do and receives more pay.

Recipe for good humor: Think of the person who works harder and does more important work than you do and receives less pay.

You cannot believe in honor until you have achieved it. Better keep yourself clean and bright; you are the window through which you must see the world.—George Bernard Shaw.



(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.)

Theatre and School, A Dramatic Manual, by Samuel J. Hume and Lois Foster, Samuel French, \$3.50.

"School theatres are increasing in number at an amazingly rapid rate. Educational dramatics, once established in the curricula of a few secondary schools, has become so popular that it is spreading like wildfire over a nearly limitless field.

"Naturally, in so swift an expansion much has been done and is being done that is misguided, or frequently not guided at all. Some practical books are needed to aid those workers who must build their courses in educational theatre without benefit of experience. Out of their rich backgrounds of work on school stages, Mr. Hume and Miss Foster have made a compendium of theatre information as it applies to the special problem of school dramatics. It is clearly and succinctly written, comprehensive and detailed. Whether their subject is the right kind of spotlight, methods in acting, or ways and means of selling tickets, their text is filled with concrete and helpful ideas.

"The authors have divided their manual into four parts, the first of which has to do with the School Theatre, the School Production, and the School Play. This is followed by discussion of the problems of production in detail—stage and setting, lighting and color, decoration, costume and make-up. Part three is a Glossary with complete notes on the items it lists, and part four is composed of two appendices, a list of exercises for Drama Studies by Isabel McRay, and a bibliography, Books and Plays for School Theatres, made by Tempe E. Allison. The whole text is illustrated by line drawings and photographs which serve to visualize solutions to problems described in it.

"Mr. Hume and Miss Foster have made one of the most usable books in the rapidly developing literature of educational dramatics. Both instructors and students in the field will find it worth their attention."—*Theatre Arts Monthly*, April, 1933.

The Tangled Web, by Charles G. Stevens, Longmans, Green & Co. New York, 50c.

Comedy, 1 act, 2m3w, int, costumes modern, 40 min. Professor Doollittle, absent-minded and unsuspecting, in the absence of his servant, is "doing" his dinner dishes, when Kate Regan, a thief, takes refuge in his apartment. To explain her presence Kate at first lies, but is later forced to tell him the truth to gain his aid. The Professor is the soul of honor and veracity, and admonishes her severely, but when an officer arrives he finds himself lying with a proficient fluency that surprises him. Kate is saved, but the Professor is hopelessly entangled in the web of his deceit, proving the truth of the adage. Utterly irresistible high comedy. Recommended for contest.

The Volunteer Wife, by Gardner Hunting and Edward C. Marsh, Row, Peterson & Co. Evanston, Ill. 75c.

Comedy, 3 acts, 4m5w, 3 ints, costumes modern. Another play in which the poor but sweet and beautiful young girl marries the rich and handsome hero, but this time an original and refreshing idea in plot makes the situation new and plausible. The play is well written, with good parts, mature, but not too difficult for H.S. Changes in settings not necessarily difficult.

The Devil Comes To Alcaraz, by William H. Fulham, Walter H. Baker Company, Boston, 50c.

Comedy, 1 act, 5m5w, ext, costumes modern Spanish, 45 min. This gay and witty little comedy is termed by its author "a warm weather fantasy." Its story is of Casilda, thrice jilted, whose mother, with seven daughters on her hands, vows she will wed her to anyone who will have her, "if he be the devil himself." Now it is the time of the Fiesta of Cristobal, celebrated for five hundred years in Alcaraz, the little Spanish town in which our scene is laid. The legend runs that Prince Lucifer came to the town disguised as a gentleman, proclaimed himself, and announced that he would not leave until he had married a virgin in the market place. Lady Cristobal was chosen as his bride, but by a clever ruse the devil was outwitted. Cristobal was acclaimed the "savior of Alcaraz," and "immediately all the young men rushed to her parents and asked for her hand in matrimony." How the devil returns after five hundred years, meets Casilda, teaches her how to become "desirable," and re-enacts with her the story of the legend, is too charmingly told in the play to spoil it here. Requires careful handling. Recommended to advanced groups.

Tom Sawyer, by Paul Kester, Samuel French, 75c.

Comedy, 4 acts, 12m5w, 2 int 2 ext, costumes modern. An excellent dramatization of the famous story by Samuel L. Clemens that is enjoyed by both grown-ups and young people.

The Littlest Shepherd, by Florence Ryerson and Colin Clements, Samuel French, 35c.

A Christmas interlude in three parts, 9m3w, int, costumes Biblical,

biggest popular comedy hits of the decade.

Wappin' Wharf, by Charles S. Brooks, Walter H. Baker Co. Boston, 75c.

Comedy, 3 acts, 8m3w, int, costumes early sixteenth century. A "Frightful Comedy of Pirates" who have retired from active practice to a lonely cottage by the sea where they keep their hands in by setting false lights in order to profit by the wreckage they may pick up on the coast. When they attempt to wreck a ship of the English Navy they are thwarted by Betsy, their kitchen maid, and Red Joe, a sort of apprentice pirate. Joe turns out to be no less a personage than the Prince of Wales, while Betsy is the long lost Duchess. A whimsical play with a thrilling ending, set forth with much charm of style in a serio-comic manner.

