



LETTER BOX AND PERSONAL ITEMS

"I am under the conviction that the League should have a junior division for tennis and volleyball," says J. M. Momeny, Superintendent of the Benavides schools. "Mr. Clifton L. Cox has ably set out the main reason for so doing.

"I can verify this by experience. The year 1931 the junior tennis players drew the senior tennis players in the same school. They refused to play and let the game go by default. "The grammar schools should contest with grammar schools and high schools should contest with high schools. The executive committee will do well by investigating this proposal."

SPEECH-TRAINING OF GREAT VALUE

Former Leaguer Lists Advantages of Being Able to Talk in Public

(By Kenneth Harper)

The author of this article won his way several times to the State Meet as a representative of the Austin High School. In 1927 he went to the finals in Extemporaneous Speech. He is now credit manager of a large furniture company and is completing his work for a Bachelor's degree in Journalism at The University of Texas—Editor.

IF THE young man, or young woman, plans to make his own living, training and experience in public speaking can definitely help him, whatever his chosen profession may be. This experience will benefit him whether he plans to go to college or to start to work immediately after leaving high school.

The first step in the pursuit of a livelihood is that of getting a job. This can be done only by convincing someone that you are able to do the work, that you are willing, and that you will do it to the best of your ability. You must sell the employer the belief that you are the person for his job. It takes self-confidence. Self-confidence, as well as the ability to say what one wishes without becoming tongue-tied, is the definite result of public speaking.

So often in this world of ours a young man will rise from the ranks of clerkship or of the factory with some new idea or invention. This idea, if presented to the board of directors, can obtain for him a more

(See—SPEECH TRAINING—P. 3)

Rules Committee Adopts As Official 14-Inch Soft Ball

SEVERAL years ago the League adopted as official for its playground ball contests the 14-inch ball. There is no doubt that the larger ball is better adapted to juvenile play. It is less dangerous, gives plenty of exercise and makes a not too strenuous game for juniors, either boys or girls.

The national rules committee has now made the 14-inch ball official for 45-foot base line diamonds, as the following dispatch, dated Chicago, January 21, records:

"Followers of soft ball adopted a new code of rules here Sunday in which the most important changes involved the size of the ball, the size of the field, and the method of pitching the ball.

"Two official sizes for the playing field were approved. One is the 45-foot base line diamond and the other the diamond with a 60-foot base line. The 14-inch ball will be official for the smaller field and the 12-inch ball for the larger field.

"A legal delivery, it was decided, will be a ball delivered by the pitcher with a full arm swing, following through with the arm parallel to the body, the hand below the hip and the ball not more than six inches from the body. Snapping or a jerky release at the hip in delivering the ball across the front of the body shall be considered illegal."

Closing Date Finds Many Late; Others Far on Way

INTEREST MANIFEST IN STORY-TELLING

Questions Arising Causes Issuance of Special Circular Explaining Rules

SO MANY inquiries are coming into the State Office concerning story-telling that the League Office has issued the following statement, designed to answer the great majority of queries that are arising in connection with this contest:

The first thing to do is to read carefully the rules on page 69 of the Constitution and Rules. If you do not have a copy of this bulletin, please send a request for it and we shall be glad to mail a copy to you.

Purpose of Contest

a. Building upon the small child's interest in stories, we wish to enlarge his repertoire and introduce him to the best short stories for children. This quickens the imagination, stimulates his curiosity, and encourages him to widen his reading.

b. Story-telling is an art. Perfection comes only with practice. It is well to begin early. Not only is it a social accomplishment of great value, but it is a skill which public speakers and writers use with good effect in serious public addresses and compositions.

c. The contest is meant to give practice in extemporaneous delivery and to cure or overcome stage fright and accustom the child to public appearances without embarrassment. It is designed also to encourage and reward spontaneity and originality.

Types of Stories

The League has issued a pamphlet this year which is sent to any member school which will accompany request for the same with a stamped and addressed envelope. This pamphlet contains a number of stories which illustrate the character of stories which will be used in the contest and hence suggest the type of stories teachers should use in training their contestants.

The school basic and supplementary readers for the third grade will give valuable suggestions concerning types of stories upon which the contest will be based. While all of the stories listed on page 13 of the enclosed pamphlet are not suitable for third graders, some of them are. "Nothing beyond the comprehension and appreciation of the average third grade child will be used.

Contest Selections

There will be three stories furnished the County Director of Story-telling for use in the county meet. The conditions under which these are furnished are stated in Rule 6, page 69, of the Constitution and Rules. The person who is selected to tell the stories to the contestants should be furnished the stories by the director

(See—STORY TELLING—Page 3)

'Awards' Problem Is Solved Through Student Cooperation

(By W. E. Lowry, Principal, Huntsville High School)

NOTICED in the December issue of the LEAGUER a complaint by Mr. W. T. Lofland of Vernon about the honor award situation in Texas high schools.

We have been in sympathy with this idea for quite a long time and last year we took action on the situation. I believe that you may be interested to know of our experience. In the first place the governing body of all awards is the Athletic Committee. This committee is composed of the City Superintendent, the High School Principal, and the High School Coach.

This committee went on record last year against the following unfair and unnecessary practices in the methods of making major high school honor awards:

1. That all awards were made for

League Activities Organized in Some Schools In Thorough-Going Fashion

THE closing date for payment of fees, January 15, found the League office in the greatest rush it has ever known. Mail piled up at the rate of 300 to 400 letters per day. This shows a disquieting number of "do-it-at-the-last-minute" school principals. The accumulation has now been cleared up and late entry fees are being promptly returned.

On the other hand, it is encouraging to note the large number of schools that have had their Interscholastic League activities going along now for some time. From local newspapers, letters, high school papers, and other sources of information we have taken a few items indicating the quite general practice of organizing early and being ready when the county meet date comes around:

Van Alstyne

Our school plans to enter the Interscholastic League meets this year, as usual.

We hope to have a larger and better representation than ever; therefore, we are beginning early.

We have capable teachers for each department. The teachers and their respective charges are as follows: Arithmetic, Mrs. Jay; play ground

(See—CLOSING DATE—P. 4)

Principal Suggests State Meet for Student Officers

(By T. Q. Srygley, Principal, Port Arthur Senior High School)

FOR the past seven years we have had a student body organization within our high school. Other schools also have similar organizations and recently the National Education Association has sponsored a national organization of Student Body Officers. Each year at the summer meeting of the National Education Association the national organization of Student Body Officers meets.

In the State of Texas at the annual meeting of the Interscholastic League in the spring there is a wonderful opportunity for the meeting of a Texas organization of Student Body Officers. Since many schools send participants to the League in the various contests, the organization might meet and function with little expense. I am wondering if the League would be willing to sponsor such a student body organization and whether or not other schools would be willing to participate in such an organization.

(See—STORY TELLING—Page 3)

athletic attainment only.

2. That specialized athletes were given the same award for each time they "lettered" in any sport. This practice allowed one boy to earn numerous sweaters.

3. That students were wearing sweaters who had not earned them. This practice was traced directly to No. 2 above.

4. That honor awards were a financial burden on the school.

These were time honored customs in our school and it was necessary to precede their elimination with a certain amount of publicity. This was taken care of very easily by chapel talks, informal discussions among the student body and open discussion within the body of the "Lettermen's Association." It was not long before the student body was receptive for some kind of change in the above

(See—AWARDS—Page 3)

FORMER MINEOLA DEBATERS LISTED

Many Who Represented School Now Occupy High Positions in Chosen Fields

DEBATING among the boys in high school dates back to the first year of Interscholastic League debating in this state—1920.* In that year Dr. John Coleman of Denver, Colorado, and Minor Beavis, now of Shreveport, represented the school. The following year, 1921, Dr. C. C. Mansell of Lubbock and the same Dr. John Coleman composed Mineola's team.

In 1922, James Gaston of Los Angeles and Ernest Smith of Tyler were the orators. The year 1923 saw Homer Dickson of Monroe, La., and Chester (Hickey) Hillburn of Abilene representing the school. In 1924 Nelson Jones, a graduate of two universities, and present assistant district attorney of Polk County, and Clyde Cash of Beaumont upheld the school's dignity. In 1925 the debate orators were Cecil Williams of Globe, Ariz., and Rex Shields of Austin. Harold Grant of Chicago and Herman Humphreys were the school's representatives in 1926. In 1927 Dr. Lucius Moody of Mineola and Rex Folmar of Emory went far into the district contest. In 1928 Clyde Lawrence and Harmon, both Quitman boys, represented the school. Clyde is attending school in Fort Worth while Harmon is a senior at North Texas State Teachers College, Denton. Adrian Rogers of Longview and Warren Shipp, now of East Texas State Teachers College, Commerce, were the debaters for 1929. In 1930 Bill Bowdoin and Woodrow Bessley won the county by default. In 1931 B. L. Chappell, Jr., and Robert Behrman went to the finals at district. Ray Jackson and Bill Pool, both students of Texas University, won seventeen debates in 1932, losing in finals at district. Last year, rather this year, the Duntant twins, Lee and Leo, were the school's representatives.

*This is an error. The first statewide Interscholastic League debate contest was held in the 1910-11 school year.

PLANS FOR MEET IN MILLS COUNTY

Judges, Programs, Awards, and Other Details Settled by Executive Committee

THE executive committee of the Mills County Interscholastic League met in the district court room at Goldthwaite, on Thursday evening, Jan. 11. Arrangements and plans for the annual meet were discussed. March 16 and 17 were set as the dates for the meet proper, which will be held in Goldthwaite.

The county basket ball tournament will be held in Goldthwaite February 9 and 10. The tennis tournament will be run off at a different date, to be set by athletic director, Mr. Sylvan Cloninger, and announced later.

Judges

Judges for this year's meet will be secured from Lampasas County. The judges from Lampasas County were highly satisfactory last year, and by the plan of exchange of judges a large item in the expense of the meet can be eliminated.

According to announcement by Tolbert Patterson, of Mullin, awards will be arranged for in advance by a committee composed of rural director, Mr. J. T. Grimland; athletic director, Mr. Sylvan Cloninger, and director of choral singing, Mrs. A. R. Neeley.

