



"It is our intention," says J. Quincy Galloway, of Elwood School, near Wills Point, "to enter into the League this year with renewed vigor. We have already begun our flower collection under the supervision of Professor B. C. Tharp, of the botany department, and are enjoying the work. Our school wishes to extend its thanks to you and other members of the department who have helped us in any phase of Interscholastic League work."

Superintendent C. E. Brown, director general of the Smith County League, says that a strong effort is being made to induce all schools in Smith County to join the League, and "I believe we will have the county 100 per cent in the League. Last year's meet was very successful and we hope for a better meet this year."

We are in receipt of a program of the Texas Methodist Centennial Pageant under the direction of Jeston Dickey, entitled, "Comrades of Conquest," presented by the Methodist forces of Texas in celebration of the 100th anniversary of the establishment of Methodism in Texas. The pageant consists of eight episodes in which the history of Texas and the history of Methodism in Texas are appropriately intermingled. The program is a twelve-page affair and covers the period well. The pageant was held September 6 in the Municipal Auditorium in San Antonio. The director, Miss Dickey, is dramatic director in the Brackenridge High School, San Antonio, and will be remembered for frequent entries in the League one-act play tournaments. The cast under her direction won the state tournament in 1932.

H. G. Williams, Box 827, Bay City, writes that the League is off to an early start in Matagorda County, and prospects are first class for a most successful year in League activities.

Quentin Pope, a journalist of Wellington, New Zealand, requesting a copy of the League debate bulletin, takes occasion to say: "I congratulate you upon this division of your work. No university in this enlightened country, which spends so many million dollars on education, does anything approaching this."

CHAIRMAN ISSUES TIMELY CIRCULAR

"Maverick Teams" and Rule-Observance Are Among Topics Featured

MR. N. W. PRENTICE, district chairman of Football District No. 4, Conference C, sends the following timely circular note to all participating schools in that district:

"When we signed the 'football plan' we agreed to use only eligible men in every game, both in district or 'conference' games and in every inter-district or 'non-conference' game for practice. Every time a team goes on the field representing one of our high schools, we are morally obligated to enforce all Interscholastic League rules applicable to football schools and teams, although in practice games we know no investigation or protest will be instituted.

"We are morally obligated to play only League-participating schools. Read your 'football plan' and rule book and see if you are justified in any other procedure.

"We have a few 'maverick' high school teams playing outside the League. They are as able to compete within the League and observe League rules as we are. Remember, you play such teams at the risk of injury to your players; no credit in victory; elimination from the race in case of defeat by them. You cannot afford the chance.

"Let's cancel all games on our schedules from today forward, with non-participating teams (schools not

(See — Chairman — Page 4)

PROGRAM of the Sixteenth Annual Interscholastic League Breakfast and Section Meeting

East Terrace Dining Room, Galvez Hotel Galveston, Texas

November 30, 1934—7:30 a.m.

T. H. SHELBY, Dean, Division of Extension, The University of Texas, Presiding
B. M. DINSMORE, Electro, Secretary

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

Introduction of Speaker.—Mr. Thomas A. Rousse, Adjunct Professor of Public Speaking, The University of Texas.

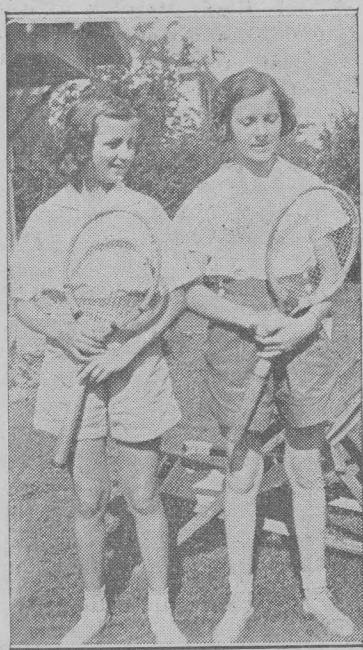
Address.—"What's Right with our Speech Contests," Dr. Henry Lee Ewbank, Professor of Speech, University of Wisconsin.

Adjournment at 9 a.m.

Those interested in discussion of rules and regulations governing contests of the League will be assigned to another room in the hotel.

M E N U		Reservations, 50 cents per plate.
½ Grapefruit		Make sure of a place by forwarding 50 cents to Miss Willie Thompson, Secretary of the League, University Station, Austin, Texas, at once. Tickets will be forwarded on receipt of price.
Scrambled Eggs	Bacon	
Toast and Hot Rolls		
Jelly	Coffee	

Troupe Grammar School Wins Junior Tennis Meet



Marjorie Otto and Jane Jarvis.

HERE'S the champion girls' junior tennis doubles team of Smith County. Although Marjorie, age 11, and Jane, age 13, had to compete against high-school juniors, they won the meet for their school, Troupe Grammar. Eight pairs of midget tennis players competed in the tournament.

Teacher Outlines Objectives Of Extempore Speech Contest

(By Mrs. B. L. D. Roselle, Teacher of Speech, Brackenridge High School, San Antonio.)

MANY times we teachers of speech are impressed and somewhat irritated that the general public shows so little interest in the extempore speech contest.

Not long ago I was in a group who were discussing the achievements of the Interscholastic League. It was composed of parents and influential club women and men, yet they seemed to have only a vague knowledge—if any—about the nature or value of the Interscholastic League Extempore Speech contest. This is the attitude which we meet most everywhere. As

(See — Extempore Speech — Page 4)

School Papers in Panhandle Form New Press Association

THE STAFF of "The Eagle's Tale," student paper of the Canyon High School, with the assistance of their sponsor, Miss Lois Goodrich, and Superintendent Irby Carruth, promoted an organization last spring of the high school papers of the Panhandle section of Texas.

With fine advance publicity in the papers of the section, an enthusiastic group of young editors, reporters, and managers gathered into the high-school auditorium at Canyon on March 24. It was pre-eminently a practical program. Miss Lillian Atkins stressed the importance of local news distinguished from state, national, or world news. She declared that the school paper should be full of school and community news.

W. H. Younger, superintendent of Tulia public schools, based his talk on five main points: first, the school paper is a constant and continuous source of adventure; second, it is an easy approach to the adult population for the child; third, the school paper offers an exceptional opportunity to a minimum expenditure of money; fourth, it is a tie-up of school boosters to the school; and last, the paper is exceptionally good training for those people working in the fields of journalism.

How Educate Public

If, then, we desire to educate the public regarding the contest, how are we to contact them and what are we to tell them? First we must arrive at a definite objective and clarify in our own minds the valuable results of the contest. Then, realizing that a concrete example is the best way to teach a lesson, we should send into the homes of the patrons children who are re-

(See — Extempore Speech — Page 4)

SPEECH AUTHORITY WILL VISIT TEXAS

University of Wisconsin Man Scheduled for League Address at Galveston

THE Interscholastic League Breakfast and Section Meeting to be held Friday, November 30, at 7:30 a.m. in the East Terrace Dining Room of the Galvez Hotel, Galveston, will have as



Dr. Henry Lee Ewbank, Professor of Speech, University of Wisconsin.

its principal speaker, Dr. Henry Lee Ewbank, Professor of Speech, University of Wisconsin, and President of the National Speech Arts Association.

Dr. Ewbank is a graduate of Ohio Wesleyan, A. M. University of Michigan, Ph.D. University of Wisconsin. He has had instruction experience at Albion College, Michigan, and has been with the University of Wisconsin since 1927.

Besides his regular duties, Professor Ewbank has served as executive secretary of the National Speech Arts Association and of the Interstate Oratorical Association. He is interested in education by radio, and has conducted several experiments in that field. His plan for use of public discussion and debate in rural clubs is attracting wide attention. The subject of his address at the League Section Meeting is "What's Right with Speech Contests."

JOURNALISM SHOWS LARGE CARRY-OVER

Third of University Beginners' Class Worked on High School Papers

(By DeWitt Reddick)

HIGH SCHOOL newspaper work is making its mark as a training school for college journalism students. In the beginning journalism class at The University of Texas this fall, 26 students out of an enrollment of 72 have worked on high-school papers. Students who have worked on high-school papers already have a knowledge of the basic principles of journalism and are therefore able to progress more rapidly than other students.

All except one of these students are from Texas schools. Austin High School, with three representatives, heads the list in numbers. The Austin students are R. P. Bonner, Mary McLaurin, and Edna Merle McMurray. San Antonio is represented by two students: Victor Craze, former editor of the Main Avenue *Huisache*, and Enola Anderson, former advertising manager of the Brackenridge *Pioneer* of Austin High School, El Paso, George Dennis and Harry Lewis, are in the class. James O. Cox, Jr., the only out-of-state student, was formerly editor of the *Carlsbad* (New Mexico) *Broadcaster*.

The other students with high school journalism experience are as follows:

(See — Journalism — Page 4)

Many Counties Elect Officers And Organize for League Work

Names of Officers and Addresses Will Be Published Once for Copying or Clipping by Member-Schools. Keep a League Scrap-book.

HERE'S a clipping for your League scrap-book. You'll forget the names of your county League officers, or some of them, and the LEAGUER wants to help you remember. Run down the list of counties alphabetically arranged and clip out the names of your county directors and paste them in your League scrap-book. If you keep a file of the LEAGUER unutilized, copy the list. It won't take long, and in a month or two you'll want to know who is director of arithmetic, choral singing, athletics, and so on. You'll find the list handy. The LEAGUER will publish each county directorate only once. Next month there'll be an entirely new list.

If you don't find your county in the list and you know the officers have been elected, see that they are reported to the League State Office at once. If you find an error in the spelling of a name or in an address, or any other error, please report that also so that it may be corrected in the State Office records. If an officer resigns, that information should be transmitted also, as well as the name and address of the person chosen to fill the vacancy.

The county committee is the key to the most important work of the

(See — County Officers — Page 4)

THE HIGH SCHOOL PAPER

Next fall the Interscholastic League Press Conference enters upon its seventh continuous year of existence. During these seven years the number of high school newspapers published in Texas has almost doubled, despite financial troubles. Courses in journalism have been installed in a number of high schools. Affiliated credit for journalism has been granted. The high school newspaper and the associated courses in journalism have proved their worth to the high school.

These are the purposes which the staffs of high school papers, pioneering for themselves in a new field, have established for their papers:

1. To be a motivating force in encouraging students to learn to write and to practice writing.
2. To serve as an exploratory practice course in journalism.
3. To encourage better scholarship by giving favorable notice of those students who lead in grade averages.
4. To serve as a medium in creating a strong school spirit to back legitimate school enterprises.
5. To be a medium through which news of the activities and progress of the school is brought before the public.

Check these with *The Odessan*, yourself, your school, and your relations with students and teachers. —*The Odessan*.

Foot-Light Notes on the 8th Annual One-Act Play Contest

(By Evelyn Calhoun Miller)

IN KEEPING with a national trend, Texas high schools during the year 1933-1934 have manifested widespread dramatic activities. County competition in the Interscholastic League One-Act Play Tournament brought forth 364 entries, with some 3,600 children involved—either in the actual performance or at work backstage. When, after a series of eliminations, eight schools competed in the finals at Austin, literally the four corners of the State were represented by El Paso, Beaumont, Pampa, and Laredo, while Bonham, San An-

Marquis Gives 30 Years of Service to Texas Education



Dr. Robert L. Marquis.

