

LEAGUERS WIN IN COLLEGE DEBATE

17 of 18 Making Varsity Debate Squad Formerly Interscholastic Debaters

THE University of Texas Debate Squad is selected by a series of try-outs each year starting with all candidates on equal terms. Eliminations continue until eighteen men are chosen to make up the squad.

This year out of the eighteen men so chosen, seventeen were formerly Interscholastic League debaters, Jesse Villareal of San Antonio being a veteran debater for his high school, and representing it as a state winning team a few years ago. The following individuals were successful in the final try-outs: Eugene Talbert of Tyler, Robert Sharp of Dallas, John Daniel of Temple, Jerry McAfee of Port Arthur, Gus Garcia of Austin, John Peace of East Bernard, Lanier Cox of Harlingen, Armond Schwartz of Hallettsville, Cyril Costello of Temple, Jesse Villareal of San Antonio, James Mueller of Austin, Emmett Whitsett of Floresville, Leonard Frank of San Antonio, William Hall of Temple, Jenkins Garrett of Fort Worth, Herman Wright of Amarillo, Chris Dixie of Dallas, Simon Frank of San Antonio.

SOCIALIZED RECITATION

THERE is such a thing as a socialized recitation. There is such a thing as the teacher's stepping down from a position of authority and superior wisdom. The stepping down, however, is not noticeable. It is done without parade, without affectation, and just as naturally as one man joins a group on the street and begins discussion of some question of common interest.

It is dangerous ground for the inexperienced or ill-informed teacher. Superiority must be maintained, at least leadership must be maintained, and when the authority vested in the teacher by reason of the formal school set-up is abandoned, the teacher must fall back on natural superiority, the superiority which turns a cluster usually to one member for earnest discussion of an interesting topic. This leadership may be maintained either by superior personality, or by superior information, or by both. A boy of ten who has just witnessed an accident or a murder or some other unusual occurrence, becomes naturally the center of a group (a leader) while he relates what he saw. He leads by reason of superior information. After his story is told, and there is something to be done about it, the leadership naturally shifts to a member of more experience and personality. It follows that the teacher who is short on personality should be especially well-prepared in subject matter.

I remember a socialized recitation from my college days. It stands out in my memory more clearly than any other recitation. It was a seminar group of about fifteen or twenty students. The class met at the professor's home only once a week, and the sessions were usually about two hours. The utmost informality was preserved. The students were met at the door as they arrived and ushered into the sitting room. There was no roll-call, at least none perceptible, although I am sure the professor noted absentees and duly reported them to the registrar. There was no order in seating arrangements. There were settees, divans, couches, ordinary chairs, rocking-chairs and deep, luxurious cushion-chairs. The professor was not only a master host but he was a master in his subject. He used few notes, and when he lectured it seemed that the topic of the lecture arose by accident from the discussion. Anybody felt free to interrupt at any time and about any angle or phase of the subject. There were of course reports made by the students. Indeed, students did most of the reporting and

(See — RECITATION — Page 3)

Sixteenth Annual Breakfast Of League Held in Galveston

League Section of T. S. T. A. Convenes at Galvez. Dr. Henry Lee Ewbank Delivers Principal Address. Rules Recommendations Made.

THE Interscholastic League Breakfast and Section Meeting convened promptly at 7:30 Friday morning, November 30, in the East Terrace Dining Room of the Galvez Hotel in Galveston.

The large hall was comfortably filled and after an invocation by Superintendent Emmet Brown, of Cleburne, guests enjoyed a fairly substantial breakfast. Dean Shelby, presiding, made a short talk, reproduced in full below, and then introduced Professor Thomas A. Rouse, who in turn introduced the speaker of the occasion, Dr. Henry Lee Ewbank, Professor of Speech in the University of Wisconsin.* Principal T. H. Rogers, San Jacinto High School, Houston, was appointed Secretary, and his minutes of the meeting following the address are given below.

State Winner in Class B Mile-run Is All-A Pupil



Ralph Tucker

THE MOTTO of the Range Creek School in Grayson County is "A winner never quits and a quitter never wins." Exemplifying this motto, the school developed Ralph Tucker, who lives with his grandparents. He had to travel back and forth seven miles each day in order to attend school, but he completed the work in the Range Creek School, and this summer has been attending the Denton High School. His scholastic record is excellent, an all-A pupil, and besides he won first place in the mile run, competing with runners from both Sherman and Denison. He won the State Class B mile-run at the North Texas State Teachers College, time 4:44.7.