A program committee composed of Supt. A. H. Smith, director of declamation; Mr. Hollis Blackwell, and the director general will prepare a program at an early date and a copy will be mailed to each participating school. In order to run the contests off in two days a rigid schedule will need to be followed. Coaches of contestants should inform themselves well in advance, so that their contestants will not encounter conflicts in the

(See—MILLS COUNTY—Page 3)

Writer Outlines Career and Service of Early Educator

Montgomery County Plans Special Meet for Rurals

SIDNEY L. WILLIAMS, Principal of the Decker Prairie school, interrogates the League, as follows:

"The rural schools of Montgomery County have decided to hold a separate meet from the high schools this year if such arrangements can be made. We plan to hold our meet before the high school meet. At a recent meeting I was elected director general of the rural school meet. I would appreciate very much any information upon how winners will be sent to district meet, etc. Whether or not the director general of the high school meet should receive from me the papers in the contests in which both divisions participate. This is our first attempt at separate meets and I am not acquainted with the details." The League State Office replied, as follows:

"It is not unusual for counties to organize special rural school meets. This can be easily done, and in some cases it is even desirable. However, I call your attention to the fact that there are certain events in which rural schools, if they wish to proceed to the district meet, must meet the competition of high schools in the county. The events are as follows: debate, extemporaneous speech, wild flower contest, basket ball, tennis, track and field. In the other events I believe there are special divisions for rural schools, except in some events contingent upon there being as many as four rural schools entered in the event, such as playground ball.

"In events such as music memory the winners of the rural division will have to compete with the high school division in order to settle the question of which papers are forwarded to the State Office. Indeed, county championships cannot be counted in picture memory, arithmetic or story-telling unless there is competitive contact between the winners in the rural school and the winners in the high school.

"What a separate rural school meet really amounts to is this: the settling of county championship in all events in which there is a special rural division, and the qualification of winners for participation in the county meet in all other events."

Spelling Challenge

IN the "Spelling and Plain Writing" contest in the Tarrant County Interscholastic Meet in 1933 the representatives of the Saginaw school wrote four perfect papers. These papers were certified in Austin and the pupils received their awards. Would it be possible to determine whether or not any other one school in the State has equalled or surpassed this record?

Yours truly,
Maurice Gillmore.
Saginaw, Texas.

(See—BALDWIN—Page 4)

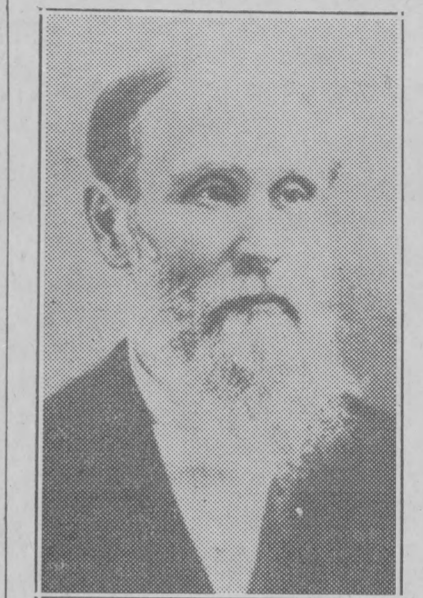
'Our Movie Made Children'

EDUCATORS since the days of Comenius, author of the first pictorial school-book, have recognized the power of the picture to convey thought swiftly, vividly, and with a lasting effect not to be obtained by mere words. Many of us remember how our younger brothers adored and imitated Happy Hooligan and the Katzenjammer Kids of the older comic sections, just as our children of today pay court to Boots and her Buddies, Maggie and Jiggs, or Mutt and Jeff. Some of us have used slide sets to teach Spanish, history, or biology or to depict the heroism of the missionary or the dangers of alcohol, tobacco, or the malarial mosquito. Our children come home from a

Former Student Gives Account of Third President of Sam Houston Normal

THE following letter from George Hunter Smith, of Waco, appeared in the "Letters from Readers" column of the Dallas News, January 15:

I was one of the first students of the Sam Houston Normal, coming from the farm and entering the school under Dr. Baldwin in 1881. I know, therefore, who was the builder of the free school system of Texas. A native



Dr. Joseph Baldwin

of Huntsville, Walker County, Texas, I was familiar with everything pertaining to the beginning of the Sam Houston Normal. I was a student of Austin College when the citizens of Huntsville bought the college and gave it to the State as an inducement to have the first normal school located at Huntsville.

Advocated "Free Schools"

The first president was Dr. Bernard Mallon, but Dr. Mallon died just as the school was opening in 1879. In an emergency H. H. Smith, superintendent of the Houston school, succeeded Dr. Mallon. Dr. Joseph Baldwin was chosen as his successor in 1881. But the people did not believe in free schools. All their experience had been with denominational pay schools and private pay schools. They knew nothing of a free school system. But the Hon. George Peabody, an ex-London banker and a great benefactor of the Southern people, spent a part of his millions to educate the people of Texas to a belief in free schools. His three trustees, Dr. J. L. McCamy, Dr. Bernard Sears and Dr. A. D. Mayo, were instrumental in securing Dr. Joseph Baldwin. To educate the people to a belief in free schools, the Peabody trustees had to pay about one-half the expense of the Texas Normal several years.

Dr. Baldwin had the double duty of conducting the normal and educating the people to a belief in free

(See—BALDWIN—Page 4)

CONTRASTS RADIO CONTROL SYSTEMS

Private Versus Public Enterprise Declared to be Crux of Debate Question

By Orrin E. Dunlap, Jr.
THOUSANDS of high school students throughout the country are debating the merits of the American broadcasting system vs. the British plan. It is a lively topic because both systems are vastly different. In America broadcasting is a private enterprise; in England it is government owned and operated.

The affirmative contend the present broadcasting in the United States is ideal; the negative argue against the American plan and tell why they favor the British principles. There are hundreds of excellent arguments for both sides; plenty of food for thought and ammunition galore for the argumentative orators.

To aid the wordy strife throughout the land, a debate handbook entitled "The New American Plan for Radio" has been issued by the National Committee on Education by Radio at Washington, D.C. The discussion in this booklet is against the existing broadcasting set-up in this country. To provide the students

(See—RADIO—Page 4)

Pupil Writes of Activity In League at Ft. Stockton

A PUPIL contributes the following to the Fort Stockton Pioneer, indicating League activity in the high school of that community:

"Now that the rousing cheers of the pep squad have died away and football season is a thing of the past, teachers and students of both high and grade schools have begun to work energetically on Interscholastic League Work. The fact that Fort Stockton is the center of the new district adds interest to the work. Not only do we feel that we must "Beat Iraan" because of the long standing rivalry but because we do not wish to let Iraan be the sole representative from Pecos County at the District Meet held in our own home town.

"Mrs. Rhoda Kelley, of the English Department, will soon start work on essay, one-act play and extemporaneous speaking. Three main topics for extemporaneous speaking have been announced under which may come any number of topics. They are "The New Deal," "World Disarmament" and a new one on "Recognition of Russia." There is much material in this school that may be used for these three events if the students come out.

"Miss Ella Mae Lyle plans to work on debate. Last year Stockton was not represented by a debating team and we are thankful to have Miss Lyle who has had experience along that line. The question for Debate: Resolved that the United States adopt the British method of Radio Control and Operation.

"Miss Annie Laurie Johnson will take charge of those interested in declamation. There are also many fine declaimers in the school. We will especially miss however, Alice Till, who was very adept in that event.

"We feel confident Mrs. Olin Linnecum will bring forth more winning choral clubs that will carry off many cups and prizes. Her glee clubs recently showed up well in the operettas.

"Miss Lillian Edwards has already started work on the volley ball squad and there is promise of another fine typing team.

"Misses Lunelle Mitchell and Gladys Lewis will have charge of spelling, and Coach Park's boys are warming up for hot contests in basketball and track. Mr. Fincher's tennis teams are getting off to a flying start.

"These are the directors that are behind us, students of high school. There are about 140 of us. If each one comes out for at least one interscholastic event there will be no worry. Our directors are the best yet! Then lets everyone come out and win the county meet for our teachers and our school."

*Our Movie Made Children, by Henry James Foreman, The Macmillan Company, New York, 1933. 288 pages. Price \$2.50.

(See—MOVIE MADE—Page 4)



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ROY BEDICHEK Editor

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DISAPPOINTINGLY few Spanish teachers are replying to a special request asking if they are interested in a Spanish contest. Half a dozen are enthusiastic, another ten are merely curious, about eight hundred have not as yet indicated their attitude. In the next issue of the LEAGUER we shall publish several suggestions that have been made, and others which we hope will be forthcoming during the month.

EXTEMPORANEOUS speech contestants will find good material on the subject "Recognition of Russia" in the *Literary Digest*, November 25 and December 2; *Current History*, December; and in the *New Republic*, November 29. William Gibbs writes a good article in the *Forum*, December, on "Liquor Control in Canada"; and *Harper's Monthly* publishes an article in the December issue on "Drinking in Sweden."

MANY requests come to the State Office for citations to specific declamations. "Please tell me where I can find 'The Lone Trooper.' I heard this declamation several years ago, and want one of my pupils to have it." Hundreds of requests of this nature are received. We regret that we have no research facilities that enable us to offer this kind of service. There are literally hundreds of books containing declamations, and the League issues a circular listing many of them, but this is the extent of our ability to serve in this connection.

THERE is a melancholy pleasure in knowing that others are even more foolish than we are. With all our hullabaloo about education we, as a people, spend comparatively little money upon it. But France spends less. Vincent Auriol, discussing the French budget of 1932, apportioned 94 per cent of the expenditures as follows: "The public debt consumes 26 per cent of the budget; pensions to functionaries, 4 per cent; payments to war victims, 14 per cent; military expenditures, 31 per cent; social expenditures, 5 per cent; expenditures for national education, 7 per cent; expenditures for agriculture, 1 per cent; expenditures for public works and merchant marine, 6 per cent."

IN STRIKING contrast to the limitation of the number of matriculants in higher educational institutions in Germany to 15,000 is the Russian policy of expanding education on the higher levels. In 1932 there were half a million matriculants in Russian colleges and universities, some thirty times the number which the Nazi government deems sufficient. Moreover, according to Harold Ward, writing in *The Living Age* (January) "116 advanced technical schools are attended by 130,000 pupils, and 291 technical high schools accommodate 120,000 pupils. During the first Five-Year Plan the number of students who had completed intermediate and higher technical training courses increased from 493,000 to 973,000."