On Vengeance Height, by Allan Davis, Samuel French, 30c.

Drama, 1 act, 2m3w, int, costumes modern, 30 min. The last act of the tragic story of a family feud. Grandma Gormley hears her young grandson and his unrelenting enemy fight it out, with the boy victorious. Tense situation and interesting picture of a social condition in the mountains of Tennessee. Good parts.

Pomeroy's Past, by Clare Kummer, Samuel French, 75c.

Comedy, 3 acts, 5m4w, int, costumes modern. The axis of the plot is the adoption of orphan twins by two worthy bachelors. In order to get his maiden sister, Amanda, to consent to his keeping the child, Pomeroy leads her to believe the child is his by an illegitimate liaison. But when he concocted his yarn about little Frances he could not, of course, foresee that Francesca, the family seamstress, would declare that she was the mother, or that Francesca would turn out to be actually the aunt, or that the father's brother would rush in to claim the child and run off with Francesca into the bargain. A play of wit and charm and of perfectly turned dialogue.

The Lucky Christmas Book, by Harriette Wilbur, Dramatic Publishing Company, Chicago, 50c.

A useful little book for the elementary grades, containing 138 pages of drills, exercises, recitations and plays.

Ballots for Bill, by William Ellis Jones and William M. Sloane III, Fitzgerald Publishing Corporation, New York, 35c.

Comedy, 3 acts, 5m5w, int, costumes modern. "Don't take them seriously! You know those silver-tongued orators who deliver Commencement addresses to graduating classes? Gentlemen with large voices and impressive frontage, they usually remark at least once in the flood of their oratory that 'there is one field in which the young man of today will find a splendid opportunity—politics!' That was the trouble with young Bill Carter. He took the advice to heart. But the world didn't seem to crave all that Bill had to offer, and politicians are a hard-boiled lot. If it hadn't been for young Jimmy Sparks, there wouldn't have been many BALLOTS FOR BILL. This is a gay comedy with a vein of good-natured satire in it here and there. You'll like it." And that is a copy of the "blur" on the cover on "Ballots for Bill." We liked it, so we're passing it on. We like this light-hearted comedy of politics too, and we think it's a safe bet that your audience will.

In Doubt About Daisy, by Germaine Haney, Dramatic Publishing Co. Chicago, 35c.

Comedy, 1 act, 3m3w, int, costumes modern, 30 min. Excellent little play of farm life, heartily recommended.

Life fails to disappoint him alone who does not meditate upon it, and demanding nothing from it, calmly accepts its sparse gifts, and calmly makes use of them.—*Turgeneff*.

PROGRAM

TEXAS SPEECH ARTS ASSOCIATION

at Driskill Hotel

Friday, December 1

- 7:30 A.M. University Interscholastic League Breakfast and Section Meeting, Roof Garden, Stephen F. Austin Hotel. Address: Dr. W. F. Maroney, Teachers College, Columbia University, New York.
- 10:00 A.M. Opening
 - a. Welcome.
 - b. "The Book Exhibit"—Geraldine Hill Styles.
 - c. Announcements.
- 10:30 A.M. Section Meetings
 - College—Mary K. Sands, Chairman, Texas State College for Women, Denton, Texas.
 - a. "Some Recent Studies in Palatography"—Nena Kate Ramsey, Simmons University, Abilene, Texas.
 - b. "A Course in Fundamentals of Speech for Colleges and Universities"—Dr. C. M. Wise, Louisiana State University, Baton Rouge, Louisiana.
 - c. "Public Speaking and Conversation"—Miss Anna Jo Pendleton, Texas Technological College, Lubbock.
 - d. "Voice and Diction"—Mrs. Myrtle Hardy, North Texas State Teachers College, Denton.
 - e. "Interpretative Reading"—Miss Mary McCord, Southern Methodist University, Dallas.
 - f. Round Table Discussion.
 - School, Austin, Texas.
 - g. "Realism and Idealism in Standards of Speech"—Dr. Katherine Wheatley, Adjunct Professor of Romance Languages, The University of Texas.
 - h. "Tangents in Amateur Production"—Miss Sara Lowry, Head of Department of Speech, Baylor University.
 - i. "The High School Curriculum in Speech"—Miss Jeston Dickey, Head of Department of Speech, Brackenridge High School, San Antonio, Texas.
 - Studio, Jessie Millsaps, Chairman, Studio of Effective Speech, Houston, Texas.
- 2:00 to 4:00 P.M. General Business Session
 - a. "The Southern Speech Conference and the National Meeting"—Dr. C. M. Wise, Louisiana State University, Baton Rouge, Louisiana.
 - b. Business meeting.
- 4:00 to 6:00 P.M. Tea
 - Evening Program—Pageant: "Fifty Years on the Forty Acres"—Gregory Gymnasium.