ROBERT L. MARQUIS, President of the North Texas State Teachers College, died April 15, after a life of service in the schools and colleges of Texas. He was 54 years of age. In his twenty-first year he was graduated from Texas Christian University; the next year from The University of Texas with a B.A. degree, and the year following from the University of Chicago with a degree of Master of Science. Sherman College conferred upon him the LL.D. degree in 1925 in recognition of his outstanding accomplishments as an educator in Texas. At one time or another he taught in Thorpe Springs Christian College, Sam Houston State Teachers College, John Tarleton College, West Texas State Teachers College. He was president of Sul Ross State Teachers College, 1920-23, and since that time until his death served as President of the North Texas State Teachers College. Thus for more than 30 years he was identified either as a teacher or as an executive with the higher educational institutions of the State.

Let Flowers Live Freely

And 'tis and ever was my wish and way
To let all flowers live freely, and all die,
When'er their Genius bids their souls depart,
Among their kindred in their native place.
I never plucked the rose; the violet's head
Hath shaken with my breath upon its bank,
And not reproached me; the ever sacred cup
Of the pure lily hath between my hands
Felt safe, unsoiled, nor lost one grain of gold.

—Landor.

Nothing is sadder than a second love, said Goethe, but a third comes and soothes the other two.

(See — One-Act Play — Page 4)

EXPERIMENT WITH COMEDIES 1 YEAR

Director Suggests That Choice of Play Problem Settled Only by Trial

MISS JUANITA KINSEY, of Wichita Falls, has a sort of double-barreled experience with one-act play contests. Not only does she direct high-school plays in the League but also the junior college entries in the state junior college one-act play contest.

The question which has been agitated for some years in the League concerning choice of plays has been a matter of experiment in the junior college league. Miss Kinsey writes, as follows:

"I really believe the experiment for one year with comedies will be quite helpful. From the personal standpoint, I much prefer leaving the choice of plays to individual directors. However, since there has been so much discussion of the subject and such a preponderance of tragedies, I believe the use of comedies only for one year will be the proper solution.

"I believe, however, that one year of such ruling will be enough and that at the end of the year there will be just as much agitation for 'local option' as there is now for comedy.

"That has been the situation in the Junior College Public Speaking Association. For years we had no rule specifying that one type play be used. Soon nothing had a chance but tragedy. Then we tried comedy for a year. At the end of that time directors pleaded for a return of the old plan of individual choice. The plea was granted and again we have more tragedies than anything else, but all seem satisfied, for many that desired the change didn't like it when they got it!

"I believe the same would be true in the U. I. L. but that many would be satisfied only after having tried another plan. I believe the comedy rule would brighten up the spring. Let's try it and see."

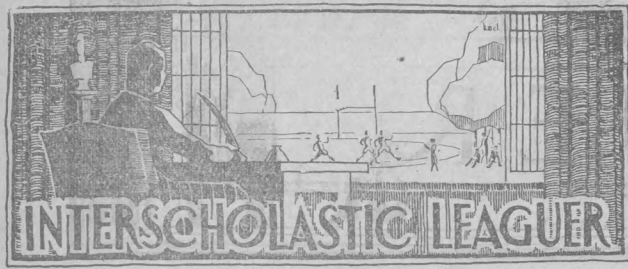
ABILITY TO TEACH IS NOT SUFFICIENT

Demand Is for Degree and for Ability to Sponsor and Direct Activities

DEGREES and the ability to direct school activities are the two requirements emphasized by teacher placement agencies in advising teachers out of a job. These two things are necessary in order to get a teaching position in Texas, applicants are told. The great extension of extra-curricular activities in the public schools is creating the demand for directors and sponsors of activities not included in the curriculum, while the accrediting agencies are insisting on the degree requirement.

Miss Miriam Dozier, Secretary of the Teachers' Appointment Committee of The University of Texas, makes the following statement:

"I have had no difficulty in placing any teacher with a degree who could do something besides teach. Many schools over the State are reinstating departments and activities cut out when the depression hit. They are finding that physical education and music are essential phases of the school work, and are taking the earliest opportunity to place them again in their curricula. Any teacher of academic subjects who can coach athletic teams, conduct school glee clubs or orchestras or bands, direct dramatic work, supervise the high school paper, or take charge of other student activities, is highly desirable, and will find little difficulty in obtaining a place. More and more schools are willing to employ inexperienced teachers, provided they hold degrees and can 'do something' besides teach. The teacher is needed outside the classroom as well as in it."



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ROY BEDICHEK Editor

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Vol. XVIII OCTOBER, 1934 No. 2

DRAMATIC directors will find much meat in the critical account of the State Tournament of 1934 by Evelyn Calhoun Miller appearing in another column of this issue. We think there is no gainsaying Mrs. Miller's main adverse criticism. There is an addition to the instruction to judges at page 60 of the Constitution and Rules which it will be well to note in this connection.

EVIDENCE developed before the Senate Committee investigating munitions manufacturers reported in the newspapers on September 20 indicates that strikes increase sales and therefore profits of these concerns. Since evidence formerly recorded shows that munitions manufacturers "throw war-scars" in order to promote the sale of their products, it will be in order to inquire whether or not these enterprising gentlemen are not in the habit of fomenting strikes for the same purpose.

SPEECH teachers will be interested in the announcement published in another column of this issue of the National Convention of the National Association of Teachers of Speech to be held at New Orleans December 27-29 of the present year. It is rare that this nationwide gathering of speech teachers comes south. This year it comes not only south but nearly to the eastern border of Texas; only a day's drive by auto from Beaumont. There should be a representative attendance at this meeting from Texas, especially from eastern and central Texas.

IT IS GRATIFYING to find that story-telling justified its inclusion in the League's schedule of contests for county meets. Statistics compiled from reports of county meets indicate that it far exceeded in participation the figure normally expected of a contest the first year of its adoption. Of the 213 county meets held, 174 meets were reported in detail. Of the 174 meets reported in detail, there were only 22 that did not report a story-telling contest, that is, 152 reported active participation. The highest number of entries came from the Coryell county meet, in which 18 entered. The total number of contestants reported is 969. This means, of course, that many more pupils received the story-telling training, as each school sends only its winners in the local try-outs to the county meet. As a matter of fact, most schools that enter contestants at all train the whole of the third grade for this contest.

A GOOD-WILL party of 100 left San Antonio October 10 for a tour of Mexico. Such excursions are common and will become more common as auto roads in Mexico are improved and conditions in that country get better and offer larger and larger opportunities for increased trade. As American firms establish agencies in Mexico a greater demand will come for men and women who can speak Spanish. We know a young lawyer who was given a position in one of the greatest law firms in Texas with Mexican affiliations largely on account of his proficiency in speaking Spanish; an art he learned in the public schools. Texas is in the best position to furnish the entire country Spanish-speaking representatives and representatives who have knowledge of Mexican character and conditions. It is naturally a contact-state, not only geographically but culturally and commercially, between two great nations which need each other. Mexican history, Mexican culture, Mexican geography in the larger sense of geography, and last but not first the language of the Mexican people should be taught in Texas schools. This is merely enlightened self-interest. It is because of the natural liaison position of Texas that we have urged Spanish contests in the League. The last State Meeting of Delegates turned thumbs down on this contest which had the warm endorsement of 80 per cent of the Spanish teachers of Texas, and the matter is therefore deferred until better support is in evidence from the executive branches of the school system. Spanish is not only a cultural subject; in Texas it is predominantly vocational, and the speaking of Spanish is generally of more practical importance

than the speaking of any other foreign language. If there is any language which will justify the stimulus of a genuine contest on a statewide basis we think it is Spanish.

THE Houston Post (September 23) makes the following impassioned plea to keep the home fires burning:

"The universities and colleges of Texas never will know the supremacy they should enjoy until Texas athletes are kept at home.

"Texas now is a rich recruiting field for the universities of other states. It was recently announced Cecil and Cody Isbell, two of the most promising football players ever developed in Houston, this fall would enroll at Purdue University, following Fred Hecker, another Houston boy who won much fame at Purdue.

"Any football coach in the land would be delighted to land the Isbell brothers.

"Louisiana State University has enrolled a number of Houston's most promising athletes; notably, Warren Barrett, who here Saturday will start at end against Rice Institute; and Truman Thomas, a hurdler of much ability.

"Due largely to the splendid football setup in the Interscholastic League, the State of Texas each year probably turns out more stellar high-school gridsters than any other state. If these boys enroll at Southwest Conference schools, the time is near when the Southwest Conference will play the best football in the country.

"Dominance in football switches from section to section: A few years ago the South was playing the best football; then supremacy shifted to the Far West; and finally back to the Mid-West. The East, after several lean years, is now staging a comeback.

"Texas boys can't be kept here without a struggle.

"I prophesy that within the next two or three years many of Texas' best high school athletes will enter Ohio State University, where Francis Schmidt is head football mentor. Schmidt enjoyed much success with Texas boys at T. C. U., and he'll want some of the best Lone Star huskies at Ohio State."

THE slogans and catch-words embodying the ideals of the French Revolution obtained wide acceptance in pioneer America. Liberty, Fraternity, Equality, are great words. The preamble to our Constitution is loaded with them. In a society where wealth was fairly well reticulated and falling in with an ingrained prejudice against the aristocratic societies of Europe from which our oppressed ancestors were driven in disgust to a new continent, the great ideal of democracy found rich soil and flourished like the green bay tree. The philosopher Franklin, the politician-philosopher Jefferson, and the agitator-philosopher Paine, built the philosophic concept of democracy into the public mind on lasting foundations.

As long as free land was available for the discontented, a proletariat was impossible. Democratic communities marched westward and grew up with the country. The ideal and the real showed no great disparities. The old community meetings, where questions touching the public good were discussed and settled, allowed democracy to function. The easy progress of theory and practice hand in hand failed somewhat in the South on account of the institution of slavery. Still there was the example of the ancient city-states of Greece which seemed to show that democracy and slavery might be bed-fellows. Moreover, slaves and masters were of a different race, which fact simplified matters. Democracy in theory and in fact pursued the even tenor of its way until it was obstructed by two huge facts: the Pacific Ocean and the Industrial Revolution. If a depopulated Asia had been found just off the shores of California and power machinery had not been invented, democracy would still be marching on finally to overwhelm the aristocratic societies of Western Europe.

A rather large "if." Free land was exhausted, and a surplus of the teeming population denied access to land accepted wage-employment from the owners of machinery. Hence arose a sort of machinery feudalism, and economic dependence of one part of the population on another part, which dependence constantly increased with the progress of inventions in labor-saving devices. An increasing population, which means an increasing number of wage-workers, must bid for jobs, that is for existence, against a stationary and, finally, a decreasing demand for labor. Democratic forms still persist, but economic power becomes political power. The democratic ideal is still held passionately by the great majority, but the disparity between ideal and the real has become painfully apparent.

Nowhere is this conflict more in evidence than in the field of education. The public schools, really the greatest experiment in democracy ever attempted, are told by educational leaders that they must educate children for democracy. Teachers being, on the whole, inclined towards idealism, take this direction seriously; and in certain great industrial centers where economic power manifests itself quite openly as political power, the tension becomes acute. So it is that we have such vigorous protests as "Just Plain Larnin," which is noticed in another column of this issue.



The "Official Notice" column of the League is considered sufficient notice to all member schools concerning interpretations of Rules; Article VIII, "Introduction," Constitution and Rules.

Article VIII, Sec. 14

On October 10, 1934, the State Executive Committee ruled that there is no violation of Article VIII, Sec. 14, unless the contestant has represented in football or basketball a high school other than the one which he now seeks to represent.