ONLY 15,000 students will be admitted to German universities this year, according to announcement of William Frick, Minister of Interior, and of these not more than 1,500 may be women. Twenty-five thousand students matriculated in German universities last year. Matriculation will be conditioned on capacity, character, and "national reliability." One may infer that "national reliability" means nazi. The present German regime seems to realize that leadership develops in universities and hence chooses to limit opportunities for such training to those having the nazi viewpoint. The announced purpose, however, is to "cut down unemployment in the

professions." One infers, also, that the nazi state considers it dangerous to allow women to be exposed to higher education.

TITCHE-GOETTINGER CO., a large department store of Dallas, must be thanked for materially increasing the educational value of the League story-telling contest by employing Miss Mildred Smith, an experienced story-teller, to broadcast from WFAA instructions to teachers and pupils in the art of story-telling. Miss Smith, whose radio name is Gail Northe, helped promote story-telling contests in the League, being a pioneer in this activity so far as our contests are concerned. It was largely through her efforts and enthusiasm that the League undertook this contest for tiny tots. She has had much experience in addressing teachers institutes on this subject and hence knows quite well just those points which teachers are anxious to secure enlightenment upon. We suggest that teachers arrange listening groups for their pupils so that both teacher and children may listen together. A more complete announcement appears in another column of this issue.

HOW MANY high schools in Texas have student body organizations? How many of those which have such organizations are interested in Principal Srygley's suggestion published in another column of this issue? It seems to us that a convention of student-body officers held at the same time that the annual state meet is held each year might yield worthwhile results. The trip would be inexpensive for the reason that many schools are sending contestants and delegates anyway, and each car might take on another passenger or two representing the student-body organization. Once assembled, this group would find many problems to discuss, and there would doubtless be much helpful exchange of ideas and experience. Dean T. H. Shelby, who teaches extra-curricular work in the University School of Education, promises his help in case such a convention is arranged. If your school is interested, write to the LEAGUER saying to what extent the suggestion interests you, whether or not you would care to be represented in such a convention or conference, and in general just what you think of the idea.

PRESIDENT FRANK of the University of Wisconsin recently submitted to his faculty six problems, among which is the consideration of the desirability of making marked distinction in curricular form and teaching procedure between Honors and Pass students. If the Tugwell bill could be extended to education, schools and colleges would be compelled to label properly the kind of education they are giving. The "pass" variety of education should be clearly distinguished from the "honors" variety simply as a matter of common honesty. A diploma issued the "pass" student is somewhat of a gold brick. It often represents bad training instead of good. Habits of idleness, slackness, indifference have been built up in many cases that the effort of a lifetime will not overcome. Since little or no differentiation is made between diplomas issued the "pass" and the "honors" student, and since the curricular form and the teaching procedure is in most institutions the same, parents are often misled into thinking that their children are getting something when as a matter of fact they are often getting nothing or worse than nothing.

IF WE ARE to have a Centennial in 1936, as is constantly rumored in the newspapers, the cultural side of it could be developed by prizes offered for native Texas plays. There are few regions in the United States in which material for native drama is as rich as it is in Texas. The romance of the early pioneers, the tragedies and triumphs of settling the semi-arid west, while the thousand miles of wild country bordering Mexico offers about everything that the dramatic romanticist could want. If the writer's turn is economic, there is the slow cancer of landlordism revealing itself in a hundred different ways, and all the problems presented by rapidly growing urban centers. Salt air with the mysteries of the sea is blown in upon a thousand miles of coastline; there are lumber-camps; there are mines, mills, boundless cotton fields, and great areas of small grain. There are settlements here and there of foreign populations not yet assimilated, offering the variety of ancient customs brought from other lands, and there are uncounted thousands of Main Streets. With a little stimulation, the drama mills should begin to grind. No better way of starting them can be found than that of using the Centennial as the occasion; and no better way of turning the eyes of Texas upon itself can be found than encouraging the writing and production of native drama.



Art

There is a typographical error in the Art Rules, page 70, third line, in which the word "regional" should be substituted for "district." Art contestants enter the regional meets direct without previous qualification in any of the preliminary meets of the League.

Music Memory

Gavottes may be written in two or four beat measures, but most of those used as illustrative material in teaching are written in 4/4 meter. In this case the blank is to be filled with 4. Marches may be written in 2/4, 4/4, or 6/8 rhythm; the blank could be filled correctly either with 2, 4, or 6, depending upon what composition is played. But since children and teachers whose training in listening is limited find it difficult to distinguish these, the number 2 is accepted as correct, unless the meter in the composition played is clearly 4/4 and sufficiently marked for the untrained ear to recognize.

Playground Ball

Playground ball is open to pupils under fifteen years of age on the first day of the preceding September. This ruling permits the use of pupils under ten years of age.

No Penalty on Late Membership

Due to lack of proper notice, the League will not assess penalty of one dollar on late membership fee, as provided Article III, Sec. 2, Constitution and Rules. This penalty will be effective in the 1934-35 school year.

Typewriting—Rule 7, p. 61

County eliminations in typewriting are unnecessary,* since no district will be overcrowded. Hence, contestants in typewriting qualify directly to the district meet. Since there are only four districts in each region, the first five places in typewriting are qualified for regional competition, instead of the first three, as specified in Article IX, Section 2, j.

1-Act Play

Musicians off-stage, members of mob, or other individuals making off-stage contributions to the play are considered members of the cast and must be eligible, and they count towards the ten individuals allowed to make up an eligible cast. See Page 58, Rule 4 (c), Constitution & Rules.

Spelling

Words should be written as they appear in the spelling list of the state adopted text, showing marks, such as diacritics, accents, hyphens, etc. These marks are considered part of the spelling. Omission of any one of these marks given in the list or in the speller should be considered an error by graders at the county meet. Of course, marking into syllables in the speller is not considered a part of the spelling.

Scoring Music Memory

On the Music Memory Score Sheet there is a blank before the word "Measure" in the section devoted to recognition of type. This blank is to be filled with the number that indicates the number of beats to the measure in the composition played. In a waltz, there are three; in a gavotte, usually four. But if a child knows enough music to describe waltz measure as 3/4 (which means three beats, each a quarter note) the answer should be accepted as correct, as would 4/4 in the case of most gavottes.

Music Memory

The same provision which allowed rural schools to enter pupils from any grade in the music memory contest applies again this year, although the provision was omitted by mistake from the Constitution and Rules.

Choral Singing

Add to the contest list page 49, the following: "Dixie Land, Record 21950, page 184." This selection was inadvertently omitted from one edition of the Constitution and Rules.

8-Semester Rule

The State Office is receiving many letters asking the following question or similar ones:

Question—Is a pupil eligible to finish the basket ball season whose eighth semester closes at the end of the first semester? Answer—No. The fourth paragraph on page 104 of the Constitution and Rules applies to a pupil who has 7½ semesters against him at the beginning of the new semester.

*Unnecessary means not necessary for qualification to the district meets. County tournaments are desirable, however, as practice tournaments.

Wild Flower Director

There is an error in Constitution and Rules, page 10, line 11, in that the Director General is authorized to appoint the County Director of the Wild Flower Contest. Rule 2, page 67, provides that the County Superintendent of Schools shall make this appointment. The latter provision governs, and appointments should be made by the County Superintendent of Schools.

Double-Representation Rule

Section 12, Article VIII, provides that debaters eliminated in a round-robin debate schedule prior to the county meet are not thereby debarred from entering another public speaking event. The same rule applies to members of one-act play casts, provided elimination occurs prior to the county meet.

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.

EXTEMPORANEOUS SPEECH SUBJECTS

1. The New Deal.*
2. World Disarmament.
3. Recognition of Russia.
4. New Controls for Liquor Traffic.
5. Fascism.

*There is a good bibliography of magazine material on NRA in the January issue of *The Current Debater*, published by The United States Society, 2201 M Street N. W., Washington, D. C.



VI. The "Unfamiliar Pictures"

IN preparation for the test on "unfamiliar pictures," teachers of Texas are in the habit of having children attempt the classification of "memory contest" pictures. This practice is to be commended because it encourages study of the picture itself instead of the consideration of its name only and that of the artist.

Because the list of pictures for the "memory contest" is larger than the one for the "unfamiliar pictures," and because the pictures in the former group are less limited as to type than those in the latter group, certain difficulties of classification have arisen. The purpose of the writer is to discuss some of the most troublesome questions which have developed, hoping to clarify and unify their answers.

Can All Pictures Be Classified?

The uniqueness of an art product is the thing which, plus beauty, makes it a "masterpiece"; therefore any attempt at classification must of necessity be general. Pictures are capable of expressing unlimited individuality and for this reason all of them cannot be grouped according to one set criteria; consequently, teachers have experienced difficulty in discovering where to place certain doubtful examples.

The most important fact to be kept in mind is that the "unfamiliar pictures" are selected for their fitness of adaptation to definite classification. In cases where any element of doubt

exists the test has been so arranged that any of the possible correct answers will be accepted. If pictures in the "memory contest" list were limited to only those which could be clearly designated, much of the world's finest art would have to be eliminated. Teachers should not hesitate to classify under various headings those pictures which show characteristics of more than one element.

Troyan's "Return to the Farm" has been cited as a picture whose characteristics are confusing. It has both animal and landscape subject matter with about equal emphasis on both. Choosing between these two interests is not necessary. It may be listed under both headings. Of course, this may not be done in the test on "unfamiliar pictures" where only one classification is permitted. However, the test has been so arranged that there will be no need for more than one classification. In "Return to the Farm" the animals appear to be a part of the landscape rather than the landscape having been painted merely to serve as a background for the animals. Consequently, "landscape" would be the first choice in classification but "animals" would not be wrong.

Classification of Details

Details of the picture offer another problem in classification. Artists do not always limit choice of subject matter to the things which are characteristic of their own time and country; therefore, the nationality of the artist cannot be considered an infallible key to the national origin of the details of the picture. Unless these show by their structure or relationship to each other that they could be characteristic of one country only, they should be marked "indefinite." The nationality of the artist and information about places where he has been may serve as a guide in making decisions for the "memory contest" pictures. Of course, the child does not have this information at his command in the test on "unfamiliar pictures," and must judge only by what he sees.