Saturday, December 2

- 9:00 to 12:00 General Meeting
 - a. "Standards of Speech: Regional and State"—Dr. C. M. Wise, Louisiana State University, Baton Rouge, Louisiana.
 - b. "Creative Dramatics"—Mrs. J. C. Brandt, Hull-Daisetta, Texas.
 - c. "Speech Correction"—Jessie Millsaps, Studio of Effective Speech, Houston, Texas.
 - d. Short business session.
- 12:30 Luncheon

AUSTIN WOMAN'S CLUB

- 1. Music by the String Quartet of the Texas School of Fine Arts, Austin.
 - Anita Storrs Gaedke, First Violin
 - Virginia Kerschner, Second Violin
 - Earl R. Cornwell, Jr., Viola
 - Lucile Martin, Cello
- 2. Reading—Sara Lowry, Baylor University, Waco.
- 3. Solo (to be selected).
- 4. Dances arranged by Janet Collet.
- 5. Choral Speaking—Direction, Miss Marjorie E. Will, San Antonio.
 - Boot and Saddle, Robert Browning
 - Big Steamers, Rudyard Kipling
 - The Mysterious Cat, Vachel Lindsay
 - The Camel's Hump, Rudyard Kipling
 - Work, Henry Van Dyke
- Choral Speakers—Mesdames E. P. Arneson, Adelaide Copeland, R. Dieckman, William Heil, R. L. House, G. D. Robbins, Juanita Starcke, Bert B. Thompson, Paul Wagner, Stanley Whitacre, William Winn, and Misses Jeston Dickey, Jewel Franklin, Joyce Garret, Cecil Groce, Elizabeth Marvin, Sue Norwood, Ethel Orrell, Patsy Ruth Sproul.

Eloquence

Nothing seems to me more noble than to be able to fix the attention of assemblies of men by speaking. This art has constantly flourished above all others in every free state, and has ever exercised great power. For what

is so admirable as that, out of an infinite multitude of men, there should arise a single individual who can alone, or with only a few others, exert effectually that power which nature has granted to all? For it is by this one gift that we are most distinguished from brute animals, that we converse together and express our thoughts by speech. Who, therefore, would not justly make this an object of admiration, and think it worthy of his utmost exertions to surpass mankind themselves in that single excellence by which they claim their superiority over brutes?—*Cicero, De Oratore*.

STUDENT CONTROL

(Continued from Page 1)

runs for an office is given one honor point. If the student wins, he is given two honor points. A certain number of honor points are required of each student who is graduated.

The enrollment of the school up to this date is 286. The attendance so far has been marvelous. The average attendance of the school for the first month was 98.6 per cent. We have eleven grades and twelve teachers.

We have student government in our school, and everyone is cooperating well with Mrs. Wilcox, our principal and sponsor.

Three years ago our school was standardized as one of the highest schools, and was classified as a four-year high school. That is, we were equipped to teach eleven grades. Two years ago we began our work for affiliation.

This year we are asking for credit in solid geometry, biology, and typing.

Mr. Vance Warren is assistant mayor and also chairman of the program committee.

If you ever visit our school, the student council will show you around and the reception committee will prepare your lunch.

Discussion from the Field

We invite letters of not more than two hundred words on any phase of Interscholastic League work. Letters should be signed and position of writer indicated.—Editor.

Spelling

In reference to the spelling tests that should be supplied from the League office I would suggest the following:

About 75 per cent of the words should be selected from the Spelling Bulletin and the State Adopted Text. The remaining 25 per cent could be selected from our adopted readers, newspapers, magazines, etc.

I am in favor of making the tests more difficult due to the fact that there are too many 100 per cent papers.

Editor's Note: We should like to have other suggestions concerning the spelling contest. Mr. Metzger's suggestion is good, but beset by many difficulties. Twenty-five per cent of the words under his plan are words which have not been studied by pupils participating. Spelling is such an illogical affair that one may say there are few principles to be learned. It is largely a matter of memorizing the right letters composing a word in proper sequence. It is almost a pure feat of memory. Hence the inclusion of words in the contest-list which have not been specifically designated introduces a large element of chance. We have thought that perhaps the "plain writing" feature of the contest should be abandoned, and a printed list of words circulated to county meets, the list containing misspelled words which the contestant is expected to underline. This would give practice in proof-reading. How would that do?

The Dangers of Football

Getting injured in a football game is not nearly so liable to happen as the simple matter of walking across the street. If statistics were available on the two we are sure the pedestrian would show a long count above the football player. We say this for the benefit of those who have frequently derided the game because it "is too rough." And likewise we mention it here because there are those who are disappointed because the writer is not out with a condemnation of the game because his son happened to suffer a broken leg in the Kilgore game.

The experience our boy has gained in playing football far overshadows the injury he has received. For the past three years he has been learning to think a little faster, learning to protect himself better, learning to give and take, learning to be a good sport; in short, learning to be a man. We say it has been well worth-while and the fact that he was injured has not changed our mind about the matter in the least.

We believe any parent is making a mistake in not allowing their boy to play football if he wants to play the game. We do not say that parents should urge them to do so, but if the boy has the inclination we do not believe it should be curbed.