Rural Schools in Basket Ball

See Rule 9, page 84, Constitution and Rules.

Rural schools are required this year to register in the State Office if they wish to participate in the county games leading to the District, Regional, and State Tournaments. It is not necessary for a rural school to pay the special basket ball fee but it must have its name recorded in the State Office, preferably by December 15 and in any case not later than January 15. A rural school declaring its intention to participate in League basket ball will be furnished a card showing its eligibility to enter the county contest. Schools having more than four teachers cannot qualify as rural schools, and are required, therefore, to pay the \$1.00 extra fee for basket ball.

Baseball

See Rule 2, page 89, Constitution and Rules.

The plan for organizing League baseball this year has been changed. All schools desiring to participate in this contest, which will cease with regional championships, are required to register (no extra fee) in the State Office by February 1. Following this date the State Office will appoint a temporary chairman for each district, whose duty it will be to call his schools together so that a permanent organization may be perfected. For further details see the regulations beginning on page 89 of the Constitution and Rules.

McConnell School Suspended

The McConnell School, of Haskell County, is suspended in Basket Ball, 1935 season, by action of the State Executive Committee, March 14, 1934. In this connection, please note Article XIII, Section 3.

CHORAL SINGING

III. MUSIC FESTIVALS THROUGH CHOR PLAN

(By C. A. Fullerton, Head, Dept. of Music, Iowa State Teachers College, Cedar Falls, Iowa.)

INTEREST in music festivals is constantly increasing throughout America. The real progress made in the musical development of any people can be measured largely by the extent to which the masses of the people are the performers or recreators of music. The first and most important lesson in music appreciation by beginners is for them to hear their own voices blend with others in beautiful singing. It has been clearly demonstrated that more than 95 per cent of the general population can learn to sing acceptably if favorable conditions are supplied.

The Choir Plan for teaching music furnishes an ideal background for the development of music festivals. By this means the pupils throughout all the schools in a county can learn to sing the same songs exactly as recorded by artists' voices. The result is that the pupils from an entire county can be assembled and with one brief rehearsal can sing like a highly trained chorus.

Below is given a typical county music festival program similar to the Black Hawk County Festival given at Cedar Falls, Iowa, in May, 1933. The rural school chorus made up of the rural school choirs sang a group of songs, then all the sixth grades in the county combined for a group. Later the rural schools and the sixth grades combined for a group of songs. Each high school in the county furnished a special number of their own selection with either a boys' glee club, girls' glee club, or a mixed chorus. All the girls' glee clubs of the county sang a group of songs, all the boys' clubs sang a group, and then all the clubs combined to form a mixed chorus. All of this singing except the songs for the male voices and one special number from each of the high schools was standardized by the phonograph, making one brief rehearsal together all that was necessary. Another significant feature of this festival was that the audience joined with the combined organizations in singing a few numbers. These songs had been standardized by the phonograph also

in the various schools, and the audience found it easy in the main to conform to the standard.

Music Festival Program

Afternoon
All Chorus and Audience, "America the Beautiful," Victor Record 22083. Rural Chorus, selections from their list of ten songs.

Selections by High School Girls' Glee Clubs.
All Sixth Grade Chorus, "Dancing in May," V. R. No. 19891; "Sweet Nightingale," V. R. No. 22617; "Humming Bird," V. R. No. 22617; "Evening Song," V. R. No. 24241; "Blow the Man Down," V. R. No. 21751.

Combined Children's Chorus, "Morning Song," V. R. No. 22617; "Postilion," V. R. No. 20744.

Special Numbers by Bands and Orchestras.
All Chorus and Audience, "Old Folks at Home," V. R. No. 21950.

Evening
All Glee Clubs and Audience, "America," V. R. No. 22083.

Special numbers by Orchestra.
One selection each by the various high school organizations: Girls' Glee Clubs, Boys' Glee Clubs, Mixed Chorus.

Combined Boys' Glee Clubs, "Vale of Avoca," "Volga Towing Path."
Combined Girls' Glee Clubs, "Christmas Hymn," V. R. No. 24242; "Spirit of Summer Time," V. R. No. 24242; "See, The Conquering Hero Comes," V. R. No. 24242.

Entire Chorus of Glee Clubs, "Linden Tree," V. R. No. 20737; "Swing Low, Sweet Chariot," V. R. No. 24244.

All Glee Clubs and Audience, "Home, Sweet Home," V. R. No. 21949; "Dixie Land," V. R. No. 21950.

Books and Magazines

Let's Make a Book, by Harriet H. Shoen. The Macmillan Company, New York, 1934. Price \$7.75.

Here is a practical little manual for teachers who want something for the children to work at with their hands. By easy stages the pupil is led from a very simple book on up to and including more difficult projects in book-making. Ample illustrations of how to fold, cover, stitch, label, etc., are given, and any teacher or almost any mother can set little Jane or Johnny to work at something worthwhile which will keep them out of mischief. Miss Shoen has taught book-making all the way from nursery schools to high schools and her methods and directions are clear and workable, having been thoroughly tested in actual experience. The child may be taught to make his own note-book, scrap-book, kodak-album, cook-book, or any other of the numerous books so attractive for certain children. This little volume of 54 pages will prove a "busy-work" blessing to many a teacher.

Essays and Addresses Toward a Liberal Education, selected by A. Craig Baird. Ginn & Company, Dallas, Texas.

Innumerable compilations of worthwhile selections are on the market, but we think there is none other that contains so much worthwhile material from writers of the present generation. It's all new. Hardly a selection in the book dates back 20 years and most of them were produced in the present decade. The first duty of the anthology-maker is to know a significant piece of writing when he sees it; the next is to place it properly in his scheme. The central theme of Mr. Baird's book is a liberal education and he attacks it from one avenue or another, as The Educational Approach, The Psychological, Aesthetic, and Philosophical Approach; The Moral and Religious Approach; and so on by seven other "approaches." Under each "approach" is gathered significant essays or addresses written from a liberal viewpoint.

Since the book is designed for use in English, debate, discussion, or extemporaneous speaking, it is quite fitting that the introduction composed of five selections should be devoted to "writing and speaking." For convenience in classroom, questions and problems suggested by a given selection are appended, as well as a number of topics for composition, oral discussions, and other speeches. We have no doubt that this book properly used will have the outcomes claimed for it in the foreword: "an understanding of the important problems of the times [or at least an 'approach' to an understanding], a technique for work and reflection, an individual mode of expression, a cultural ideal, sympathetic and critical, and motivation for genuine education," or at least, an "approach" to the same.

Mr. Baird will be pleasantly remembered as the speaker at the Interscholastic League section meeting a few years ago.

Practical High School Debating, by Gibson and Shepard. The Northwestern Press, 2600 Portland Avenue, Minneapolis, Minn., 1934.

The co-authors of this work are both high school debate coaches in the

Newton Bateman High School, Jacksonville, Ill., and hence it may be taken for granted that the treatment of subject is from the standpoint of the problems of the high school coach. Emphasis is placed upon the practical side of coaching debate. Such details as "rebuttal cards," form announcements for advertising a debate, blank ballots, ticket selling, diagrammatic setup for the debate stage, etc., take up considerable space. Thirty pages or so are given over to a specimen brief, following the precedent of many such texts, in our opinion a waste of space since there are hundreds of briefs available to which critical and illustrative references may be made without encumbering the text with one.

Interesting variations of the form of debate are described and appraised in Chapter X. An outline study in the Appendix will be found useful for classroom work. There is hardly any excuse except haste for the inclusion in the list of suggested debate queries pp. 212-15 of dead issues such as Philippine Independence, Child Labor and the withdrawal of marines from Nicaragua in a book which is dated 1934. The mechanical make-up of the book is rather shoddy.



A NEW school year has begun.

The Interscholastic League Press Conference offers its services for the coming year to the sponsors and staff members of Texas high-school papers. Sponsors of papers which were not enrolled last year should send a notice of their desire to enroll to DeWitt Reddick, Interscholastic League Bureau, Austin; and sponsors of papers which have been enrolled should send a notice of re-enrollment.

The I. L. P. C. exists to be of service to Texas high school papers. Any paper in the State, published in a school which is a member of the League, is eligible for membership, whether it is printed, mimeographed, or published as a page in the local newspaper. In addition, those papers which are published twice a month or more often may compete in the League journalism contests. There are no charges for enrollment. A pamphlet containing the rules and regulations of the conference will be mailed on request.

Program for Conference

What should be the program of the conference for 1934-35? We feel that one of the best ways in which we can help high school journalists is through the issuance of pamphlets discussing various phases of high school journalism. The high school newspaper is comparatively such a new field of work that books fail to deal adequately with its problems. The I. L. P. C. has issued each year from four to six pamphlets. Last year, in addition to a pamphlet on make-up and one on the subscription campaign, we analyzed the problems of the high school editorial and issued three pamphlets concerning phases of editorial writing. We have two pamphlets planned for this fall, one on sports writing and one on column writing. These pamphlets are issued free to members of the conference.

Another part of our work consists of personal criticism of the member papers. We try to issue at least one criticism during the year of each paper provided the criticism is requested. Because our available workers for criticism is decidedly limited, these criticisms are sometimes delayed; yet we hope to write many of them this year.

Fall Issues

How are you preparing for the fall issues of your paper? We would suggest three essentials of a well-edited newspaper. One is a style sheet. Inconsistency in style of capitalization, use of numbers, use of titles, and use

of abbreviations has marred many an otherwise good high school paper. If you do not have a style sheet already worked out for your paper, prepare one and follow it consistently; or else write to us for the mimeographed High School Newspaper Style Sheet, which we will send you free.

The second essential is a headline schedule. A headline is a complete set of the headlines to be used by the paper. By planning a schedule carefully, an editor insures the best use of type as far as harmony of appearance is concerned, he saves time for his staff of headline writers as well as for the printer, and he makes for a pleasing uniformity in the appearance of his front page. If you do not have a schedule prepared, by all means make one. A careful explanation of kinds of heads and sizes of type to be used in headline schedules may be found in the *High School Newspaper Handbook*, published by the Interscholastic League (single copies 15 cents; in lots of ten or more, 10 cents).

Directory of School

The third essential is a directory of the school. In this directory should be included the following items: The names of all the administrative officials of your school with their proper titles; the names of all the teachers (written in the manner in which they sign their names) with the subject or subjects which each teaches; the names of all the clubs, organizations, societies within the school, properly capitalized, and carrying with the name of each club the names of its officers; the names of all departments and divisions within the school; the names of special rooms in the school, such as the Cafeteria, the Auditorium, etc.; the names of buildings which are likely to be mentioned in your paper. It would be helpful, of course, to have the names of all students in the directory so that reporters could check for the proper spelling; but in many schools these names could be made available only through a laborious copying of the list in the principal's office, and the staff may not have time to do this copying. The use of a directory including the items mentioned above gives the reporters and copy-readers a guide for correct spelling of names, the correct use of titles, and the proper use of capitalization. Such a directory is essential to a well-edited newspaper. Why not prepare one for your paper and keep it available in the newspaper office?

Officers chosen for the I. L. P. C. at the convention last spring are as follows: Carolyn Lockett, Sam Houston High School, Houston, president; Catherine Dullin, Brackenridge High School, San Antonio, vice-president; and Homer Mueller, Austin Senior High School, secretary.

Please send in your request for enrollment at once, so we can place you on our mailing list. Best wishes for the year's work.