Establishing Center of Interest

The "center of interest" is the part of the picture which attracts attention more strongly than does any other part. The art principle involved is called "dominance and subordination." This means simply that all elements of the composition have been related in such a way that attention is directed to one central or dominating idea.

One of the simplest and most easily recognized ways of securing subordination is by size. One tree which is larger than other trees, one large house grouped with smaller houses or other objects, or one figure which is larger than other figures are all means of obtaining subordination. In order to conform to the laws of perspective these larger objects, or groups of objects, must be placed near the "front" of the picture. Very often the large object serves as the "center of interest."

Another method of securing subordination is to arrange lines so that they tend to converge at a point where the artist wishes the attention of the observer to center. The direction of the gaze of figures in the composition serves the same purpose as imaginary lines which could be drawn following the direction in which the eyes are looking. The inclination of the body and the direction indicated by arm or hand are other means of suggesting line tendencies.

Whenever lines tend to converge the artist tries to put something of interest near the point where they meet in order that the observer may feel that there was a reason for his attention having been led to that place. This object is sometimes very small but so interesting in color, texture, or design that other things become of lesser importance by contrast.

Finding the Center of Interest

In working with children the teacher should not attempt too minute a designation of the center of interest. "Of what is this a picture?" Such a question will lead the child to seek the most important idea. If a more specific indication is desired, the child should try to find the most interesting part of the particular thing mentioned. Sometimes the center of interest is not represented by a specific object but rather by an area which by means of color tone offers a contrast to the rest of the picture. Often the large objects frame such an area. Corot was fond of using this arrangement.

The center of interest is never placed in the exact center of the picture. On the other hand, it is always near the center and is never to be found at edges or in corners. It may be a specific object or merely an interesting area of the picture—anything which attracts and holds attention to itself. The eye may wander to other parts of the composition but the center of interest will always bring it back.

Purpose Is to Train Child's Judgment

If the teacher will look upon the "memory contest" pictures as a means of developing the child's capacity for appreciation rather than as a list of things to be checked and catalogued



Naturally the problems that confront a paper in a small high school are different from those faced by a paper in a large school. The staff and sponsor of each paper need to analyze the situation peculiar to their own paper. A few generalities may be made, however.

Papers in schools of 400 or less in general (there are exceptions, of course) are faulty in two fields: News story style and the use of a headline schedule.

Admittedly a small school paper does not have to adhere to principles of newspaper style as strictly as should a larger paper. Even small papers however should place all the important facts of a story in the lead, should exclude editorial comment except in sport stories, and should be consistent in capitalization, the use of abbreviations, and the use of numbers and figures. Check up on your paper. Does it violate these principles? If so, have the staff members study some standard textbook on news story form and newspaper style.

Use Head Schedule

A good headline schedule is one of the most valuable assets a paper may have in making it look attractive. If your paper does not have one, why not get the staff together some afternoon and plan one? It ought to be a lot of fun, and the results should be of much help to the paper. A discussion of methods of preparing and using such a schedule would occupy too much space in this column, but you will find these methods explained in "The High School Newspaper Handbook."

One of the problems all high school newspaper face, whether in large schools or small, is that of making the columns of the paper lively and interesting and free from the taint of staleness even though many of the stories are about events which have happened several days before the paper is printed.

Keep Futures Book

Several methods may be used to make the news appear new and timely. "Advance stories" may be printed on a number of coming events. Does your paper adequately take advantage of all its opportunities to forecast what is going to happen? A futures book may be a valuable asset to a paper. A futures book is an assignment book in which a record is kept by dates of coming events. A careful check should be made each week of coming meetings, speakers, parties, etc., and notations made in the futures book. With a record of future events completely prepared, the editor will be enabled to assign a number of reporters to prepare advance stories.

Another way of preventing staleness in news is in playing up the feature angle of the news story. Perhaps every student in your school knows that Dan Smith won a scholarship to Yale, but few know that Dan had been working toward that scholarship for the three years of his high school career because his brother had won the same scholarship four years before; no one knows the hours and hours of work Dan spent in writing the report that helped win him the scholarship, nor what he thinks of the scholarship. These facts may be secured through an interview, and your story will hold the attention of the readers. Nearly all important news stories may be treated from a feature angle.

Use Short Features

Human interest short features help to liven the columns. The story of the dog who entered the classroom and barked at the instructor, the story of the student who went to sleep and fell out of his seat in study hall, and the many other stories of little incidents that lighten the day in school will also lighten the pages of the paper. Many helpful suggestions for such stories may be secured through watching the features printed in the better high school papers of Texas.

Most of the papers in Class A schools are already applying the principles stated in this column; but most of the class B and C papers are not. Is yours?

When the closing day came for enrollment this year the I. L. P. C., with a total enrollment of 69, had five more papers enrolled than last year.

properly, she will go a long way toward solving the problems of the "unfamiliar picture" contest. She should feel that it is not necessary to classify every picture in all points. She should ask for the child's opinions and if he can give a good reason for them, respect his choices. Since experts disagree on matters of this kind, attempting too rigid a classification is a mistake.



(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.)

Ann Comes to Her Senses, by Marie Doran. Samuel French. 30c.

Comedy, 1 act, 6w, int, costumes modern, 30 min. Ann Dean, a young bride who has been reared and spoiled by her dotting aunts, runs away from her husband and comes to them for sympathy. Aunt Julia realizes that it is the pampered and petted Ann and not her husband who is to blame and succeeds in bringing Ann to her senses. Ann departs in as great a hurry to return to him as she was to leave. Especially written for use of women's clubs. Good character parts.

Baker's Anthology of One-Act Plays, selected and edited by LeRoy Phillips and Theodore Johnson. Walter H. Baker Co. Boston. 75c.

Novelty and variety characterizes this unusual anthology with selections representing the entire range of the one-act play from farce to tragedy. Good collections of one-act plays are not easy to find; good collections of "brief" plays that are not skits or sketches but really are plays. This volume of very short plays is richly stored with valuable material for schools, colleges, amateur societies or individuals interested in the one-act play. The following titles are included: Tea, by William G. B. Carson; Little Red Shoes, by Harold Brighouse; The Game, by Lloyd Hanthouser; On the Park Bench, by Essex Dane; Jon, by Dorothy Odell Savage; Romy Alone, said, by John Brandens; The Bitter End, by Rica Bromley Taylor; Evarannie, by Horace Annesley Vachell; Not Quite Such a Goose, by Elizabeth Gale; Insomnia, by H. F. Rubinstein; Thirst, by J. J. Bell.

A Moment of Darkness, by Mary Thurman Pyle. Walter H. Baker Co. Boston. 35c.

Drama, 1 act, 1m7w, int, costumes modern. The setting is the sewing room of the Women's ward of a penitentiary, the story dealing with a conspiracy to kill the matron at the moment that an electrocution will cause the lights to go out. A tense and vivid situation with excellent characterization.

The Way of the World, by William Congreve. Walter H. Baker Company. 75c.

Comedy, 5 acts, 12m8w, int & ext, costumes 1700. Congreve's masterpiece of comedy, first produced in 1700, gives an amazing picture of another age. All through the eighteenth century "The Way of the World" retained its shining place upon the boards, because, as Leigh Hunt, the critic of another day, found it, the play was "assuredly the most complete, piquant and observant of all the works of Congreve." In this version as played by the Repertory Theater of Boston, the Management of the Theater "have endeavored to retain this succinctness of style and literary force, this naturalness of dialogue and brilliancy of wit, while toning down the grossness racy of the century in which Congreve wrote, thereby making the play, it is hoped, acceptable to any audience of today, to the young as to their elders."

You and I, by Philip Barry. Samuel French. 75c.

Comedy, 3 acts, 4m3w, 2 int, costumes modern. An artist father sacrifices his ambition of developing his talent for painting in order that his son may realize his dreams. A brilliant American comedy with an absorbing story and epigrammatic dialog.

The Ivory Door, by A. A. Milne. Samuel French. 75c.

Fantasy, prologue & 3 acts, 11m4w, int, ext, costumes fantastic. A legend has grown through the centuries regarding the Ivory Door in the King's palace. No man might venture through and appear again in this world. What lay beyond no one knew, but there were fearsome rumors. On the morning of his wedding day, King Perivale passes through the door and finds it just an ordinary passage to the forest beyond. When he returns to his people they refuse to recognize him for their minds are warped by superstition and they prefer legend to truth. His betrothed follows through

the door, returns unscathed, and she too is denounced as an impostor. So, having forfeited their crowns, Perivale and Leila pass through the door for the final time, quite content, for in discovering the secret of the door they have found truth and happiness.

Aunt Emma Sees It Through, by Robert E. Farndon. Fitzgerald Publishing Corporation. New York. 35c.

Faree, 3 acts, 4m3w, int, costumes modern. An exceptionally funny farce with a good first act and interest sustained right up to the final curtain.

Hell-Bent for Heaven, by Hatcher Hughes. Samuel French. 75c.

Drama, 3 acts, 5m2w, int, costumes Mountaineer. A drama of the Carolina mountains which has for its central figure Rufe Pryor, a religious fanatic and weakling who is, in Grandpa Hunt's phrase, "hell-bent fer heaven." He is a trouble breeder and his religious perversity takes the form of a fierce hatred of joy. He rouses the dormant feud between the Hunts and the Lowries which nearly leads to murder and does his best to separate lovers. Yet through all the strife which he stirs up he is apparently convinced that he is an instrument of the Lord. (Book Review Digest). A sombre and highly imaginative work, native to the soil and of fine acting value. Difficult for amateurs.

AWARDS

(Continued from Page 1)

practices. The result was the adoption of the following rules and regulations for all future honor awards in the Huntsville High School:

1. All major awards shall be of the same rank. 2. Awards shall be made in football, basket ball, track, tennis, and any interscholastic League literary event in which the contestants shall win first place in the district Interscholastic League meet.

3. No student shall be given more than one award during one scholastic year. If a student shall letter in more than one field of endeavor during the same interscholastic year, he shall be given one major award. That is all. He shall be allowed to purchase through the athletic committee any additional awards to which he is entitled.