We are proud of the fact that our boy has had some part in bringing glory to his school, but we are prouder still that while doing that he has learned a lesson in manliness that will remain with him throughout life. That he was injured is a mere incident in his life. He could have as easily been injured walking across the street, or driving an automobile. The three years that he has given to football practice have been well spent and worth-while.

The injury of our boy has not changed our opinion about football one iota. We expect to be out there every time the Hornets play, pulling for them just a little harder, if possible.

Personally we believe the Hornet eleven is composed of a bunch of boys that will match up with any team of boys in Texas and with high class coaches we confidently look forward to a second district championship. But should it fail to materialize we will have the satisfaction of knowing that they gave their best. *Athens Review*.

Board Finances Athletics

In a recent issue of the *Wharton Spectator*, Superintendent Floyd G. Betts announces that season tickets to athletic contests of the Wharton High School will be issued free of charge to all school children of the city. He argues that it is not only sound educational policy but good business. He says, in part:

"The Superintendent and Board of Education hold that if athletic contests do not have an educational value, they should be eliminated from the school program; and if they do have a true educational value, they should be supported the same as any

other activity in the school program. Believing the latter to be true, all athletic contests are held under the direction of the Board of Education and financed by same. Receipts are credited to the account of the school funds and are accounted for the same as any other monies received by the school treasurer. Should the composite gate receipts be insufficient to carry on the athletic program, the Board will finance the various activities to the extent of their ability. This policy will eliminate the asking of individuals and firms for donations as has been done in the past. Support by attendance at the contests is urged as it is the desire that box office receipts continue to pay the bills."

The Spoils System

By Arthur E. Morgan, in *Antioch Notes*

THE expression, "To the victor belong the spoils," pictures a city being sacked, houses broken into, their contents left destitute or put to servitude. Those who got the loot needed it and were grateful.

The economic and political spoils system seems less violent, but its total effect in blighting the productive resources of a nation is essentially similar.

Two Roads

Through a mountainous region of eastern Europe two narrow valleys were the highways of commerce for many centuries. Travellers could choose between them. At all strategic points along these routes are ruins of castles where during the Middle Ages robber barons controlled the highways and levied tribute on travellers. Heavy traffic meant big tribute, so their serfs kept up the road, and provided inns for travellers. If through greed or dissolute living the barons on one allowed the road to become impassable, or levied more tribute than the traffic would bear, travellers might choose the other, if by chance it were better. Often an overlord had castles along both routes, and cared little which the traveller chose.

Occasionally some rash person might make his way through without paying tribute, but the system seemed impregnable. The barons often fought and displaced one another, calling for loyalty on the basis of their honor, generosity, and industry. Good barons were better than bad, but the system bled the life of the region. The barons and their soldiers not only levied tribute on travellers, but kept their serfs in poverty by heavy taxes.

Times Change

Yet times do change, and these formidable chains of castles are now but picturesque ruins. The free highways are maintained by free labor, though at a few points the tourist still pays the old tribute at the village gate.

Baronial castles have never been built in America. Instead of two highways we have two political parties and the spoils system. These organizations are so taken for granted that we learn about them at school as we learn about our mountains and rivers. Yet, as now organized, they are essentially predatory and parasitic, and unless mastered they will destroy democratic government.

American political parties hold power through patronage. Public work demands skill and experience no less than does private business. Seldom does the spoils system secure the best man for any position. As a result, government is prostituted, and must continue so as long as the spoils system prevails. Present party government and the spoils system are almost identical. The corruptions and near bankruptcy of Democratic New York and Republican Chicago are paralleled in many smaller communities.