Use of Tax Money

Perhaps it would be better if citizens, instead of getting tax bills yearly, got bills monthly for the services rendered. For instance, regularly a wagon drives up to your home and collects the waste. If the city sent you a bill each month for this service—and you owned a home appraised at \$5000—your bill would be 15 cents. Near your home is an engine company. How much would you pay for insurance if this service did not exist? To say nothing of the protection it affords you. Well, if we sent you a monthly bill it would be 40 cents.

In fact, if you owned that \$5000 house in Cincinnati, we would keep your streets clean, light them, give you police and fire protection, collect your garbage, protect your health, maintain parks, playgrounds and swimming pools and give your children not only a high school but a university education besides, for \$9 a month. Is that exorbitant?

CLARENCE A. DYKSTRA, City Manager, Cincinnati, O.

Edward Palmer asked me if I liked two services in a Sabbath. I told him, not very well. If the sermon was good I wished to think of it; if it was bad, one was enough.—Emerson.

DEBATERS ATTENTION

THE Municipal Utilities Record contains affirmative material in each issue on the current debate query. It is especially important in giving current developments in the ownership of electric utilities by Texas cities.

The Record offers a special rate for subscription, as follows:

Seven months, October to April, inclusive...\$7.50
Back numbers of the Record will be sent along to those who subscribe first, and as long as the back numbers last. These back numbers contain helpful material for the affirmative case and extend from last January to the September issue. Address:

Gordon Greenwood, Secretary
935 Allen Building,
Dallas, Texas.

Note: Reprint of two articles from the current issue will be sent free to each subscriber. This material is available now, but it will not be available later. So now is the time to get on the mailing list.



(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.)

Master Mariners, by W. W. Jacobs. Samuel French, 35c.

Comedy, 1 act, 6m1w, int, costumes modern, 25 min. The easy-going captain of a small schooner brings aboard a friend, who gives the crew some illustrations of the power of mesmerism. The demonstration fails when the mate, who has been given the suggestion that he is the captain, cannot be brought back to his senses, but takes command of the boat. On the return to port the captain's wife, however, discovers an effective way of restoring the mate to his senses. Excellent comedy.

Little Brother Sherlock, by Lida Larrimore Turner. T. S. Denison & Co., Chicago. 25c.

Comedy, 1 act, 4m3w, int, costumes modern, 25 min. A most amusing comedy involving a precocious twelve-year-old and a pair of young lovers.

What's Best for Ann, by William Ellis Jones. Row, Peterson & Co. 35c.

Comedy, 1 act, 3m1w, int, costumes modern, 15 min. A play that starts out to be a "comedy of manners" but turned into a comedy of bad manners by the leading lady, who doesn't like the situation in which the author has placed her. A novel little comedy with an agreeable surprise ending.

America on Trial, by Fred Eastman. Samuel French, 35c.

Pageant play, 21 characters and extras if desired, int, costumes fantastic, modern and military, 40 min. America finds herself in the Court of the King of Lost Nations and has to give an accounting of herself. For a time things look black, but by the time the inquisition is over America has learned a lot and promises to steer her course along better lines. A powerful and dramatic pageant especially pertinent to the times. Ideal for school presentation.

"There Is So Much Good" by John Donald Kelly. Samuel French, 50c.

Comedy, 1 act, 4m, int, costumes modern, 25 min. The old adage is proven true when three crooks meet. A well written play with a pleasant and subtle humor.

Adam and Eva, by Guy Bolton and George Middleton. Samuel French, 75c.

Comedy, 3 acts, 6m4w, int, ext, costumes modern. An amusing comedy of the American business man who can efficiently manage his business but fails when he tries to manage his family. He decides to let his young assistant attempt to manage the household. By clever scheming the young man finally succeeds in curbing the family expenditures and bringing out the best qualities in the different members.

Dracula, by Hamilton Deane and John L. Balderston. Samuel French, 75c.

Drama, 3 acts, 6m2w, 3 int, costumes modern, best, and most successful of all mystery thrillers, adapted only to advanced and mature casts.

The Palace of Knossos, by Elizabeth McFadden. Samuel French, 35c.

Play, 7 scenes, 5m4w & extras, various int, costumes Greek & Cretan. The plot concerns the love of Ariadne, a Cretan princess, for Theseus, a Greek prince who is to be sacrificed to the Minotaur. Ariadne manages to restore to him the sword that has been taken from him and gives him a ball of twine that will lead him again out of the labyrinth of mythological fame. However, she follows Theseus into the labyrinth and is with him when he slays the monster. The staging and costuming combined with the lighting should make an interesting study—a series of tableaux beautiful in the extreme. A good art director, a fair knowledge of choreography, and good choral work would be indispensable. The text is illustrated and annotated with complete references about costumes, sets, etc.

Smilin' Through, by Allan Langdon Martin. Samuel French, 75c.

Comedy, 3 acts, 5m5w, 2 extras, costumes modern and 1870. Two young people are kept apart by the bitterness of an old man who cannot forget his own unhappy love affair. The second act is a flash-back to fifty years ago and shows the tragedy of his life—a romantic and dramatic episode. In the end there is happiness for all and the old man joins his sweetheart in the land of shades. For advanced groups.

The Blarney Stone, by Edward E. Rose. Samuel French, 75c.

Comedy, 4 acts, 6m3w, 1 ext, 1 int, costumes modern & medieval Irish. The plot centers around a young heiress from America who, by the terms of her uncle's will, must choose one of two brothers for her husband in order to inherit her uncle's castle and estate. To be free to make an unprejudiced choice she takes the place of her maid, while the maid plays the heiress. Good comedy parts, romance and sentiment with the introduction of Irish songs by the hero.

Extemporaneous Speech Topics

AS announced in the September issue of the LEAGUER, the Extemporaneous Speech contest will draw its material this year from the various agencies of the Federal Government (see Rule 4, page 36, Constitution and Rules).

The first emergency agency to be studied is the NRA. For general outline of the NRA, (1) write to the State Office of the League for a copy of the bulletin, "What is the NRA," which will be furnished free on request; (2) for further bulletins concerning NRA, write to the National Recovery Administration, Washington, D.C., for the following:

Handbook for Speakers. 35 pp. Statement by the President of the United States of America Outlining Policies of the National Recovery Administration. 5 pp. (Bull. No. 1.) Basic Code for Fair Competition. 5 pp. (Bull. No. 2.) The President's Re-employment Program. 9 pp. (Bull. No. 3.) The Great Adventure of the NRA. Radio address of Donald R. Richberg. (Press Release.)

Topics under this head will call for (1) student familiarity with general and specific conditions discussed in the President's address which called forth the present emergency program; (2) the purpose and plan of the NRA; (3) the code idea; (4) relationship of consumers to the NRA program; (5) ideal of "fair competition"; (6) relationship of labor to NRA plan and policies; (7) critical estimate of accomplishments of the NRA.

The next general subject will be the Agricultural Adjustment Administration (AAA). Write to the United States Department of Agriculture, Agricultural Adjustment Administration, for free bulletins describing the work of the AAA, Washington, D.C. Subjects under this head will be announced in the November issue of the LEAGUER.

Of course, daily papers and available magazines should be used as supplementary material.

Beethor or Eyther, by R. C. V. Meyers. Walter H. Baker Co., Boston. 25c.

Farce, 1 act, 4m4w, int, costumes modern, 20 min. An amusing farce with the action hinging on the pronunciation of the word "either."

What Never Dies, by Percival Wilde. Walter H. Baker Co., Boston. 35c.

Comedy, 1 act, 1m3w, int, costumes modern, 40 min. "The scene is a broker's office long after business hours. The scrub-women begin to clean and discover Jackie, who is the son of one of them, and who has lost his last dollar—and here—in the stock market. What follows is tender, human, and sympathetic."

The Short Cut, by Percival Wilde. Walter H. Baker Co., Boston. 35c.

Drama, 1 act, 2m, int, costumes modern, 20 min. Caught in a mine disaster are two men, classmates in college, and rivals ever since. Except for an instant at the end, which discloses the tiny cave in which the two men have been trapped, the play is acted in the dark. Good character studies.

Solo Flight, by Helen A. Monsell. Dramatic Publishing Co. 50c.

Comedy, 3 acts, 3m4w, int, costumes modern. This one is about a college boy who wants to be an aviator. The play points a moral, but in spite of that (or perhaps because of it) it's a good play, with real live characters, a logical plot and filled with human interest right up to the climax.

The Poor Fish, by Mabel Conklin Allyn. Penn Publishing Co., Philadelphia. 25c.

Comedy, 1 act, 2m3w, int, costumes modern, 30 min. Two cronies, inveterate fishermen, discover that the way to bring their respective grandsons and granddaughter together is to forbid them to speak to each other. Good humored and human little comedy.

Pineapple Salad, by Nancy Moore. Penn Publishing Co., Philadelphia. 25c.

Comedy, 1 act, 2m2w, int, costumes modern, 25 min. When Mary Betty brings the new minister home for lunch her mother is aghast, for it is the maid's day out and there isn't enough food to go around. Mary Betty unconsciously eats the minister's salad and her mother kicks him in the shins by mistake, but that young man's interest in Mary Betty makes him oblivious to all errors. Good, easy comedy.

Intruding on Horace, by Edwin Scribner. T. S. Denison & Co., Chicago. 50c.

Comedy, 3 acts, 6m6w, int, costumes modern. Horace, a quiet, retiring bachelor retreats to a deserted island where he hopes to complete his history of Egypt. However, his housekeeper has added several other servants to his household, all of whom are very sociable. Then come the jewel thieves to conceal their loot on the island, and Horace finds himself in possession of a fortune in precious stones. Hardly has he finished this adventure when a variety of girls arrive and further intrude on his privacy. How, in his quiet way he succeeds in bringing order out of chaos, in exposing the thieves, in selecting a wife for himself and in writing his history all at the same time—all this makes an unusual plot and promises plenty of laughs for the audience. (Anna Marcia Barry.)

The Spirit of the Thing, by Reby Edmond. Fitzgerald Publishing Corporation. 30c.

Comedy, 1 act, 4m5w, int, costumes modern, 45 min. An amusing comedy that reveals some of the directors' difficulties as well as the foibles of amateur actors.

interpretation of a "mood" or "feeling" to produce this decorative effect. At times the various treatments become so interwoven and so equally balanced that no one of them is outstanding. In order to provide a classification for pictures of this type the term "indefinite" has been added.

Plan of the Composition

There are three kinds of line direction at the disposal of the artist in planning the picture. These are the perpendicular and horizontal, circular, and angular. Ordinarily one of these arrangements will be outstanding and through his study of pictures the child soon learns to recognize such plan. This does not mean that all lines in the picture must follow one plan of direction. Variations will always occur. In deciding upon the plan consider the big general directions only. Pyramid arrangements are usually considered angular.

In cases where the various kinds of line are used and no one predominates, the classification "indefinite" will be correct.

Center of Interest

It has been customary in previous years to have children try to discover, from the picture, the country which furnished the setting. This is of value and interest where the setting is faithfully reproduced, but so many pictures have mixed settings that confusion is easy. Furthermore, such a classification stresses subject matter rather than art quality. Too much consideration of subject matter tends to narrow the child's power of appreciation to include only "What is it a picture of?" It was felt that substituting a division which would stress art interest rather than subject interest would be of greater value to the child. Consequently the child in this year asked to tell what means the artist has used in calling attention to the center of interest. This may be difficult but as teachers become accustomed to training children for the new order the way will become smoother.