4. The first year major award shall be a standardized sweater. The first year literary award shall be designated as such by a small "L" superimposed on the chenille "H." The first year athletic award shall be an unadorned monogram.

5. The second year major awards shall be a sterling silver emblem. This award shall be made in the form of footballs, basket balls, track shoes, tennis rackets, or suitable medals to represent the endeavor for which the award shall be made.

6. The third year major award shall be a five-eighths inch gold monogram "H." This monogram shall be made with a pin attachment in order to be used as a watch bob or as a vest pin.

7. The fourth year award shall be a white coat sweater with four green service stripes on the left elbow.

We have used this plan in our school only one year. It seems that it is going to work out very nicely. The Student Body and the "Lettermen's Association" are really responsible for its success so far. The students who receive the awards recognize that they are receiving something that is more permanent than a sweater. They also recognize that this plan cuts down the expense of costly awards about fifty, sixty, or seventy per cent and that this money is available to the Athletic Committee for better team equipment for the high school teams. All in all we feel that the plan is going to solve our problem. We do not claim the plan to be perfect,

but with the handling of what few emergencies that may arise in the matter, we believe our award situation will be much more satisfactory than it has been in the past.

The committee has found that this plan has stimulated our Interscholastic League work in the literary events about 100 per cent. I might say that we didn't expect this amount of increase when we first established literary awards. We felt at that time that a student who had gone through his school elimination, the county meet, and had won the district meet, certainly had put in as much time and work as any athlete who won an athletic award. Also, we felt that this student had brought as much honor to our school and deserved as much recognition as any letterman in athletics.

SPEECH TRAINING

(Continued from Page 1)

responsible position. But it takes a skilled person who can definitely and clearly explain his own idea or invention and prove to this board that the adoption of it would greatly help the company to obtain that better position. Of course, the intelligence to invent or create the idea is necessary; but regardless of the mentality of the young man, if he has not the ability and self-confidence to face a group of his superiors, he will remain at his desk or at his machine in the factory. Public speaking is the creator of such self-confidence.

It is little realized, but public speaking is an aid to clear thinking. When a young person has stood on his feet before an audience, he has had to school himself to think steadily of the subject matter of his speech regardless of the audience, regardless of his own nervousness. This in time will result in the ability to concentrate on the problem at hand and to ignore extraneous things.

Then if a young person goes to college, he will be called upon to recite in a different kind of class than those of high school. He will be a member of a class with as many as 200 students in it. One of the requirements is that the pupil reciting shall speak loudly enough for the others to hear him. This does not mean that he has to shout, but it does mean that he must enunciate clearly and that he must not become frightened. This ability can be trained in high school public speaking courses.

When one considers the great men of this day or of any other, one realizes that they were all able to speak to a group in such a manner as to clearly and concisely express their ideas. The leaders of the world have always been speakers: Demosthenes, Cicero, Woodrow Wilson, Franklin D. Roosevelt, and so on.

The trend of the times is toward youth. Those who will be the leaders in the near future are the ones who have the ability to stand before an audience or court or legislature or board of directors and express their own ideas. Unexpressed ideas, no matter what their intrinsic worth, are valueless.

STORY TELLING

(Continued from Page 1)

on the day of the meet in plenty of time for him to familiarize himself with them before the hour set for the contest to begin.

No Time Limit
No time restrictions are imposed upon the contestant in telling his story. The stories to be told are all short, and it is believed unnecessary to restrict the child to a definite number of minutes. At least, this seems to be the experience of those who experimented with this work last year.

Age of Contestants

Concerning eligibility of story-tellers, please consult Rule 3, page 69, Constitution and Rules. Article VIII prescribes the lower age limit. The upper limit is 20 years on the first day of the preceding September. Of course, this will bar no third grade child. Note that there is a definite restriction to the third grade. This applies in both ward and rural schools.

Question

A number of teachers interested in this contest have pointed out that it is a mistake to limit it to the third grade. They say it would be much better if the rules permitted both second and third graders to compete in the same division. What do you think about it? While there is no chance of altering the rules this year, we should like to know what teachers think of this suggestion so that we may have something to go on in reworking the rule for next year's contests.

MILLS COUNTY

(Continued from Page 1)

schedule and so they may be on time for their respective contests.

Choral Singing

Attention at this early date is

called especially to the choral singing and story telling contests. Both contests are worthy of having time spent of them by every school. The story telling contest is open to children of the third grade. The rules for this contest are very simple and are fully explained in the Constitution and Rules Bulletin. All members of a third grade class may be drilled before the selection of a contestant. This makes possible a correlation of the work for this contest with the regular school work.

The choral singing contest is one of the most attractive contests in the

league. It makes training in singing possible irrespective of the ability of the teacher. The league bulletin is very specific on this contest, also. Schools might work together in buying records for the contest and thus share expenses.

The members of the program and executive committees desire any suggestions from teachers regarding the different contests. By whole-hearted cooperation it will be possible for us to make this year's meet the best in the history of the Interscholastic League in Mills County, Mr. Patterson said.—Goldthwaite Eagle.

Districts, Regions, Centers, With Respective Committees

New Plan for Interscholastic League Eliminations Worked Out for the Purpose of Economizing School Time and Traveling Expense

IN THE PLAN now in effect for scheduling elimination meets, typewriting, art, and one-act play competitions have been brought into the regular organization, thus centralizing all contests in the same centers and allowing them to be conducted at the same time. The districts have been made smaller, and increased in number from 27 to 31. Eight regional centers are established for the accommodation of winners in the districts which compose the respective regions. The meets are thus brought closer to the schools and school time and expense materially reduced.

Officers for two districts have not yet been reported, viz., District No. 1, Amarillo, center, Supt. W. A. McIntosh, Director General; and District No. 10, Texas Christian University, center, Professor A. B. Crouch, Director General.

For convenience in printing, the several positions on the district and regional directorates are numbered, as follows: (1) Director General; (2) Director of Debate; (3) Director of Declamation; (4) Director of Extemporaneous Speech; (5) Director of Athletics; (6) Director of Essay Writing; (7) Director of One-act Play; (8) Director of Typewriting; (9) Director of Art. (This position occurs only on the regional directorates). In certain cases, additional directors have been added, and these additional officers with their respective titles follow the numbered list.

REGION I

Center: West Texas State Teachers College, Canyon.

(1) Mr. W. E. Lockhart, West Texas State Teachers College, Canyon. (2) Superintendent R. E. Vaughn, Panhandle. (3) Mr. F. E. Savage, West Texas State Teachers College, Canyon. (4) Mr. F. E. Savage, West Texas State Teachers College, Canyon. (5) Mr. C. W. York, West Texas State Teachers College, Canyon. (6) Miss Jennie Ritchie, West Texas State Teachers College, Canyon. (7) Mr. C. W. Bacher, West Texas State Teachers College, Canyon. (8) Miss Thelma Burnett, West Texas State Teachers College, Canyon. (9) Miss Isabel Robinson, West Texas State Teachers College, Canyon. Director of Girls' Volley Ball and Tennis: Miss Ruth Cross, West Texas State Teachers College, Canyon.

District 1—Center: Amarillo.

(1) Superintendent W. A. McIntosh, Amarillo. (2) Dean B. E. Masters, Amarillo College, Amarillo. (3) Superintendent W. H. Younger, Tulsa. (4) Superintendent I. B. Mitchell, Breckenridge. (5) Superintendent R. D. Holt, Eldorado. (6) Miss L. King, Amarillo College, Amarillo. (7) Superintendent C. H. Dillehay, Hereford. (8) Mrs. Akatha A. Shaw, Amarillo College, Amarillo.

District 2—Center: Pampa.

(1) Superintendent R. B. Fisher, Pampa. (2) Mr. C. A. Croyer, McLean. (3) Superintendent H. T. Burton, Clarendon. (4) Superintendent W. B. Irvin, Perryton. (5) Mr. Odus Mitchell, Breckenridge. (6) B. C. Shulkey, Borger. (7) Mr. Ben Gull, Pampa. (8) Miss Zenobia McFarlin, Pampa.

District 3—Center: Lubbock.

(1) Professor A. W. Evans, Texas Technological College, Lubbock. (2) Mr. J. W. Jackson, Texas Technological College, Lubbock. (3) Mr. J. T. Shaver, Texas Technological College, Lubbock. (4) Miss Ruth Ripte, Texas Technological College, Lubbock. (5) Mr. Del Morgan, Texas Technological College, Lubbock. (6) Mr. R. A. Mills, Texas Technological College, Lubbock. (7) Miss Annah Jo Pendleton, Texas Technological College, Lubbock. (8) Miss Mammie Wolfarth, Texas Technological College, Lubbock.

District 4—Center: Childress.

(1) Superintendent A. W. Adams, Childress. (2) Miss Mabel Hare, Childress. (3) Mr. E. W. Hamilton, Childress. (4) Superintendent E. E. Childress, Childress. (5) W. C. Davis, Childress. (6) Superintendent C. E. Jackson, Paducah. (7) Superintendent I. T. Graves, Crowell. (8) Mr. W. W. Heffner, Childress.

REGION II—CENTER: ABILENE.

(1) Superintendent R. B. Green, Abilene. (2) Superintendent J. F. Boren, Baird. (3) Principal L. E. Dudley, Abilene. (4) Superintendent H. C. Lyon, Ballinger. (5) Mr. Bugge Smith, Abilene. (6) Superintendent B. M. Dismore, Santa Anna. (7) Mrs. Etta Fleming Harwell, Simmons University, Abilene. (8) Mr. R. G. Cole, Abilene. (9) Mrs. M. A. Carpenter, Simmons University, Abilene.

District 5—Center: Sweetwater.

(1) Superintendent B. H. McLain, Sweetwater. (2) Superintendent R. A. Burgess, Merkel. (3) Superintendent L. W. Johnson, Stamford. (4) Mr. Dale Morrison, Roscoe. (5) Superintendent J. C. Clegg, Big Spring. (6) Superintendent J. C. Clegg, Big Spring. (7) Miss Ethel Harkins, Sweetwater. (8) Miss Octavia Cooper, Colorado.

District 6—Center: Breckenridge.