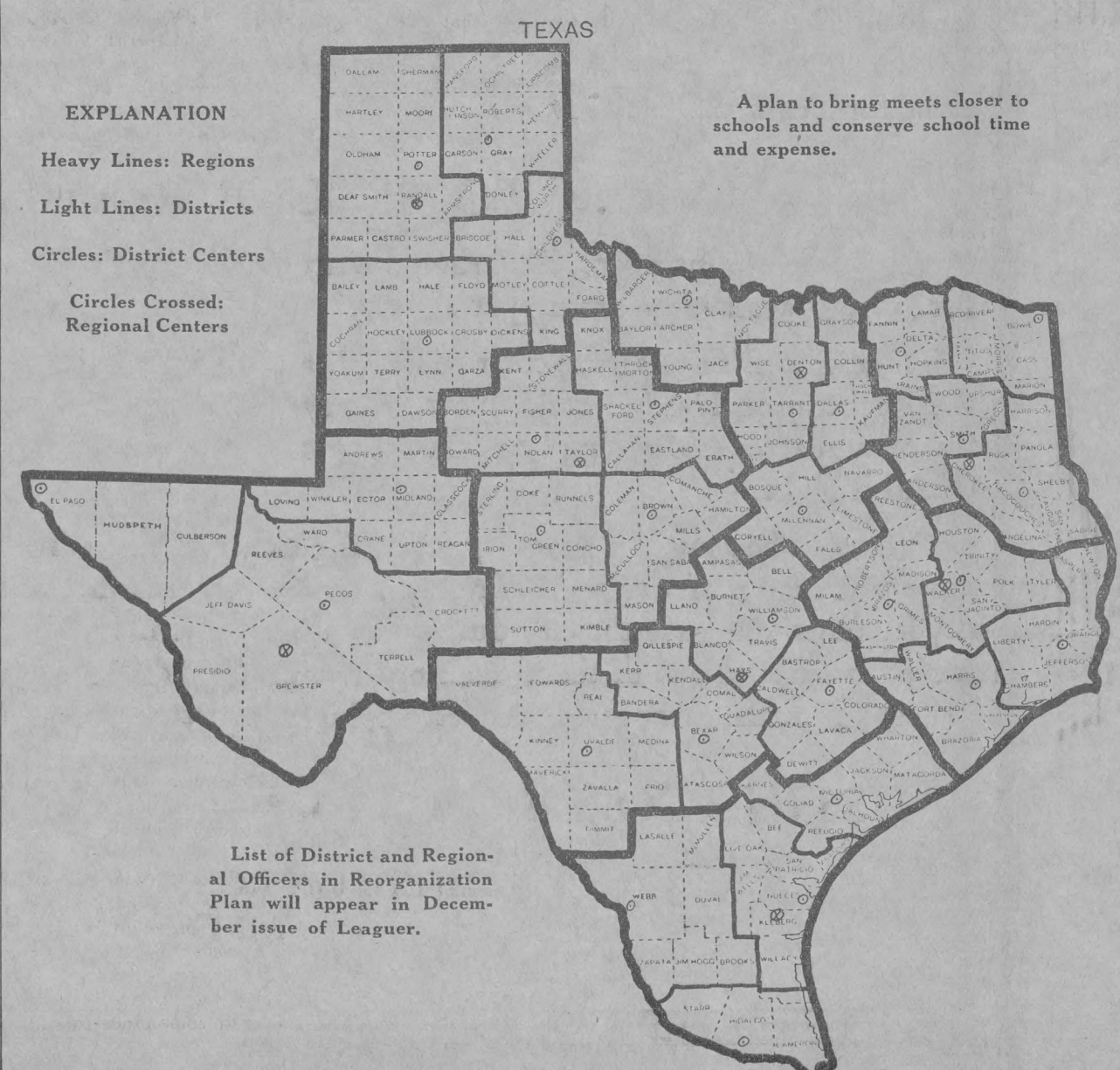
With the assumption that government is in corrupt hands there grows up an enormous system of "red tape" and bureaucratic checks to protect the public interest. Public work is greatly encumbered and slowed down, and there is great loss of honest loyalty, as a result of assuming all officials to be suspected. Private business prospers by selecting trustworthy and competent men, and then by giving them reasonable freedom of action. For public work to be efficient, it must follow the same policy. The spoils system prevents this.

(SEE—SPOILS SYSTEM—Page 4)

"FOR EVERY CHILD A GIFT OF SONG"

A copy of this circular will be sent FREE ON REQUEST to any teacher who has charge of training a choir for entry in Interscholastic League Choral Singing Contest. Send stamped and addressed envelope, and address Interscholastic League, University Station, Austin, Texas.

REORGANIZATION FOR BASKETBALL AND STATE MEET EVENTS



MUCH FREE DEBATE MATERIAL OFFERED

Coaches Advised to Order Free Material Quickly Before Supply Is Exhausted

DEBATE material is rather expensive this year," writes one high school coach, "but there is plenty of it."

Attention is called to the fact that much free material is available. In the last issue of the LEAGUER, H. O. Davis, of the Ventura Free Press, Ventura, California, offered three excellent publications without cost. Of course, it is necessary to order free material quickly, as it is not likely to last long.

We list herewith several numbers of Education by Radio, which contain excellent affirmative material:

Rorty, James. "The Impending Radio War." Education by Radio. November 26, 1931. (Sets forth the points at issue between the advocates of public and private control of broadcasting.)

De Forest, Lee. "An Appeal to Canada." Education by Radio. June 9, 1932. (One of the fathers of modern radio calls the American radio situation a "hopeless morass," and expresses the opinion that Canada may show the way out with a government-controlled broadcasting system.)

Education by Radio. November 19, 1931. "Contrasts—John Bull and Uncle Sam." (Discusses the superiority of the British broadcasting in its educational features.)

Kaltenborn, H. V. "The Future of Radio." Education by Radio. May 14, 1931. (Decries the commercial features of American broadcasting.)

Spry, Graham. "The Canadian Radio Situation." Education by Radio. July 12, 1931. (The President of the Canadian Radio League sets forth his reasons for believing government control of broadcasting to be a public necessity.)

Tyler, Tracy F. "Educational Broadcasting Station Succumbs to Commercial Attack." Education by Radio. August 31, 1933. (Describes the manner in which an educational broadcasting station was forced to

give up its wave length to a commercial broadcaster.)