The new plan has the advantage of being based more upon the child's appreciation of art than upon his knowledge of geography. Because artists frequently use, in one picture, many devices for calling attention to the center of interest the child has been permitted two choices in the hope that at least one of them will be outstanding.

Art Appreciation Main Thing
In stressing the importance of emphasizing art interest it is not the purpose of the writer to discount the value of pictures used in connection with language, geography, and other subjects. They should be used extensively everywhere and many of the world's masterpieces furnish excellent material for correlation. Some art appreciation is to be gained in this way. However, the chief purpose of the art contests is to train in appreciation, therefore the thing most vital to this purpose must be given first consideration. This most vital thing is the child's power to comprehend art quality.

It is hoped that the new test will inspire many enjoyable hours of picture study in every school and help to realize a successful contest in the spring.



VIII. Changes in "Unfamiliar" Test

AS teachers study this year's test on unfamiliar pictures, a number of changes will be noticed. The purpose of this article is to explain the nature of these changes and the reasons for making them.

Treatment of the Subject

Under the division dealing with "Treatment of the Subject," the term "idealistic" in combination with "decorative" has been dropped. The former term is not often used in art circles since any painting is likely to be an idealization of the subject. It was carried over last year because it had been used in previous years to designate a type of treatment which is neither impressionistic or realistic but the artist's conception of an arrangement made with the purpose of creating beauty, that is, giving concrete form to an "ideal." The term "decorative" is adequate for most "idealistic" compositions and is more commonly used.

Experience in previous tests has enabled teachers and children to recognize easily the fundamental differences between "realism" and "impressionism" but the "decorative" classification is still vague in the minds of many. There is no better way of becoming familiar with the meaning of this term than to study the work of "modern" artists. The last century has produced many who work mainly to secure beauty and character in painting rather than for the purpose of recording an "impression" of a subject as the impressionists do, or trying for a photographic likeness which is the habit of the realists.

The work of Picasso is an outstanding example of decorative composition. His "View from Studio" is interesting because of its design and not because of its likeness to anything in nature. Other artists do this to less degree. Although Whistler's "Battersea Bridge" does not depart so far from the realistic as does the first mentioned picture, there is much of the design element in it. These artists use the thing they see merely to inspire a plan of arrangement which will possess interest or beauty. Some artists go so far in this direction that the subject becomes unrecognizable, yet the color, technique, and plan are so interesting in themselves that the observer falls into the artist's mood and enjoys the emotional effect of the design. Other artists paint only their

Public School Novel*

UPTON SINCLAIR, now EPIC candidate for governor of California, muck-raked the educational system of this country quite thoroughly a few years ago, but he did the job from the outside. The present volume does a more intensive and workmanlike job from the inside. The author apparently knows public school conditions intimately and first-hand, and he proceeds to betray trade secrets in the most casual manner.

"Just Plain Lamin'" is a thesis-novel and readable in spite of it. On page 105 Glenn Ransome, a teacher who had lost his job on account of "advanced" social views, declares that he will write a novel to show the fallacy of "attempting democratic education in an industrial hierarchy." Dr. Kalb elaborates this thesis on page 343:

The public schools cannot as yet be made into educational institutions because organized society and mass opinion have decreed that they be mass production factories, mechanized tools for the chiseling of each successive generation into a pattern conforming to the social and economic ideas of the previous one. Public schools are owned and controlled by the same interests [the Sinclair theme, by the way] that rule the rest of society. Accordingly, they must teach mass worship of Big Business, conformity to present anti-social institutions, the doctrine of so-called Individualism—which excuses the few for trampling the many. And the moment your Banker-Industrialist-Politician school boards smell out any innovation, any different doctrine, they stamp on it so hard that the jar of their heels can be heard from Maine to Florida.

This same Dr. Kalb, who is credited [or discredited] to Columbia University, gives the function of the Superintendent of Schools: "A superintendent is not an educator; nor does he deal with education except incidentally as it may be found in isolated spots of the modern public school system. He is rather an organizer, a business man, the mouthpiece of a traditional institution, an institution the purpose of which is not to educate but to propagate conformity to our present social and industrial structure." So, at an important school function, the superintendent (p. 129) "slipped on down the hall mumbling something about finding the janitor and giving him instructions about floor oiling and window shades." Or, again, on page 154, the superintendent "visited the schools once or twice a year when some building matter required his presence or to inspect the work of janitors. Now it was something about a new concrete driveway to the boiler room for coal deliveries" . . . or, "he'd noticed two broken window shades" . . . or, "the janitor ought to be instructed to get down those cobwebs in

the auditorium. Positive disgrace! Suppose some of the patrons coming into a special chapel exercise should take notice of them!"

But besides being a sort of glorified janitorial boss, according to this author, the superintendent is also a press agent for the schools, a public relations man, a soother of ruffled patrons, especially of important patrons, a cheer-leader-pep-talker at the formal opening of the school, and he pleads with and cajoles the auditor into passing requisitions for cafeteria or other equipment. Now we gather from the author's asides that details are important: window shades, floor oilings, press notices, reports, supplies, and whatnot; but they are only important as they relate to the child. Hamlet, impatient with the accessories which seemed so important to the actors, thundered, "The Play's the Thing." The present author with greater vehemence and less patience shouts from every page, "The Child's the Thing."

Mr. Shields develops his thesis by detailing the failure of an extra-curricular program because it was too democratic; the failure of a curriculum revision program for the same reason and also because it meant a change; the failure of a free-lunch-for-undernourished-children; the failure, in fact, of any attempt at anything except "just plain lamin'" which is, appropriately, the title of the book. The tragedy consists of the attempt to depart from the rigid institutionalized set-up in "Nugget City," a tobacco town of North Carolina. The superintendent, inoculated with the virus of reform by Dr. Leander S. Kalb, educational research man from Columbia, ends his career in a hospital for the nervously wrecked, while a shrewd, oily, hale-fellow-well-met high school principal, strong for athletics, gets his job.

The story is not presented in true professional story-teller fashion, but we find in its telling some genius for dramatic situations. It is told in the language of the street. Characters "hot-foot it" rather than "walk rapidly" in these pages. There is no attempt to be literary, but there is a nervous energy in the style which more than compensates for purple passages.

Perhaps the most important contribution of the book to education is not the maintenance of the thesis (which, from the standpoint of economic determinism, should be taken for granted) but the preaching by indirection and most effectively of professional pride in the teaching fraternity; and the adjustment of the lens to bring the child out of the haze and blur sharply into focus. Teacher-types are portrayed with consummate skill and accuracy. The lazy teacher, the fussy teacher, the vamp, the martinet, the weak teacher, and strong, competent, progressive teachers, all find a place; and the reader's sympathies follow the author's.

Moreover, there is humor. Max Pyle, President of the School Board, big business man and philanthropist, besought for a church contribution while stocks were tumbling, refuses with this dictum: "The Lord's dollars are just as hard to get as any other kind." Sam Livingood, janitor-gossip, who generates a rather juicy scandal, amends the Golden Rule thus: "Tell Unto Others as You Would Have Others Tell Unto You." Sly fun is poked at the jargon of educational highbrows on page 113: "The members of the Board were properly impressed, especially by the number of imposing educational and psychological terms used and the ease with which this university professor handled them. Their ears sang with 'controls, educational quotients, mental ages, appereption, plateaus of learning, creative impulse and stimuli'."

Other details of the public school picture are introduced. There's the school executive with a business sideline, insurance, rentals, summer camp; the unloading of worn-out furniture from white schools onto the colored schools; and the dumb athletic coach who proposes (p. 249) testing the nervous strength of women teachers, as follows: "Mr. Winstead, do you know old Doc Vickers at Ambrose, how he used to pick his candidates for the team each fall by testing their nerves with firecrackers? Every fellow that jumped got sent back to the scrubs. How would some of these sis-

(See — Public School Novel — P. 4)

Discussion from the Field

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

Eligibles in All Games

My attention has been called recently to the fact that quite a number of schools belonging to the Interscholastic League play ineligible players in non-conference games. The attempt to justify is made on the basis that the game is a non-conference game and also the fact that the minimum penalty, if caught, is forfeiture of the game and this, of course, does not count against a school's conference standing. The League rules clearly state that no ineligible player is to be used in any contest and I believe this rule should be strictly enforced, as it would be for the same offense in conference games. During last season I knew of several games where this was done. I believe a reminder should be sent out, either by letter or through the INTERSCHOLASTIC LEAGUER, or this practice will become rather general.

FRANK L. WILLIAMS, Superintendent of Schools, Gatesville, Texas.

Give Accurate Information

A few days ago we held a meeting to arrange our football set-up for the ensuing year. A representative of one team suggested that many of our schools are receiving information from other schools which cannot be relied upon. That is, school A does not keep sufficient records concerning its students to give authentic information to other schools concerning the first date of entry into the eighth grade, or years of participation in athletic events, thereby causing undue embarrassment upon the school receiving the information, when the school which sent the information is the school that

NATIONAL SPEECH CONVENTION NEAR

New Orleans To Entertain National Gathering of Public Speaking Teachers

SPEECH teachers in Texas will be interested to know that the National Association of Teachers of Speech will meet this year in an adjoining state. This is the first time in many years that this great organization has "come South," and a large attendance from Texas should be on hand. The meeting will take place in New Orleans, December 27-29, with headquarters at the Roosevelt Hotel.

The following preliminary draft of the program has been issued:

Convention Features

Three general sessions at which nationally known authorities in dramatics, interpretation, public speaking and debate, and speech science will speak. Professors E. C. Mabie of Viola, Robert West of Wisconsin, Lee Travis of Iowa, John Fletcher of Tulane, James A. Winans of Dartmouth, will appear at the general sessions.

The program is divided into four main divisions: (1) interpretation and dramatics; (2) original speaking; (3) speech science; (4) psychology and pedagogy of speech.

Five Sectional Meetings

There will be a complete set of five sectional meetings in each division. This means that the person who is especially interested in interpretation and dramatics will have a complete convention program in that field. The same thing holds, of course, for the other three divisions.

Here are the general themes for each of the twenty sectional meetings:

1. Interpretation and Dramatics:
 - a. Aims and Methods of Dramatic Production.
 - b. Techniques of Dramatic Production (Lighting, Staging, Costuming, Makeup).
 - c. Theories of Literary Interpretation.
 - d. Problems in the Interpretation of Literature.
 - e. Recent Studies in Interpretation and Dramatics.
2. Original Speech:
 - a. Problems in Teaching Public Speaking.
 - b. Rhetoric and Oratory.
 - c. Argumentation and Debate.
 - d. Forensic Contests: Methods and Values.
 - e. Recent Investigations in Original Speech.
3. Speech Science:
 - a. Voice Science.
 - b. Phonetics.
 - c. The Treatment of Minor Defects of Speech.
 - d. Major Disorders of Speech.
 - e. Recent Studies in Speech Science.
4. Psychology and Pedagogy of Speech:
 - a. The Psychology of Speech.
 - b. Speech Training in Elementary Schools (Aims and Methods).
 - c. The Speech Curriculum for Secondary Schools.
 - d. Extra-curricular Speech Activities for Secondary Schools.
 - e. The History of Speech Training.

Historic New Orleans

The extra-curricular part of the convention will include trips through the historic sections of New Orleans, a convention dinner at one of the famous French restaurants, and a visit to New Orleans' famous Little Theater, "Le Petit Theatre du Vieux Carre."

Teachers at any educational level from kindergarten to university are cordially invited. When making hotel reservations, individuals should mention that they are attending this convention.