(1) Superintendent N. S. Holland, Breckenridge. (2) Mr. W. P. Palm, Eastland. (3) Principal H. Brandon, Cisco. (4) Superintendent E. T. Dawson, Rising Star. (5) Mr. P. E. Shotwell, Breckenridge. (6) Principal W. A. Ross, Mineral Wells. (7) Mr. J. F. Bailey, Breckenridge. (8) Miss Martha Kite, Breckenridge. Director of Junior Declamation: Superintendent D. T. Smith, Albany.

District 7—Center: San Angelo.

(1) Superintendent Felix E. Smith, San Angelo. (2) Principal C. R. Smith, Paint Rock. (3) County Supt. R. E. White, Ballinger. (4) Superintendent R. S. Covey, Sonora. (5) Principal A. H. Kinley, San Angelo. (6) Superintendent E. C. Hoot, Eldorado. (7) Principal A. E. Ligon, Ballinger. (8) Mr. R. R. Masterson, Junior College, San Angelo.

District 8—Center: Brownwood.

(1) Dean Thos. H. Taylor, Howard Payne College, Brownwood. (2) Principal J. T. Runkle, Coleman. (3) Superintendent W. G. Barrett, Comanche. (4) Superintendent A. H. Smith, Goldthwaite. (5) Professor J. H. Shelton, Howard Payne College, Brownwood. (6) Superintendent J. C. Cobb, Dallas. (7) Mr. W. A. Larimer, North Texas State Teachers College, Brownwood. (8) Mr. Harvey Smith, Indian Creek. Superintendent A. H. Smith, Goldthwaite, Director of Three-R.

REGION III—CENTER: DENTON.

(1) Dr. Harold Brenholtz, North Texas State Teachers College, Denton. (2) Principal E. B. Comstock, North Dallas High School, Dallas. (3) Dr. C. C. Matthews, North Texas State Teachers College, Denton. (4) Superintendent J. C. Erath, North Texas State Teachers College, Denton. (5) Mr. T. J. Fouts, North Texas State Teachers College, Denton. (6) Superintendent J. A. Kooker, Arlington. (7) Professor F. W. Emerson, College of Industrial Arts, Denton. (8) Mr. W. A. Larimer, North Texas State Teachers College, Denton. (9) Miss Cora Stafford, Denton. Director of Junior Declamation: Mr. V. Y. Craig, North Texas State Teachers College, Denton.

District 9—Center: Wichita Falls.

(1) Principal S. H. Rider, Wichita Falls. (2) Superintendent W. R. Bradford, Iowa Park. (3) Miss Juanita Kinsey, Junior College, Wichita Falls. (4) Superintendent C. R. Roberts, Henrietta. (5) Superintendent B. M. Dismore, Wichita Falls. (6) Superintendent J. F. Kemp, Seymour. (7) Superintendent Joe R. Humphrey, Olney. (8) Superintendent W. T. Lofland, Vernon. Director of Junior Declamation: Superintendent Bulter Westerfield, Scurkurnett.

District 10—Center: Ft. Worth.

(1) Mr. B. A. Crouch, Texas Christian University, Ft. Worth. (2) Mr. J. B. Bright, Cleburne. (3) Mr. J. C. Carter, Granbury. (4) Mr. W. J. Hammond, Texas Christian University, Ft. Worth. (5) Mr. F. A. Schmidt, Texas Christian University, Ft. Worth. (6) Miss Mabel Major, Texas Christian University, Ft. Worth. (7) Miss Corinne K. Lewis, Texas Christian University, Ft. Worth. (8) Mr. John Ballard, Texas Christian University, Ft. Worth.

District 11—Center: Dallas.

(1) Mr. L. V. Stockard, Dallas. (2) Mr. S. D. Mures, Jr., Southern Methodist University, Dallas. (3) Superintendent L. T. Cook, Sherman. (4) Superintendent N. W. McClann, Edinburg. (5) Superintendent B. M. Dismore, Dallas. (6) Superintendent C. E. Neuhoff, Longnecker, Southern Methodist University, Dallas. (7) Mr. W. M. Longnecker, Southern Methodist University, Dallas. (8) Mr. Ben Wiseman, Highland Park High School, Dallas.

District 12—Center: Waco.

(1) Principal E. T. Genheimer, Waco. (2) Superintendent R. L. Williams, Gatesville. (3) Superintendent R. E. Nechee, Waco. (4) Superintendent C. C. McKelvey, Valley Mills. (5) Mr. R. E. Henderson, Waco. (6) Mr. Oliver W. Scott, Hillsboro. (7) Miss Vivian Lewis, Waco. (8) Mrs. Lynn Sharr, Waco.

REGION IV—CENTER: JACKSONVILLE.

(1) Mr. H. T. Morgan, Lon Morris College, Jacksonville. (2) Mr. H. V. Robinson, Lon Morris College, Jacksonville. (3) Mr. Paul C. Goodwin, Lon Morris College, Jacksonville. (4) Mr. D. E. Kinley, Lon Morris College, Jacksonville. (5) Mr. Arch Pearson, Lon Morris College, Jacksonville. (6) Mrs. Alice M. Marsh, Lon Morris College, Jacksonville. (7) Mrs. Arch Pearson, Lon Morris College, Jacksonville. (8) Miss Lottie Mae Williamson, Lon Morris College, Jacksonville. (9) Mrs. Carrie Mims, Lon Morris College, Jacksonville.

District 13—Center: Commerce.

(1) Mr. L. I. Smith, East Texas State Teachers College, Commerce. (2) Mr. C. V. Hall, East Texas State Teachers College, Commerce. (3) Mr. E. H. Watson, East Texas State Teachers College, Commerce. (4) Mr. R. E. Baker, East Texas State Teachers College, Commerce. (5) Mrs. M. F. Fleming, Winfield. (6) Superintendent O. P. Norman, Kaufman. (7) Mr. W. M. Longnecker, Southern Methodist University, Dallas. (8) Mr. Stanley Pugh, East Texas State Teachers College, Commerce. Director of Junior Declamation: Mr. L. C. Mitchell, East Texas State Teachers College, Commerce.

District 14—Center: Texarkana.

(1) Professor H. L. Lamb, 1541 West Ninth St., Texarkana. (2) Superintendent P. E. Wallace, Mc Pleasun. (3) Mr. H. T. Morris, Naples. (4) Mr. M. E. Iby, Atlanta. (5) Mr. M. F. Fleming, Winfield. (6) Miss Opie Dabey, Texarkana. (7) Superintendent H. W. Stillwell, Texarkana. (8) Mr. Leslie Melburn, Texarkana.

District 15—Center: Tyler.

(1) Superintendent J. M. Hodges, Tyler. (2) Superintendent S. R. LeMay, Athens. (3) Superintendent R. E. Nechee, Tyler. (4) Superintendent C. E. Neuhoff, Mineola. (5) Mr. George A. Foltz, Tyler. (6) Superintendent A. O. Loughmiller, Canton. (7) Miss Ruth Claire Sybert, Longview. (8) Miss Grace Pearl Sudderth, Longview.

possible irrespective of the ability of the teacher. The league bulletin is very specific on this contest, also. Schools might work together in buying records for the contest and thus share expenses.

The members of the program and executive committees desire any suggestions from teachers regarding the different contests. By whole-hearted cooperation it will be possible for us to make this year's meet the best in the history of the Interscholastic League in Mills County, Mr. Patterson said.—Goldthwaite Eagle.

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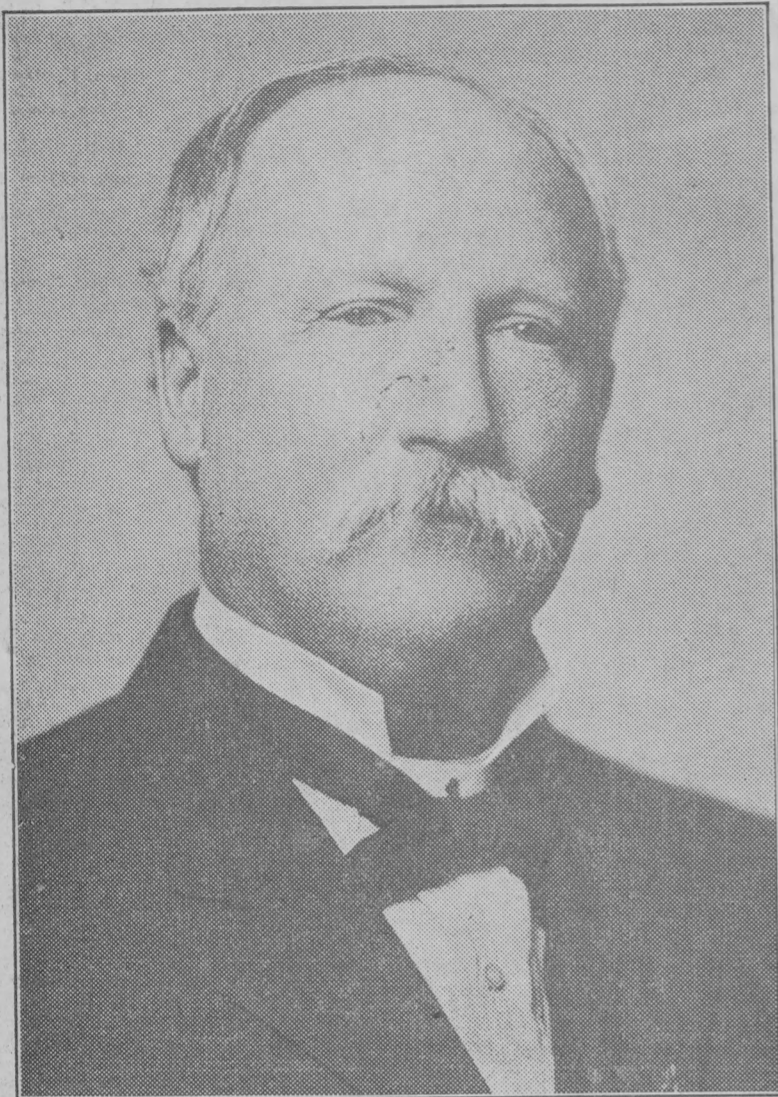
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T. G. Harris, Age 80, Dies At His Home in San Marcos

T. G. HARRIS died in his home in San Marcos January 26. In the March (1929) issue of the LEAGUER, shortly after his retirement from active service, we published tributes to Harris from J. E. Pearce, Professor of Anthropology in The University of Texas; A. W. Birdwell, President, Stephen F. Austin State Teachers College; and Thomas Fletcher, Superintendent, Masonic Home and School, Fort Worth. Each of these men knew Harris intimately, having worked for years under him and with him. Excerpts from these tributes follow:

Pearce: He was scrupulously honest and jealously sought to get



T. G. HARRIS

the very largest possible educational returns for all school funds expended; always just alike in his dealings with teachers and the public, the children and the Board; and, in addition to possessing a keen mind and sound academic training, constantly sought to improve the educational and professional attainments of both himself and all teachers of the corps. He has had a long and very creditable part in the educational history of the State.