Copies of any one or all of these issues of Education by Radio may be obtained free by addressing National Committee on Education by Radio, 1201 16th St. N.W., Washington, D.C.

Visit the Extension Staff During Your Stay in Austin

Teachers attending the State Teachers Convention are cordially invited by the Extension staff of the University to visit the Extension Building, Little Campus, corner of 19th and Red River Streets.

The State Office of the Interscholastic League is on the ground floor of the building as is the Bureau of Visual Instruction. On the second floor visitors may inspect the Extension Loan Library, the Correspondence Bureau, and the office of the Dean of Extension.

On the third floor, the Bureau of Nutrition and Health, the Bureau of Trades and Industries are located.

The building will be open during office hours, and it is hoped that many teachers will find time to visit the bureaus in which they happen to be interested.

The University Laboratory Junior High School is on a block of land cornering with the Little Campus and the two institutions may be included on one trip.

T. H. Shelby,
Dean of Extension.

SPEECH ARTS

(Continued from Page 1)

at once to the Treasurer, Miss Anna Jo Pendleton, Texas Tech College, Lubbock Texas, or better still, come to the meeting prepared to pay it.

Moreover, invite the part-time speech teachers in your school or locality who do not feel in a position to become members, or college students of speech and graduates who are not placed in speech positions, to be our guests so that we may sell the association to them.

If you have never been a member of the association and are interested in speech work, we extend to you a most cordial invitation to become one of us by paying your dues, and attending our meetings.

We are fortunate to have as our guest speaker this year, Dr. C. M.

Wise of L. S. U., who did his graduate work at the University of Wisconsin. He is also a writer and editor of note.

The University Interscholastic League breakfast, and speech section meeting following Dr. Maroney's talk will be of special interest to those participating in the League activities, and will supplant discussions on the regular speech program relative to Interscholastic League contests.

Make your plans now to come to the meeting and get your share of the benefit and inspiration which it is sure to afford. Write to Miss Minnie Blundell, 2010 Wichita Street, Austin, Texas, at once for reservations at the Driskill Hotel, our association headquarters.

SPOILS SYSTEM

(Continued from Page 3)

Spontaneous amateur effort will not sustain political organization in a democracy. The maintenance of political parties, or of some equivalent for defining and promoting public issues, can be successful only in the hands of men who make it their life profession. Moreover, intelligent and reasonable men crave security and continuity in public life as well as elsewhere. Because our form of government has ignored these two facts, the ancient spoils system has fastened itself on America the more easily and firmly.

We need both a change of organization and a change of public temper. It would help if public life and party service were publicly recognized and supported as a self-sustaining professional career. What is more important, we need a temper of mind which will not tolerate the prostitution of public office to private ends. To a considerable degree this public temper exists in Switzerland and Denmark. Its presence marks a civilized people.

Books and Magazines

University Teaching by Mail, a survey of correspondence instruction conducted by American universities, by W. S. Bittner and H. F. Mallory. New York. The Macmillan Company, 1933. 355 pages. \$2.50.

THIS book is a contribution of more than average merit to education in general and particularly meritorious in the field of adult education. As the title indicates, the work deals entirely with teaching by correspondence and is limited in its survey to correspondence teaching in universities and colleges, confining its attention, mainly, to institutions that are members of The National University Extension Association.

Study Is Detailed

As stated by the authors: "The method of inquiry was intensive. It required the laborious examination of original material, especially the course outlines and the student reports supplemented by letters and other documents exchanged among administrators, students and instructors."

The main body of the book deals largely with explanations of findings as discovered in case materials and with such general conclusions as, in the mind of the writer, seem abundantly justified by the facts. Statistical data in the appendices speak for themselves.

The key to the whole movement of teaching by mail on the part of universities and colleges is summed up in a quotation from President Harry Woodburn Chase in his inaugural address at the University of Illinois. President Chase said:

Universities Challenged

"The decade on which we are now entering is, in my judgment, critical for the state universities. Under the influence of the new social philosophy of America toward higher education, they are confronted by a definite choice.

"Either they must accept the challenge which the public interest in higher education has thrown to them, and do their utmost to deal with the vast and complex problem of popular higher education, or they will retreat from reality into an academic world that sighs for simpler problems and less varied tasks, that manifests impatience with all but superior students and traditional ideas, only to waken to the hard fact, when it is too late, that the public demand for higher education is strong enough to build up other types of institutions to meet its needs. . . . Our mission is to our own civilization, with its own needs and demands, not to the civilization served by the medieval university or even by those of Europe today."

Then follows an historical account of the origin and growth of correspondence teaching both in this country and abroad. The third chapter deals with students, courses and subjects. Topics include number of students in relation to sex, status in college career, social and economic back-

ground, credit and non-credit, occupational status, graduate credit, registration in different subjects, etc.

Administrative Problems

Chapter four deals with administrative problems and policies; such as, extent of load of instructor in relation to regular campus load, employment of instructors, qualifications of instructors, organization and administration, supervisory work, and promotion policies, or advertising.