Dr. L. W. Smith, principal of the Kankakee (Illinois) High School, a little more than 20 years ago scheduled a game of football between the Kankakee team and the team of a neighboring school. A local attorney got out an injunction against the School Board to prevent "conducting a series of prize fights under cover of football games."

TEST-SHEET CLEARANCE SALE

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Number-sense test sheets issued in 1930, 1931, and 1932, each sheet containing 100 problems with key, are available as follows:

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Twenty copies of any one of these tests with key, ten cents, as long as they last. Postage stamps not accepted.

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P. O. Box 1930, University Station,
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Negative Bulletin on current debate query

Prepared by Clarence R. Wharton

119 pages of brief, arguments, and statistical material much of it with especial reference to Texas municipalities.

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SCHOOL MAN MADE PRESIDENT OF CAI

Board Selects Texas Man With Long Experience in Public Schools of State

THE selection of J. O. Loftin as President of the Texas College of Arts and Industries continues to meet with universal approval. The promotion of public school executives to positions in the higher educational



President J. O. Loftin

institutions serves to tie the whole system of education in Texas together. Moreover, advancement of individuals with a good public school record has effect of toning up the morale of the profession. It is gratifying, also, to observe the tendency to use Texas talent instead of im-

portations. The Kingsville Record of September 19 reviews the new President's record, as follows:

At the time of his election, Mr. Loftin was principal of the Sidney Lanier High School in San Antonio. He had been identified with the San Antonio school system for 20 years, and, previous to this long term of service there, had thorough knowledge of South Texas. His high standing in his profession, his success in inaugurating and maintaining vocational and technical training in high schools, his acquaintance with the Latin-American people and their problems, and his ability as an administrative officer doubtless were factors that influenced the board in their selection of Mr. Loftin as the logical successor to Wynn Seale.

Mr. Loftin is the son of S. R. Loftin, a pioneer Texas teacher and intimate friend of the late R. B. Cousins. He was schooled in the rural elementary schools of Limestone county, and graduated from the Kosse High School.

In 1907 he graduated from the North Texas Normal School at Denton. He received his bachelor's degree from the Southwest Texas State Teachers College, San Marcos, in 1925, and two years later the master's degree was conferred upon him by the Colorado State Teachers College. He has pursued advanced courses at The University of Texas, University of Colorado, Columbia University, New York City, Texas A. & M., and the University of Mexico, Mexico City.

For more than ten years, Mr. Loftin has specialized in vocational and technical education and friends of the college believe that under his guidance the agricultural, engineering and other vocational branches of A. & I. will receive the consideration due them. Loftin's outstanding work dur-

ing his service to the San Antonio schools was his direction of the San Antonio Vocational and Technical School, and the construction and operation of the Sidney Lanier High School. The last named school is said by authorities on school matters to be the outstanding institution of its kind in this country.

Recognized as an authority on educational subjects, particularly those pertaining to vocational training and the teaching of Latin-American students, Mr. Loftin has many demands from state and national magazines for articles on those subjects. Among his contributions are "Secondary Education for Mexican Students," "Our Tomorrows," "Our Mexicans," "Pre-Vocations," and many others.

Mr. Loftin is a member of one of the leading church denominations of the South, a Mason, and a Shriner. He is a member of the National Education Association; Superintendents' Division of the N. E. A.; American Vocational Association; Texas Vocational Association; Texas State Teachers Association; and Phi Delta Kappa Fraternity. For many years he has been a member of the summer faculty of the teachers college at San Marcos, where he taught education and administration.

Because of Mr. Loftin's outstanding work as an educator and builder, he has been called to many executive positions, including: President of Phi Delta Kappa, President of Southwest Texas State Teachers College Ex-Students Association, and President of San Antonio School Administrators. The last and most distinguished honor to come to Mr. Loftin is his recent elevation to the presidency of the Texas State Teachers Association.

Public School Novel

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ters [women teachers] react to a test like that?" Mr. Winstead, the high school principal, enjoys this suggestion immensely.

The Nugget City School System is, of course, a composite picture. The seamy sides of many different school situations are pieced together into one garment. There's not an untrue detail in the whole book, but the law of probability forbids their collection together into one system. The extra-curricular program attempted in Nugget City with such dire consequences is a commonplace today in many Texas schools. A new school superintendent is not generally selected between drinks in the cellar of the President of the Board. All athletic coaches are not dumb and disdainful of women teachers. All superintendents who go in for radical readjustments of the teaching program do not end up in a neuraesthetic ward of a Baltimore hospital. Nevertheless the book is an eye-opener. It is an earnest, skillful, effective assault upon traditionalism. There's in it not only food for thought but good entertainment.—R. B.

Journalism

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Hudson Henley, the Big Spring Wheel; Fred Ward, Breckenridge High School paper; Morris Daniel, Crockett High School paper; Billy Shults, Decatur High Tatler; Bob McGlamery, Eastland High News; Robert O'Neal, Greenville High Times; Everett Hutchinson, the Hempstead High Bobcat; Helen Schueleman, San Jacinto Campus Cub, Houston. Lillian Hester, the Humble High Key-Hole; Virginia Nixon, Luling High paper; Lillian Schulle, Marshall High Parrot; Aubrey Greenwood, Navasota, High La Salle; Gladys Matson, Rockdale High School paper; Ethel Simpson, Rosenberg High Broadcaster; Nathan Safr, Texas Military Institute Panther; Malcolm D. Ducker, The Wichitan of Wichita Falls High School and Junior College; J. C. Arnold, Wolfe Hi Howls, Wolfe City; and Helen Allen, Yorktown High Tatler.

SWAT THE TAX-LIMITING AMENDMENT

NO MORE dangerous amendment has ever been submitted, insofar as schools and roads are concerned, than the one to be voted on in November which undertakes to limit the amount that can be collected in state taxes from all sources to \$11.25 per inhabitant per year. Conservative estimates indicate that the loss to schools and roads would be at least eighteen million dollars per year and would place the burden of supporting these two necessary enterprises back on the local communities, thereby shifting the tax burden from large taxpayers to small property tax payers.

The amendment referred to is known as Senate Joint Resolution No. 13 and will be the third to appear on the ballot. The friends of education everywhere should see that people are properly informed with respect to the amendment and should also see that they go to the polls and vote on election day. A vote against the amendment is a vote for the children of this great state.

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

Chairman

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in class A, B, or C) and invite them into our membership next fall. If we will not play them otherwise they will all come into one class or the other.

"Mr. Henderson has certified the following teams as participating: Bangs, Bronte, Cherokee, Eden, Lohn, Lometa, May, Melvin, Mertzton, Miles, Novice, Paint Rock, Richland Springs, Robert Lee, Rochelle, and Rockwood. Bangs is now in Class B and Cherokee is not represented officially this year with a team.

"In the interest of safety to our players he requests that all schools discourage 'grandstand' play of crippled boys, 'stars' who play without helmets. He sums it up as follows:

- 1. Have a physician give each and every boy a thorough physical examination. Allow no boy to play without it. 2. Get a written parents' consent giving permission for the boy to play. 3. See to it that the boys are properly equipped with adequate protectors such as shoulder, hip, and kidney pads, helmets, taped ankles, etc. 4. Give immediate attention to all injuries, although seemingly slight. 5. Have a physician on hand at every game.

"I might add, do not let boys play who have colds, especially if it is accompanied by fever. Exertion and exposure may cause pneumonia. Although the boys might want to play, don't let them, protect them. I'd prefer having one on the sideline and lose the game than in the hospital with victory.

"Have you filed your schedule, eligibility blanks, paid your fee? Report ALL games immediately."

One-Act Play

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Since our objective is to train many people to speak more fluently, just what do we expect them to accomplish by way of improvement? We could never estimate what the contest does for the participants, but we can very clearly detect five respects in which even the average pupil will show progress.

First, the student who reads good current magazines and at least one daily paper is constantly acquiring interesting subject matter for speeches, and for his conversation and is forming a habit that will cling to him through life. He will always be informed on world affairs and upon vital issues of the day. To be sure we must be careful not to disgust the students at first by heaping too much upon them. If we would start in September and master some phase of our contest problem each week we would not be rushed and overworked and the students would have a nucleus of knowledge to which they could attach new developments in each field as the months passed by. If the child can be made to feel that he personally is concerned in the matter of Russian Recognition—one of last year's subjects—and if he can be made to care whether we turn to Communism or Fascism, then the study of current magazines is no longer drudgery. He attacks these issues as his own personal problems. He realizes that these questions must be dealt with by the citizens of the next decade, and cheerfully shoulders the responsibility of becoming conversant with world affairs. He soon develops a pride in being able to understand all sides of questions about which he will have to make decisions. Such a student will be a leader in the civic, social, and church activities of his community—provided he acquires the proper technique of delivery.

Second, a pupil who has an intelligent talking knowledge on interesting subjects naturally has some poise and physical grace. The surer he is of his subject matter the less conscious he will be of himself as a beginner. The reverse of this statement is also true, since it is well known among speech teachers that the freer the body the freer is speech. However, only the constant experience of appearing before an audience will entirely free the body of strain and tension. There are many valuable exercises for this purpose which can be assigned by the teacher and practiced at home by the student, but speaking often before an audience is necessary.

In the third place the contest trains the pupil to use his English for speaking as well as for writing. It is surprising how much more correctly children write than they speak. The constant discipline of original speaking trains the child to use English that is grammatically correct. It gradually eliminates his "well" and "ah," "uh," "then," "an" so expressions. He learns variety in oral sentence structure—how to use a compound or complex sentence then to rest his audience by using a simple sentence. He learns the art of organizing his thoughts and applies the principles of unity, coherence, and emphasis. All in all such practice is invaluable in acquiring fluency in speech.

The fourth improvement noted in the extempore class is a wider vo-

cabulary, due to the frequent use of the dictionary, and a more correct diction. With the teacher as an example and as a constructive critic all the expressions like "wuz," "uv," "git," "jest," and "fer" are soon eliminated, and the student begins to note beautiful diction when heard at lectures, plays, and at church. He also begins to take pride in using the preferred pronunciations and altogether speaks with ease and charm beyond his years.

Fifth, and last, the speaker's voice is developed by painstaking practice and he gradually learns how to suit his voice to the place and to the occasion. First he learns to listen to his voice. Is it pitched high or low, is his volume loud or soft, his rate fast or slow, does he speak fluently or jerkily, does he have variety of pitch, rate and volume? When his case is analyzed then he can begin, with the advice and help of the teacher, to attack his own problem. By this time he has learned to size up his audience enough that he can adapt his voice to achieve the desired effect. Voice improvement will probably be the last to be noted, but it is worth striving for.

Perhaps there are many schools where students cannot have such training each day. In these cases a period set aside for such activity once a week in a history or English class can accomplish wonders.

If, then, we educate the youth of today to keep informed on public affairs, if, by practice, we free their bodies from constraint, if we teach them to think coherently on their feet and to use their mother tongue beautifully and if we improve and enrich their voices surely the parents will notice it. Our extempore speakers are already going out and being leaders in their communities, but in order that we may have more capable leaders, let us spread our efforts over a large number as possible and not concentrate them upon a few. As this work goes on, the public will gradually learn to appreciate the value of the extempore contest and recognize it as one of the outstanding events of the League.

County Officers

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League, and it should be kept accurately up-to-date.

Other items touching your own county should find a place in the scrap-book. It will be helpful, also, to classify official notices under the contests affected for future reference. All notices from the county committee published in the local press should be preserved in the same way. Such a scrap-book will be useful not only this year, but next year and the next.