Birdwell: I have never worked with a finer character. I have never known a man who was more absolutely honest both mentally and morally, and who exercised more courage in the discharge of his administrative duties. These qualities he imparted to those who worked with him.

Fletcher: To the subject of this sketch, more than to any other human being, I owe my ideals and habits of conduct. Whatever success I have made in life is largely due to the influence of the teaching and the ideals of T. G. Harris, a real man.

Life in Outline

He gave fifty years of active service to education in Texas, distributed as the following outline indicates:

Thomas G. Harris was born on May 27, 1854, in Monroe County, Tennessee.

Attended the rural schools of Monroe County.

Attended Carson-Newman College of Jefferson City, Tennessee, 1872-1876.

Received A.B. degree 1876. Received A.M. degree 1880.

Taught his first school at Ellijay, Georgia.

Came to Texas 1879. Taught in Weatherford, Mansfield and Plano.

Married Miss Lou Oglesby at Plano, December, 1886.

Principal Dallas High School 1887-1891.

Superintendent Dallas City Schools 1891-1893.

Principal Houston High School 1893-1895.

Superintendent Austin Schools 1895-1903.

President State College, San Marcos, 1903-1911.

President Baptist Academy, San Marcos, 1911-1916.

Chairman Board of College Examiners, State Department of Education.

Head, Mathematics Department, Sul Ross State College, Alpine, 1920-1923.

Retired temporarily 1923-1927.

Superintendent City Schools, San Benito, Texas, February, 1927, to July, 1928.

Died at his home in San Marcos, January 26, 1934.

CLOSING DATE

(Continued from Page 1)

ball, high school, Mr. Schwarz; grades, Mr. Carrell; basket ball, boys, Mr. Schwarz; girls, Miss Akin; choral singing, Miss Shaw; debate, Mrs. Cunningham and Miss Yeagley.

Declamation, junior, Mrs. Dyer; senior, Miss Yeagley; essay writing, ward school, Mrs. Cartwright; high

in the annual meet, but we are starting earlier this year to prepare for the work, and we're going to have more victories. Already the various directors are getting their teams under way in such subjects and activities as choral singing, Miss Hukel, director; essay writing and dramatic art, Miss Jackson, director; extemporaneous speaking, Mr. Hancock, director; debating, Miss Sitton, director; spelling, Mrs. Luce, director; declamation, Miss Boyd, director; track, Mr. Vernon, director; and various other projects. This kind of work offers excellent training for those who wish to learn, and the work is as pleasant as it is profitable and as profitable as it is pleasant. Students have willingly and eagerly volunteered to work, and the directors are optimistic concerning our chances to win for ourselves, for our school, and for our community.

Iraan

Several Interscholastic League events have been organized this week and work is under way on them. Contestants in junior spelling have been working for the past weeks on the League spelling list. They are being coached in their work by Mrs. A. A. Rogers.

Five students have entered the picture memory event so far, Mrs. Nano de Cordova states. They have studied the pictures and are now taking the blank sheet test.

Work is progressing in debate under J. E. Zimmerman, junior high school principal, who is coach.

Miss Rhoda Burtness announces that thirty pupils are out for chorus. Twenty-five will be selected from this group to sing at the county meet. They have yet to select the songs they will sing and start work on them, however.

Mrs. J. E. Zimmerman has given the junior declamation pieces but has not yet started working with them. Eight junior boys, one junior-senior boy, eleven junior girls and two junior-senior girls have entered so far.

Cross Roads

Interscholastic League work is being started in our school. We are expecting to win the all round championship for rural schools again this year, as we have won for the last eight consecutive years, hence we lack only one year having three loving cups won permanently. We have two at our school now.

We believe that the league work is well worth our time in preparing us to face and conquer life's battles, hence we work at the job.

We were glad to have Mr. Wheeler with us Wednesday evening, November 15. He checked up on our attendance and found it to be unusually good, he said.

Delta County, Sudan

The Interscholastic League meets in March; the exact date has not yet been set. It is time now to begin work. Don't wait until the last minute to start.

The league exists not for a few schools but for every school. It should be used to stimulate an interest in the pupils to make use of their talent, whatever it may be. The value to be derived from this work comes from the practice and training for the work.

When you enter the league, remember that the contests are only a means to an end, and hence the mere fact of winning should not be taken too seriously.

Sudan has ability! Let's show it!

Eagle Pass

Though the Interscholastic League contests will be held the latter part of the third quarter, activities have commenced early. Many enthusiastic pupils have entered the various contests.

Extemporaneous speaking: Tom Hall, Lillian Vivian, and Claire Stanley; declamations: Benjamin Miller, Florence Hollis, Genevieve Moss, and Grace McCoy; debating: Rosella Riskind, Violet Alkemeyer, and Dorothy Comstock, Key Wesley Ryan, William Eichelberger, Jack Robinson, Richard Line, and Edward Watkins. This list is by no means final.

Mr. Garland and Mrs. Thompson are the coaches this year.

BALDWIN

(Continued from Page 1)

schools. When he took charge of the schools at Huntsville, the Peabody trustees delivered several lectures to the faculty and students on the importance of free schools for Texas.

Gov. E. J. Davis had inaugurated a fine system of free schools, but when Coke became Governor he discarded the Davis system. Coke was not to blame. He knew the people did not believe in free schools. Nobody was heard to object to Governor Coke's action. And nobody was ever heard to advocate free schools till fourteen years after the Davis administration, when the great Dr. Baldwin was placed at the head of the normal in Texas.

On University Faculty

Dr. Baldwin was but a few years educating the people to a belief in

free schools. So, after ten years, his work at the normal finished, he was placed by the regents in the chair of pedagogy in the State University.

And one of his great teachers in the normal, Dr. H. Carr Pritchett, became his successor and when Dr. Pritchett died in 1898, Dr. Harry F. Estill became his successor. Both had served ten years as teachers under Dr. Baldwin.

It is the high schools that are expected to supply the University with students prepared to receive instruction. There were only six or seven high schools in the State at that time, and their curricula, even when there were more than 100 in the State, were very dissimilar—some high and some very low, made to suit the fancies of their teachers.

To remedy this situation, Dr. Baldwin suggested to the board if it would fix the curricula of all the high schools the same so a boy or girl graduating in the high schools could matriculate in the University without further examinations, the difficulty would be overcome.

So since the curricula have been made uniform in all high schools, the University has plenty of students and began to grow at a magnificent pace. And now in all branches it has about 15,000 students.

A university can not be built on mere brick and mortar. There must be students, plenty of students, students prepared to receive instruction. Dr. Baldwin's graduates teaching in the high schools have prepared these students, in large measure, to matriculate in and build the University. Dr. Baldwin built the University in its most essential sense.

Inspiring Personality

I do not hesitate to declare Dr. Baldwin the greatest educator I have ever known, and I have known many great teachers. I have known many who had more mere "book learning," more "scholarship," but I have never known even one who could inspire young men and women as Dr. Baldwin could. He won his spurs as a great educator before he came to Texas. He had the genius to inspire young men and women in a way that the great scholars teaching in the universities of Indiana, Missouri and Texas did not have. His great achievement was what he could inspire others to do.

I wish I had the ability to pay Dr. Baldwin a greater tribute, but his students all over the country will sanction what I have so freely said in his praise.

RADIO

(Continued from Page 1)

with material in favor of the American arrangement, the National Association of Broadcasters has prepared defensive facts.

The main argument, of course, revolves around the question whether a radio plan suitable to the comparatively small area of the British Isles could serve the wide territory of the United States with equal utility.

Geography is a factor in the debate; also the population and psychology of the people. There seems to be no end of arguments pro and con for both formulas, but before attempting to answer the question whether Uncle Sam should adopt the essential features of the English system of operation and control of radio, the proposition is defined.

Features of British System

The American broadcasters make it clear that they understand "the essential features" of the British plan as follows:

1. The creation of a public, non-profit corporation under the Federal Government for the purpose of owning and operating the broadcasting facilities of this country.

2. The close supervision of the system by a governmental department, even to the point of possessing the power of censorship over programs. In Great Britain this supervisory power is vested in the postoffice.

3. The support of this system by means of taxes imposed upon radio set owners.

The essential characteristics of the present American system are outlined as follows:

1. A privately owned and competitively operated system of stations and networks.

2. The support of this system by means of the sale of broadcasting "time" for advertising purposes.

3. The safeguarding of the public interest under this system by means of a governmental agency, such as the Federal Radio Commission—which might be given increased authority if necessary—or a similarly constituted authority.

The debater who does not believe the British principles applicable on this side of the Atlantic quickly agrees, however, that both plans have merit but that "conditions are not analogous."

Social, financial, and political problems are involved as well as technical puzzles. It is contended that the inherent weakness of the British plan,

as far as adoption here is concerned, is the \$2.50 tax each radio set owner must pay annually to defray the expenses of broadcasting. Furthermore, those in favor of the American idea assert that under commercial sponsorship of programs there is more competition and therefore greater liveliness and diversity in the performance.

England Counts Listeners

It is pointed out that British broadcasters with only twenty transmitters have the comparatively simple problem of serving an area of about 94,000 square miles, in which are located 44,000,000 people and 5,800,000 receiving sets. The latest statistics reveal 7,000,000 British homes are radio equipped. John Bull by his receiving licenses can count the size of the audience, whereas in the United States it is a guess, based upon the 1930 census.