Further chapters deal with Standards and Practices; Success of Students, showing success rates, completion rates and mortality rates for 17 of the leading institutions; Principles of Correspondence Instruction; and Monographs on Methods of Teaching, in which typical monographs used by instructors in the various institutions are presented. There is an excellent selected bibliography.

The appendices present statistical data with respect to Chronology of Organization; Enrollments; Preparation of Students; Correspondence Study Standards of the National University Extension Association; Report on Standards; Credit Limitations; Fixing Standards and Limitations; Notes on Students' Work; Budgets; Fees; Outline of Principles of Instruction; Book Supply; Statistical Comparison of Achievements; Success and Completion Rates; Reasons for Mortality of Indiana Enrollment; Home Study for Dropped Students; Comments on Teaching Specific Subjects; Opinions of Instructors; The Russian System, and Courses for Prisoners.

Conclusions Conservative

In the appendices enough statistical data are given to give the reader a basis for judging as to the merits of the conclusions and comments of the investigators in the main body of the book. One is convinced of the sane, conservative nature of the conclusions. A careful analysis of the book will abundantly repay those who are interested in the whole movement of adult education.

One is impressed with the vastness of the enterprise of teaching by correspondence and with the success with which the work has been carried forward in our larger institutions in the face of conservative influences in all of them that frown upon any movement so new and revolutionary. After reading the book one cannot doubt that teaching by mail is here to stay.

The publication was made possible through funds provided by the American Association of Adult Education.

T. H. Shelby,

The University of Texas,
Austin, Texas.

Teaching American Government and Politics by the Laboratory Method, a Complementary Course for the High School or College Class in Current History, Political Science, Problems in Democracy, Public Speaking and Debate, or Citizenship Training. The Congressional Digest, Washington, D.C.

The Congressional Digest, a monthly periodical devoted to the legislative activities of Congress, has recently published the above entitled pamphlet. The pamphlet outlines a course which may be given in high schools and colleges as complementary to the usual courses in current history, social science, citizenship training, and public speaking. In fact, the course is designed in a practical fashion to coordinate work in all these fields.

The plan contemplates the use of one class hour a week and provides for the organization of the class as a congressional committee. The instructor acts as chairman; a clerk is appointed; and nineteen members of the class are chosen to serve as committee members, ten representing the majority party and nine the minority, each with a leader. The remainder of the class act as witnesses. Three class periods are devoted to the consideration of some important bill pending at the time in Congress. The first hour is given over to a consideration of the general content and policy of the bill; the second to a committee hearing; and the third to an executive session in which the committee reaches a final determination as to the fate of the bill. The regular committee procedure followed in Congress is used as far as possible. It should be noted that a preliminary lecture by the instructor on the general organization and procedure of Congress serves as an introduction to the course. A new bill is taken up each month and the method described above is repeated.

The plan no doubt is a valuable one, at least for high schools, if employed only as supplementary to regular courses in civics and public speaking. Its chief defect is, however, that it places undue emphasis upon only one phase of the work of Congress, important though that may be. It would seem desirable to expand such a course to include in succeeding months other activities of Congress and certain features of executive and

judicial work which would lend themselves to similar group demonstration. Certain activities of political parties might also be included. Thus the student would receive a well-rounded experience in the work of government. Such a course would have to be grounded on a reasonably good background knowledge of the nature of the government and of the forces that play a part in politics. This method of teaching would probably not appeal to more mature college students, but its practical value for high school students seems patent.

O. Douglas Weeks.

CASE CLUBS

(Continued from Page 1)

determined by lot and then the choice alternates. The clubs are thus self-perpetuating. Each club annually selects its own officers and inter-club councilman.

Gives Practice

The purpose of the case clubs is to afford the student an opportunity to obtain practice in legal research, brief making and oral argument. The arguments are upon points of law raised by hypothetical cases prepared by the faculty. In the first semester we have the intra-club competition. A case is assigned to each club. The chief justice of that club selects two members to act as counsel for the plaintiff and two to act as counsel for the defendant. These counsel are given the case and two weeks to prepare for the argument on the point or points of law raised by the facts. They study the case and prepare briefs, one copy of which must be presented to the opposing counsel and one to the judge two days prior to the time set for oral argument. In these briefs a uniform system must be followed and counsel are limited to the number of authorities which may be cited. This teaches them to discriminate and to use only the best cases.

Procedure

At the hearing a judge (a local attorney, judge, or law professor) selected by the club presides. Each side has thirty minutes to present its case. The oral argument is usually divided thus. The opening counsel first states the facts of the case and the issues involved. He then argues his side of the case following the order of the brief but not reading from the brief. He lays special emphasis on the most important phases of the case and the authorities on which his side relies without attempting to cover all the matter covered in the

brief (similar to the constructive speech in debate). The opening counsel for the opposing side does likewise. The remaining counsel on each side uses his time attacking the brief of his opponents (similar to rebuttal in debate) and in distinguishing the cases relied upon by them.