The committees so far reported follow in alphabetical order:

Austin County

Director General, W. J. Wasieleski, Wallis; Debate, Leo Presnell, Sealy; Declaration, D. C. Wiley, Sealy; Extempore Speech, C. W. Beane, Sealy; Picture Memory, Miss Mary Koenig, New Ulm; Ready Writers, Miss Mary Lee Sanders, Sealy; Athletics, E. L. Peterson, Bellville; Story Telling, Mrs. Louise Machechell, Bellville; Arithmetic, Neville Fisher, Bellville.

Brazos County

Director General, Sam Crenshaw, Bryan; Debate, Elliott Reason, Bryan; Declaration, R. B. Hearne, Route 5, Bryan; Extempore Speech, Mrs. Mae S. Wilson, Kurten; Spelling, Miss Loretta Keith, Kurten; Ready Writers, Miss Nina Mae Moore, Edize; Athletics, W. D. Bunting, Kurten; Music Memory, Miss Carrington, Bryan.

Burleson County

Director General, Frank J. Skrabanek, Sneed; Debate, Henry Marech, Caldwell; Declaration, Mrs. Florence Matson, Caldwell; Picture Memory, Miss Gertrude Deannville, Ready Writers, Mrs. Elsie Miller, Caldwell; Athletics, Alton B. Keesee, Caldwell; Music Memory, Miss Maud Cuenod, Caldwell; Picture Memory, Mrs. Tennie Stokes, Caldwell; Three-R, Mrs. Ray Harvey, Caldwell.

Caldwell County

Director General, John W. Gladden, Lockhart; Debate, M. V. Peterson, Prairie Lea; Declaration, J. Luther Watson, Lytton; Extempore Speech, Oren Rankin, McMahan; Spelling, Mrs. A. W. Carpenter, Luling; Ready Writers, Charles E. Lumpkin, Martindale; Athletics, Joe B. Holmes, Lockhart; Music Memory, Miss Norma Myers, Fentress.

Cass County

Director General, Ernest Wallace, Naples; Debate, Miss Ruth McClung, Atlanta; Declaration, G. B. Wilson, Linden; Extempore Speech, Wilmot Fite, Hughes Springs; Spelling, Mrs. T. A. Hamilton, Hughes Springs; Ready Writers, Mrs. M. J. Wallace, Atlanta; Athletics, Kermit Womack, Queen City; Music Memory, Mrs. Walter Humphrey, Settie Farris, Seguin; Picture Memory, Mrs. Grubbs, Linden; Choral Singing, Dave Womack, Marietta; Three-R, Leo Green, Hughes Springs; Arithmetic, Miss Lucille Beasley, Kiddard.

Chambers County

Director General, J. Justin Jensen, Mont Belvieu; Debate, L. E. Rosenblad, Anahuac; Declaration, J. R. Mims, Mont Belvieu; Extempore Speech, Miss Belva Bledsoe, Anahuac; Spelling, Miss Adella Wilcox, Winnie; Ready Writers, Mrs. Nellie Geelon, Winnie; Athletics, Fred Tillery, Mont Belvieu; Music Memory, Miss Louise Taylor, Anahuac; Rural Schools, R. H. Harlow, Hankamer; Picture Memory, Miss Lena Maseraug, Winnie; Arithmetic, W. Y. Scott, Anahuac; Declaration, Mrs. Lela Palmer, Alto; Spelling, E. D. Rawlinson, Beklaw; Ready Writers, Mrs. M. A. Walters, Jacksonville; Athletics, E. L. Banks, Jacksonville; Music Memory, Miss Cora Porterfield, Rusk; One-Act Play, B. R. Mathews, Jacksonville; Journalism, W. A. Miller, Route 1, Potts; Wild Flower, Miss Amie Camp, Picture Memory, Mrs. Nellie Singletary, Jacksonville; Three-R, Sherman Davis, Route 1, Alto; Arithmetic, W. C. Wisener, Wells; Typewriting, G. S. Hart, Alto.

Cherokee County

Director General, A. S. Moore, Rusk; Debate, Rayford Holcomb, Jacksonville; Declaration, Dreborn Boone, Mayfield; Extempore Speech, Miss Lela Palmer, Alto; Spelling, E. D. Rawlinson, Beklaw; Ready Writers, Mrs. M. A. Walters, Jacksonville; Athletics, E. L. Banks, Jacksonville; Music Memory, Miss Cora Porterfield, Rusk; One-Act Play, B. R. Mathews, Jacksonville; Journalism, W. A. Miller, Route 1, Potts; Wild Flower, Miss Amie Camp, Picture Memory, Mrs. Nellie Singletary, Jacksonville; Three-R, Sherman Davis, Route 1, Alto; Arithmetic, W. C. Wisener, Wells; Typewriting, G. S. Hart, Alto.

Cottle County

Director General, Byrd R. Lewis, Paducah; Debate, H. R. Simpson, Chalk; Declaration, W. G. Womack, Paducah; Extempore Speech, Miss Maggie Mathews, Paducah; Spelling, Mrs. Mary Messer, Paducah; Ready Writers, Miss Thelma McClure, Paducah; Athletics,

Rufus Hyde, Paducah; Music Memory, Mrs. A. H. Hendrix, Paducah; Story Telling, Mrs. Scott Jolly, Paducah; Picture Memory, Miss Lois Howell, Paducah; Three-R, Miss Beatrice Cobb, Paducah; Choral Singing, Miss Marie Tallant, Paducah; Arithmetic, Mrs. A. O. Bennett, Paducah.

Crane County

Director General, J. H. Bankston, Crane; Debate, Leonard Christensen, Crane; Declaration and Extempore Speech, Miss Clara Ayre Bon Hicks, Crane; Spelling, Mrs. Emma Abbie McDonald, Crane; Ready Writers, K. S. Blackford, Crane; Athletics, George Harris Crane; Music Memory, Miss Mary E. Bacon, Crane.

Dallas County (Rural)

Director General, G. G. Dickey, Buckner's Orphan Home, Dallas; Debate, L. A. Roberts, Grand Prairie; Declaration, James Sartain, Garland; Extempore Speech, R. T. Turner, Duncanville; Ready Writers, Mrs. L. O. Neal, Rowlett; Athletics, E. D. McLaughlin, Vicksy; Music Memory, Miss Maud Braudrick, Carrollton; Picture Memory, Miss Helen Maxwell, Lancaster; Typewriting, Miss Clara Wolf, Irving; Three-R, E. B. Bagzew, Mesquite; Choral Singing, Mrs. Laura Wells, Lancaster; Secretary, Miss Elsie Robertson, Lancaster.

Deaf Smith County

Director General, R. Y. Lindsey, Friona; Debate, Wayne Kimmins, Hereford; Declaration, Miss Evelyn Arceneaux, Hereford; Extempore Speech, Guldford Miller, Hereford; Spelling, Miss Mary L. Chambers, Dawn; Ready Writers, Mrs. Nedra Brazg, Friona; Athletics, F. W. Dodson, Hereford; Music Memory, Miss Ruby Thompson, Summerfield; Picture Memory, Miss Mona Kate Fleming, Hereford; Arithmetic, L. N. George, Dawn; Choral Singing, Miss Ruby Thompson, Summerfield; Story Telling, Miss Imogene Copeland, Friona.

Delta County

Director General, Morris Allard, Klondike; Debate, Miss Lorene Miller, Cooper; Declaration (Rural), Hubert Vernon, Route 2, Cooper; Declaration (Class B), Miss Lulu Mullins, Enloe; Extempore Speech, R. M. Vaughn, Charleston; Spelling, Miss Mildred Founds, Lake Creek; Ready Writers, G. E. Anderson, Lake Creek; Athletics (Class B), Gobel Templeton, Cooper; Athletics (Rural), Troy Bond, Route 3, Cooper; Music Memory, Miss Bonnie Bell Jacks, Ben Franklin; Arithmetic, Miss Etha Stokes, Cooper; Choral Singing, Miss Mahalle Sanning, Cooper; Story Telling, Miss Annie Price, Route 3, Cooper; Picture Memory, Miss Eula Potter, Cooper.

Erath County

Director General, R. E. Yarbrough, Huckabay; Debate, Miss Valley Eoff, Stephenville; Declaration, Mrs. M. C. Brandon, Alexander; Extempore Speech, John Culpepper, Dublin; Spelling, Miss Payne Hickey, Stephenville; Ready Writers, Miss Ovel Harris, Dublin; Athletics, Otis Larue, Lingleville; Arithmetic, A. C. Johnson, Lingleville; Choral Singing, Miss Mary May Price, Alexander; One-Act Play, J. W. Hornburg, Dublin; Rural Schools, Eugene McInroe, Stephenville.

Falls County

Director General, Manford Jones, Rosebud; Debate, F. L. Hodges, Chilton; Declaration, Frank Turner, Rosebud; Extempore Speech, W. T. Greaser, Reagan; Spelling, Mrs. Sibil Burnett, Reagan; Ready Writers, Mrs. M. E. H. Gage, Chilton; Athletics, Coach Howard Wade, Rosebud; Music Memory, Miss Audrene Kelly, Perry; Arithmetic, Mrs. A. C. Dunn, Minley; Picture Memory, Miss Lillie Mae McKinley, Perry; Choral Singing, Mrs. B. M. Kendrick, Marlin; Story Telling, Miss Kathryn Walker, Slaton; One-Act Play, Raymond B. Schuler, Slaton; Basketball, Robert Goelzer, Slaton.

Fayette County

Director General, W. R. Boucher, La Grange; Debate, C. Kasper, Flatonia; Declaration, Miss Mildred Scroggs, Schulenburg; Extempore Speech, G. A. Fuchs, Fayetteville; Spelling, Miss Gladys Schutt, La Grange; Ready Writers, Mrs. Rosa Metcalf, La Grange; Athletics, C. Allen, La Grange; Music Memory, Miss Clara Koch, Fayetteville; Rural Schools, Mrs. E. H. Schuler, La Grange; One-Act Play, Miss Turner, Flatonia; Story Telling, Miss Elsie Jants Ripple, La Grange; Playground Ball, W. E. White, Schulenburg; Tennis, E. E. Miller, La Grange; Typewriting, Miss Ellice Hudson, La Grange; Volley Ball, Edna E. Ellinger, Artesian; Basketball, Mrs. Paul G. Arthur, Talco; Three-R, Mrs. Norwell Lawrence, Mt. Vernon.

Franklin County

Director General, Paul G. Arthur, Talco; Debate, Declaration, Extempore Speech, Devey Inman, Scroggins; Spelling, Carlton W. Yarnall, Vernon; Ready Writers, Mrs. L. Burton, Mt. Vernon; Athletics, Raymond Mattingly, Mt. Vernon; Story Telling, Mrs. Minnie Banister, Mt. Vernon; Picture Memory, Miss Winnie Ham, Winsboro; Volley Ball, Mrs. Lucia Stokes, Mt. Vernon; One-Act Play, Mrs. Paul G. Arthur, Talco; Three-R, Mrs. Norwell Lawrence, Mt. Vernon.

Garza County

Director General, I. R. Witt, Post; Debate, H. T. Copeland, Route 3, Post; Declaration, Mrs. Loree Thaxton, Route 3, Post; Extempore Speech, J. L. McDaniel, Justiceburg; Spelling, Charles Cravey, Route 1, Post; Ready Writers, Mrs. Nancy J. Ochs, Justiceburg; Athletics, Jesse F. Geron, Route 2, Post; Music Memory, Miss Marie Price, Southland.