The American radiomen declare their problem is not so simple. The territory to be covered with the elusive waves is immensely larger. The population is less concentrated; less homogeneous. A vast variety of local interests cannot be disregarded. American broadcasting overspreads an area of more than 3,000,000 square miles; more than thirty-two times that of the British Isles. And the broadcasters like to estimate that there are 17,000,000 receiving sets served by 600 stations, 397 of which are generally in simultaneous nighttime operation.

Those in favor of the "new American plan" assert that it is more important that the people be informed than that they be entertained. They argue for more educational broadcasts, and add that at present "there is no broadcasting system in the United States."

They call attention to the fact that in the British Isles radio is a planned affair, while broadcasting in the United States grew like Topsy. It began in 1920, but the law to govern it was not passed until 1927. It was a natural growth, unhampered by restrictions, so the American broadcasters declare, as they analyze the decade. Nevertheless, those in favor of the "new plan" believe the United States should select and adopt "the essential features, the fundamental principles that underlie the British system."

The ultimate test which the citizen must apply to a system of broadcasting is listed by the National Committee on Education by Radio: "Who decides what is to go on the air and how is that decision motivated?"

Sound Principles

Calling attention to "the sound principles underlying the British system," the National Committee outlines the three fundamental principles of a sound nation-wide broadcasting system: First, that it shall be organized under a single government authority; second, that the programs shall be planned under the general direction of this authority; third, that the services shall be financed directly by the people themselves.

Books could be written on both sides of the case. The American listener often complains of the announcer's ballyhoo as the great evil that lurks in the ether. He wonders if the English system would not be a remedy. Then, there is the American who visits in London and while there eavesdrops on the broadcasts. Usually he returns thankful that the English idea, which he admits may be all right over there, is not in effect on this side of the sea. On the other hand, there is the English visitor in New York who listens in and wonders how the populace can endure so much commercialism.

Possibly the British system is ideal for England, and the American plan ideal for the United States; neither represents a listener's Utopia. What may be good for one may not be good for the other. The pages and pages of arguments condense to the old adage, "The grass always looks greener on the other side of the fence."—*New York Times*, Dec. 17, 1933.

MOVIE MADE

(Continued from Page 1)

that we are beginning to ask ourselves, what is happening to us, above all what is happening to the thought-patterns and moral codes of our impressionable young people? Great numbers of them sit in a state of more or less complete hypnosis absorbing the product of the sound screen. What do they see? How does it affect their dress and manners, their ideas of romantic love and social justice? What relation does the film bear to our changing national moral standards? How have the motion pictures influenced those young people who find themselves today in prisons, reformatories, or homes for delinquents?

These and similar questions have been answered recently with startling definiteness by a group of scientists, psychologists, sociologists, and educators working under the Payne Fund, a foundation devoted to the welfare

of youth and directed by Dr. W. W. Charters. The four year survey was undertaken at the instance of the Motion Picture Research Council, headed by Dr. John G. Hibben, president of Princeton University. The results were embodied in twelve highly complicated and technical reports, which have been condensed for popular consumption by Mr. Henry James Forman, distinguished editor and writer, and published by the Macmillan Company with the title *Our Movie Made Children*. That it is a highly significant publication in the field of education goes without saying.

Content of Motion Pictures

Mr. Forman gives some interesting figures on the content of motion pictures and children's attendance on them, taken from the report of Dr. Edgar Dale. These figures, as were all that follow, were arrived at by the most scientific methods.

Of a weekly attendance of 77,000,000, 37% were between the ages of five and twenty. Since 31½% of our American population is between the ages of five and twenty, it will be seen that 31½% of our population, the children and adolescents, formed 37% of the moving picture audience of our United States. Out of this 37% (in numbers 28,259,000 persons), 11,242,000, or nearly one-sixth of the entire movie audience, were under the age of fourteen. These are averages. In congested areas in New York City, the audience, clocked as it entered the doors, showed 53% of the entire attendance under twenty-one and 17% under seven years of age. The protective influence of parents seated by the child serves to mitigate the shock of horror, mystery, and gang pictures; yet boys of eight were in only 44% of investigated cases accompanied by parents or adults. By the time the boys are fifteen the percentage has fallen to seven per cent. The girls' percentages were slightly different, but the fact remains that it is the younger children between seven and thirteen who stay to see the film repeated in the dark, badly ventilated theatre and dine on the eternal fare of love, crime, and sex.

Sex and Crime Films

Out of fifteen hundred feature films produced in the years 1920, 1925, and 1930, some 75% dealt with love, crime, sex, or mystery. No wonder that foreigners think us "a highly erotic and criminal nation!" Hardened movie critics even declare that they are surfeited with sex and crime films. Young children over and over declare their dislike of such films. On the other hand 70% of a large sample of grade-school children declare that the movies have at some time made them wish to do "good things." Unfortunately such pictures as *Ben Hur*, *Beau Geste*, *Cavalcade*, *The Covered Wagon*, and *The Old Nest* are all too few.

In 115 pictures taken at random from recent offerings, there are 59 in which murders and homicides are either attempted or committed. In 54 pictures there are 71 deaths, of which 21% fall to the hero's share, 40% to the villain. An outlaw who terrorizes a whole region is represented as a man of great physical courage, fair, clever, beloved of his followers. A notorious gambler attempts a robbery. He is depicted as goodlooking, well-dressed, pleasant, courteous, clever, and courageous. And the woman, what about them? Well, the heroine is a good-bad girl. Exit the vamp. The Greta Garbos, Marlene Dietrichs, Joan Crawford, Mae Wests and their ilk have replaced both heroine and vamp, or rather combined and confused these two personages. Our innocent and charming Norma Shearer has become "almost a torch-bearer for the double standard."

Punishment for Crime

Are crimes punished in the movies? Does the low-class courtesan who has plied her trade for years in the wake of a cheap circus show her calling in her face? She does not. In the end she marries quite respectably and lives happily ever afterwards. Let us examine the figures. Three of fifty-seven criminals were arrested and held; four were arrested but released; four more were arrested but escaped; seven were arrested and their punishment implied; 24 were punished by extra-legal methods; and 15 went wholly unpunished. Some of the crimes committed by the hero and left unpunished were murder, kidnaping, stealing, and embezzlement.

How much do our children retain of what they have seen? What do they gain? What do they lose? Findings in regard to these questions were based on more than 20,000 testings upon 3,000 persons and including over 813 items of information. In the case of one film, even the youngest children, from eight to ten years of age, were found to have retained 60% of what the adults retained. In general, it was found that true pictures increased the extent of knowledge of both grade- and high-school children astonishingly and was even greater after the elapse of a month. This curious increase of knowledge is due to a process of maturation known to psychologists. In the case of badly written films, children and adults lost

an appreciable per cent of their laboriously acquired true information.

Physical Effects

What is the physical effect of the movies? How is the child's sleep affected? Experiments with the hypnograph show that young children are either unduly excited by the violence and vulgarity of the gangster, sex, or mystery film or are drugged and exhausted by emotional fatigue. In either case, sleep that "knits up the raveled sleeve of care," sleep, that along with air, food, water, and exercise is one of the essentials of life, is seriously injured, if not destroyed. Other physical effects are no less startling. It is not surprising that children of three should come out of the theatre vomiting from sheer fright when it is recorded of one film alone, *The Phantom of the Opera*, that in one day it caused eleven faintings (four of them were men) and one miscarriage. There was an average of three or four faintings a day, so that ushers had to be especially trained to cope with the situation.

What about the social attitudes that are inscribed on the "unmarked slates" of youth? Experiments were made with such films as *The Birth of a Nation* in a selected community in Illinois where there were no negroes. Tests before and after the showing developed that a definitely anti-negro attitude had been developed. Anti-Chinese films showed the same result. Pro-German and anti-war films likewise showed their corresponding influence. So certainly did the curves of the diagram indicate the changed opinion that even the most callous of us noting them is convinced of the necessity of guarding his film supply quite as carefully as his supply of water or milk.

Effects on Conduct

After a study of the effect upon our children's conduct Mr. Forman is constrained to exclaim: "Quite definitely emerges the fact that the movies are a school, a system of education virtually unlimited, untrammelled, and uncontrolled. It (the movie) could be an immense and unprecedented instrument of civilization." Is it? Experiments show that out of a group of behavior problem boys, 55% declared that the movies inspired in them the desire to make money easily by a life of crime. Further investigations show that crime films not only inspire crime but actually train the young criminals in the technique of robbery, safe-breaking, burglary, murder, and rape. A number of delinquents attribute their downfall directly to the potency of film suggestion.

Does the film tend to correct the antisocial attitudes of the delinquent youth? Does it act as a deterrent to crime? On the contrary: young delinquents testify that they are actually embittered toward society when they see the actors of the film drama commit crimes and go unpunished or live in luxury and idleness. Thirty-nine per cent of the young women and thirty-seven per cent of the boys tested were embittered toward society by the motion pictures which they had seen in institutions. Youths testified that they had deliberately used certain "raw" sex films to aid them in the consummation of seduction and rape. In the congested sections of the great cities, investigations brought out the bitter truth that here the evil effects of certain types of film are tremendously heightened. Here the audience consists of a large per cent of marginal characters, problem boys, potential criminals. More of these go to the movies. They prefer the crime, sex, and violence films. They study the technique of crime, plan, and often consummate their crimes in the theatre itself. Here the foreign element predominates. Here these newcomers learn all about American life; it is their school of dress, manners, conduct. They are made or broken by our movies.

Influence International Relations
Finally, our nation is judged abroad by its film output. The cause of international good feeling and peace is helped or harmed by it, often irremediably damaged by an unfortunate film such as *Viva Villa*. The distinguished Mexican actress, Dolores del Rio, refused to take a role in it, and the Mexican government has forbidden its exhibition in Mexico. Other nations have placed a ban on similar films of ours although the American movie, as a rule, enjoys great popularity abroad.

What are we going to do about it all? Germany has made restrictions for the safe-guarding of her youth, first, by laws to prevent the attendance of children below the age of sixteen at certain films; second, by providing for their special benefit high-class films; concerts by great artists, and excellent theatrical productions at a very low price (with free tickets for large numbers). Other nations have tried to solve the question. We can not afford to deprive our children of the immense benefits of the best pictures nor should we expose them to the real dangers of the worst.

—Lillian G. Bedichek.