All cases are treated as cases of first impression in the particular court and the Texas authorities are of no more weight or binding force than those of other states. The purpose of this is to avoid unfair advantage in favor of the side happening to have the Texas cases in its favor. The cases prepared by the faculty always involve close questions on which there is much difference of opinion among legal writers and judges. We thus put a premium on sound reasoning. The decision of the judge is based upon the excellence and force of the argument presented, both in brief and oral, rather than upon any personal view the judge may entertain as to the correct rule of law.

Inter-Club Competition

After one case has been argued in the club a new case is assigned to new counsel and a like procedure followed until all members of the club have had an opportunity to participate. When all intra-club arguments are concluded each club selects its two best members to represent the club in the inter-club competition which takes place in the second semester.

In the inter-club competition each club meets each other club one time. The two clubs having the highest percentage of wins then enter the finals. In the inter-club arguments the judges are selected by the competing clubs. The final case club argument is the big event of the law school year. It is held in one of the district court rooms or in the court room of the Dallas Court of Civil Appeals. Much publicity is accorded this event and three prominent judges of the state are invited to sit as the court at that time. The winning club gains possession of the Case Club Cup for a year.

Faculty Approves Method

It is the unanimous opinion of the law faculty that the case clubs are a distinct asset to the law school. The students exhibit a keen enthusiasm in the competition. They are delighted at the opportunity to put into practice many principles learned in various courses, to have an incentive to learn how to use law books, to prepare briefs and to gain poise in presenting cases to the court. Moreover, they appreciate the responsibility attached to the successful operation of the clubs.

DEBATE QUESTION FOR 1934-35

At a meeting of the State Executive Committee, October 25, 1933, it was voted to submit the following question for approval of member-schools as a suitable query for the 1934-35 scholastic year:

Resolved, That the Government should own and control all Public Utilities.

Several considerations enter into the selection of a question for a statewide debate among a large number of high schools.

1. A question should involve study and research in some field closely connected, if not identical, with some important curricular subject, or subjects.
2. It should involve mastery of a field of knowledge not too technical or otherwise too difficult for the average high school debater.
3. It must be a question that is of intense public interest. This means the general public, irrespective of particular localities.
4. The question should have been in existence long enough to have developed a body of authentic literature.
5. It should be of current interest so that up-to-date material is appearing all the time.
6. It is desirable that the question be one which supports on either side so-called propaganda organizations which are anxious to furnish free material.
7. The question should not be one which unduly excites opposing factions in a community and aggravates a genuine hostility, such, for instance, as prohibition or some religious or racial question.
8. The ideal question, it seems to us, should lie in the field of government or economics, and involve merely a matter of public policy.

It seems that the question submitted by the State Executive Committee scores about 100 per cent if tested by these eight criteria.

The vast experiments now being made by the Roosevelt administration give a certain timeliness to a discussion of Public Ownership. It will furnish a fine opportunity to use the so-called Roosevelt "yard-stick."

It has become imperative to select the debate question early in the school-year preceding its use. It takes time to prepare a debate bulletin and to accumulate material for circulation by the Extension Loan Library. Then, too, an increasing number of high school debaters each year are insisting upon beginning their preparation during the summer, and coaches who attend summer sessions in higher educational institutions want bibliographies and the bulletin to be available as a basis for preparation while they have time and library facilities at their disposal.

Following are a number of questions being debated this year, with the organization debating them indicated:

Pi Kappa Delta Question: "The powers of the president of the United States should be substantially increased as a settled policy."

Missouri Valley Debate League: "The United States government should provide for the stabilization of the value of the dollar."

Midwest Debate Conference: For men—Pi Kappa Delta question. For women—"Substantial grants should be made by the federal government for public elementary and secondary education."

Indiana Collegiate Debate League: For men—"The policy of Japan in the Far East should be approved." For women—"Capital punishment should be abolished."

It has been suggested that a different question be debated by the girls' division and the boys' division, respectively. The LEAGUER will welcome reactions to this suggestion.

Texas Teachers

This Is An Official Message to You

"I have full confidence in Austin's ability and determination to provide rooms for all visitors to the 1934 convention of the Texas State Teachers' Association.

H. W. STILWELL, President"

A false impression still clings in the minds of some people concerning Austin's facilities for handling a large convention crowd. The conditions of ten years ago no longer prevail. In the year 1934 Austin can and will furnish ample accommodations for Texas' largest convention.

HOW TO SECURE ROOMS

Those who want reservations should write to the Austin Chamber of Commerce for a list of available rooming places.

Those who wish to secure their rooms on arrival in Austin should go directly to the Registration Headquarters, New Library Building, University Campus. Before 9 a. m. and after 6 p. m., apply to Chamber of Commerce, 803 Congress Avenue. Open all night.

You will be assured a room by following either of these directions, but there are some who may prefer to write directly to friends in Austin. Most of the University students will leave the city during the Thanksgiving holiday period. You may prefer to write to one of them, making arrangements directly to use his or her room. In case you make arrangements, please bring your letter of permission with you.

AUSTIN PEOPLE ARE READY TO SERVE YOU

COMMITTEE ON ROOMS AND HOUSING

803 Congress Avenue, Austin, Texas.