Glasscock County

Director General, Norman P. Taylor, Garden City; Debate, Miss Ruby Leason, Garden City; Declaration, Miss Francis Lewis, Garden City; Extempore Speech, Mrs. Harry Reynolds, Garden City; Spelling, Mrs. E. G. Spry, Ready Writers, Miss Othello Denman, Garden City; Athletics, Max H. Greenwood, Garden City; Picture Memory, Mrs. Max H. Greenwood, Big Spring.

Goliad County

Director General, H. W. Gist, Charco; Debate, Roy Barrett, Westacote; Declaration, Mrs. Helen Lott, Route 1, Goliad; Extempore Speech, Miss Mildred Bergeman, Goliad; Spelling, Mrs. Clara Manning, Route 2, Goliad; Ready Writers, Miss Lillie Aries, Fannin; Picture Memory, Mrs. M. J. G. Goliad, Goliad; Music Memory, Mrs. W. T. Barnhill, Belclair; Arithmetic, W. E. Egan, Mesquite; Three-R, Miss Josephine Machost, Route 4, Yorktown.

Grimes County

Director General, Thomas R. Rhodes, Anderson; Debate, L. A. Singleton, Bellas; Declaration, Extempore Speech, Mrs. J. A. Ayers, Spelling, E. N. Trant, Iola; Spelling, Miss Anna Mae Black, Richards; Ready Writers, Mrs. Wilford Martin, Stinchcomb; Athletics, Miss Cora Navasota, Music Memory, Mrs. Mattie Pearl Henry, Navasota; Wild Flower, Mrs. Buster Johnson, Navasota.

Guadalupe County

Director General, Joe F. Sager, Seguin; Debate, L. C. Child, Seguin; Declaration, O. Tanner, Schertz; Extempore Speech, H. A. Cliff, Marion; Spelling, Miss Mabel Patterson, Ready Writers, Mrs. M. J. Wallace, Mrs. Zae Gray, Staples; Athletics, Walter Williams, Route 1, Seguin; Picture Memory, Mrs. Settie Farris, Seguin; Picture Memory, Mrs. Clair, Route 3, Kingsburg; Choral Singing, Mrs. Eugenia Jones, Seguin; Three-R, W. M. Blum, Route 1, Seguin; Story Telling, Mrs. R. K. Shafer, McQueeney.

Harrison County

Director General, Cody P. Barron, Harleton; Debate, Paul F. Allen, Elysian Fields; Declaration, J. R. Miller, Marshall; Extempore Speech, Miss Eudora Coleman, Marshall; Spelling, Miss Emma Boehringer, Karbach; Ready Writers, Athletics, J. A. Young, Marshall; Music Memory, Mrs. Dana Taylor, Marshall.

Karnes County

Director General, D. E. Moore, Route; Debate, A. H. Stinson, Karnes City; Declaration, Miss Powell, Kenedy; Extempore Speech, A. W. Cherry, Kenedy; Spelling, Mrs. J. Y. Henze, Gilla; Ready Writers, Mrs. Alberta Cockrill, Karnes City; Athletics, P. Marecek, Runge; Music Memory, Mrs. Sutton Metz, Kenedy.

Live Oak County

Director General, H. H. Millard, George West; Debate, Miss Virginia Butler, George West; Declaration, Harold D. House, Route 1, George West; Extempore Speech, Mrs. Katherine Kinsley, George West; Spelling, Chas. W. Schweers, George West; Ready Writers, Miss Dorothy Phillips, Route 1, George West; Athletics, J. G. Newton, Three-R; Three-R, Miss Lillie Rhodes, George West; Choral Singing, Miss Helen Paul, Three-R; Arithmetic, H. Y. Littlefield, Whittsett; Story Telling, Miss Jessie Wright, George West; Picture Memory, Miss Alice Han, Simons; One-Act Play, Miss Mary Dees Barnett, George West.

Matagorda County

Director General, E. O. Posey, Bay City; Debate, Howard E. Townsend, Gulf; Declaration, Ralph P. Newsom, Palacios; Extempore

Speech, Elliott Curtis, Collepport; Spelling, F. J. Bausek, Cedar Lane; Ready Writers, Miss Juana Webb, Blessing; Athletics, Tom Driscoll, Bay City; Music Chiron, Miss Wilmet McMahon, Van Vleck; Arithmetic, Rupert Elliott, Midfield; Picture Memory, Mrs. Daisy Newton, Bay City; Choral Singing, Miss Margaret Pratt, Matagorda; Story Telling, Miss Eleanor Landwehr, Palacios; Rural Schools, Novella Hale, Wadsworth; Secretary, Miss Mary E. Cash, Bay City; Rhythm Band, Miss Mildred Helander, Glenview.

Maverick County

Director General, B. H. Miller, Eagle Pass; Debate, C. J. Garland, Eagle Pass; Declaration, Mrs. Kathleen Stanley, Eagle Pass; Extempore Speech, Miss Nora Shaw, Eagle Pass; Spelling, Mrs. Emma Kenna, Eagle Pass; Ready Writers, Miss Belle McGlothlin, Eagle Pass; Athletics, W. P. Graham, Eagle Pass; Music Memory, Miss N. M. Roemer, Eagle Pass.

Nacogoches County

Director General, C. K. Chamberlain, Nacogoches; Debate, S. S. Rawls, Douglas; Declaration, Roy Self, Chushing; Extempore Speech, Superintendent Holt, Garrison; Spelling, Mrs. Hubert Farmler, Nacogoches; Ready Writers, Miss Elizabeth Walker, Nacogoches; W. J. McLeRoy, Woden; Music Memory, Mrs. Hattie Parsons, Nacogoches.

Orange County

Director General, O. O. Hillburn, Orangefield; Debate, Miss Lora Vidor, Orangefield; Declaration, Miss Dimple Lott, Orangefield; Extempore Speech, Miss Fannie Carroll, Orange; Spelling, Miss Ruth Burton, Mauriceville; Ready Writers, Mrs. O. A. Atkins, Orange; Athletics, Austin Floyd, Route 1, Orange; Music Memory, Miss Katye Mae Smith, Orange.

Parker County

Director General, J. E. Granstaff, Weatherford; Debate, J. L. Ragle, Peaster; Declaration, Ben H. Martin, Dennis; Extempore Speech, Aubrey Polser, Route 2, Missa; Spelling, Estes Reynolds, Route 1, Azle; Ready Writers, Miss Harriet Griffin, Millsap; Athletics, Leonard Wilcox, Peaster; Music Memory, Miss Valera Harper, Springtown; Arithmetic, Ed White, Aledo; Art, Miss Nell Boudry, Weatherford; Picture Memory, Miss Mildred C. Johnson, 110 W. Lee St., Weatherford; Three-R, Henry Barber, Weatherford; Choral Singing, Miss Elizabeth Walker, Weatherford; One-Act Play, Mrs. Earl Maisel, Weatherford; Picture Memory, Mrs. Hubert Polser, Weatherford; Ready Writers, Mrs. Belle Norton, Weatherford; Clay Modeling, Miss Louise McKinnon, Garner; Story Telling, Mrs. D. O. Seabery, Weatherford.

Rains County

Director General, N. P. Shankle, Point; Debate, Mrs. Francis Paris, Point; Declaration, Hershel Garrett, Emory; Extempore Speech, Floyd Lynch, Point; Spelling, Roy Yandell, Emory; Ready Writers, Mrs. H. H. Lynch, Emory; Athletics, Morris S. Roach, Emory; Music Memory, Miss Mary Scott, Point.

Reagan County

Director General, Fladger Tanner, Big Lake; Debate, Curtis Nun, Big Lake; Declaration, W. E. LaFevre, Texon; Extempore Speech, Mrs. M. E. H. Gage, Big Lake; Spelling, G. R. Stewart, Big Lake; Ready Writers, Mrs. B. Graves, Best; Athletics, Paul Carroll, Texon; Music Memory, Mrs. Oliver Teale, Texon.

Robertson County

Director General, F. A. Davidson, Franklin; Debate, W. D. Wilkerson, Calvert; Declaration, M. H. Baughn, Hearne; Extempore Speech, H. C. Baughn, Hearne; Spelling, W. C. Vines, Mumford; Ready Writers, Ralph Griffin, Eastley; Athletics, L. W. Mitchell, Franklin; Music Memory, Mrs. W. H. Mitchell, Franklin; Picture Memory, Mrs. W. H. Mitchell, Franklin.

Smith County

Director General, C. E. Brown, Troup; Debate, Henry Garret, Troup; Declaration, Mr. Bailey, Bullard; Extempore Speech, Oscar Craft, Troup; Spelling, Mr. Duke, Lindale; Ready Writers, Mrs. M. J. Gage, Lindale; Athletics, George Cravey, Bullard; Music Memory, Miss Bertha Henly, Route 7, Tyler; Story Telling, Mrs. Billy Pinkerton, Tyler.

Sterling County

Director General, Miss Vivian Jennings, Sterling City; Debate, Miss Vivian Jennings, Sterling City; Declaration, H. B. Lane, Sterling City; Extempore Speech, Miss Vivian Jennings, Sterling City; Ready Writers, Miss Ruth Garrett, Sterling City; Ready Writers, Miss Aleen English, Sterling City; Athletics, E. H. Allen, Sterling City; Music Memory, Miss Nora Bell, Sterling City; Picture Memory, Miss Adelle Struthers, Sterling City; Art, Mrs. Marjorie Hambricht, Sterling City.

Terrell County

Director General, Miss Eva Chaffin, Sanderson; Debate, Miss Margaret Martin, Sanderson; Declaration, Miss Margaret Martin, Sanderson; Extempore Speech, Miss Lorine Barker, Sanderson; Spelling, Miss Phillis Matson, Sanderson; Ready Writers, Mrs. H. Fox, Sanderson; Athletics, Duane Smith, Sanderson.

Victoria County

Director General, R. C. Pickett, Nursery; Debate, Miss Una T. Hunter, Victoria; Declaration, Miss Leona Jones, Victoria; Extempore Speech, Miss Jessie Cabanis, Victoria; Spelling, Mrs. M. J. Gage, Victoria; Ready Writing, Miss Constance Zirkles, Victoria; Athletics, W. P. Larson, Route 1, Ines, Victoria; Music Memory, Mrs. Ruth Thurmond, Victoria; Arithmetic, G. V. Fritts, Victoria; Picture Memory, Mrs. George Beckman, Victoria; Story Telling, V. L. Griffin, Victoria; Three-R, Claude B. Mullins, Victoria.

Walker County

Director General, Aulis Coker, Route 1, Richards; Debate, Ed A. Thigpen, Riverside; Declaration, E. H. Collier, Jr., Route 4, Dunstville; Extempore Speech, Mrs. J. D. Dominey, Dodge; Spelling, Mrs. A. B. Gilpin, Huntsville; Ready Writers, Miss Ruby Frazer, Route 1, Richards; Ready Writers, Mrs. Grace Wilson, Route 1, Richards; Story Telling, Mrs. Faye High, Route 3, Huntsville; Choral Singing, Mrs. Alva C. Hall, Cashion, Riverside; Arithmetic, Mrs. Jewel Ferguson, Route 1, Huntsville; Three-R, Mrs. Nezzie Costlow, Route 1, Huntsville.

Wharton County

Director General, Floyd G. Betts, Wharton; Debate, W. E. Gattis, East Bernard; Declaration, T. C. Lelis, East Bernard; Extempore Speech, J. E. Cato