Ralph is 18 years old, keeps fit by reasonable amount of exercise, drinks no coffee or tea or coca-cola, and uses no tobacco.

At Denton this summer, Ralph has been milking nineteen cows, delivering the milk, washing the cans and walking two miles to school. With all that, he has made three courses in the summer school.

Dean Shelby's address follows: Semi-annually for many years we have come together in this breakfast (150 to 300 strong) as representatives of a great organization, which has become a Texas institution of no small importance in its influence upon the life of this great state. For fourteen consecutive years I have presided. With some exceptions, I have felt that my service as a presiding officer was a somewhat perfunctory duty, an ex-officio task, which might be performed better by some one of you. In the meantime, the significance of what we are attempting to do in this organization and its ultimate influence upon the civilization of our day has grown upon me as no doubt it has upon you. With your permission, I desire to spend a few minutes with you this morning in an effort to express what is in my mind and upon my heart.

Six Thousand Schools

As I try to comprehend the breadth and the length and the depth of what we are about, I somehow lose sight of the fact that we have a membership of six thousand schools, representing more than 90 per cent of all the children of school age in this state, many thousands of whom are engaged in literary and athletic contests of the League. I lose sight of the thousands of superintendents, principals, teachers, coaches, etc., who are either officers of the League or who are actively cooperating in the various league activities. I lose sight of the thousands of parents who are influenced by League activities and programs because they cooperate with their children in their preparation for the contests and because they attend the debates, declamation and other contests of a literary sort and because they observe the games as they are played.

On the other hand, I vision the totality of the effect of the entire extra-curricular program whether it

*Professor Ewbank's speech, "What's Right With Speech Contests," will be published in full in the January issue of the LEAGUER.

(See — BREAKFAST — Page 4)

Urges Rural Schools To Get Library Aid While It Lasts

(By Wm. Eilers)

DURING the regular session of the Forty-third Legislature, I wrote the library provision of the state rural aid law. The rural aid bill had already been introduced by Senator Julian Greer in the senate and Representatives John F. Laird and Harmon in the house. Senator Greer got the provision at a committee meeting and later the rural aid bill passed the senate with this provision added. When the rural aid bill came before the house, Representative Laird offered the library provision as an amendment and it carried. I had nearly all of the South Texas representatives lined up for the provision. While there are a good many counties in East Texas in which from 80 to 100 per cent of the schools have received state aid almost from the time the first rural aid law was passed, there

are a number of counties in South Texas that have never received this aid.

Before any school can receive state aid, it is required to buy \$25 worth of library books per room, and after that \$10 worth per room per year. After buying the library books for a number of years, they were permitted to use library money to buy encyclopedias and dictionaries. On the other hand, schools that had not received state aid had neither library books nor reference books. I mean the small rural schools that had from one to four teachers. I always thought that a great injustice was done the children in these schools. I wanted to correct this by permitting them to get library aid.

This past year, according to the record of the rural aid division, schools having not over four teachers that had never received state aid were granted \$13,570 library aid. Since this aid has to be matched, it means that \$27,140 were spent for library books in these schools. Since library aid is granted at \$10 per teacher, it means

(See — LIBRARY AID — Page 3)

COMMITTEES BUSY IN 120 COUNTIES

As Rapidly As Organizations Are Completed They Should Report

THE names and addresses of county committees so far reported are continued in this issue, former instalments appearing in October and November. The counties reported in this issue bring the total up to 120, which is a very excellent showing for this season. However, many counties remain to be reported. The League Office cannot furnish necessary material to county officers until the names and addresses of the committees are reported. If your county does not appear in the list, please see that report of the organization is made as soon as the officers are elected.

Each member-school should clip or copy the names and addresses of the county committee in which it is located.

The following counties were reported in the October and November issues:

Atascosa, Austin, Bailey, Brazos, Burtleson, Caldwell, Cameron, Carson, Cass, Chambers, Cherokee, Childress, Coleman, Cooke, Cottle, Crane, Crosby, Dallas (rural), Deaf Smith, Delta, Denton, Erath, Falls, Fayette, Foard, Fort Bend, Franklin, Freestone, Frio, Galveston, Garza, Glasscock, Goliad, Grimes, Guadalupe, Hansford, Harrison, Hartley, Haskell, Hockley, Johnson, Karnes, Kaufman, Kleberg, Knox, Lamar, Limestone, Lipscomb, Live Oak, Lynn, McLennan, Madison, Matagorda, Maverick, Medina, Mitchell, Montague, Nacogdoches, Orange, Pa-

(See — County Committees — Page 4)

DYER FAMILY, 7 TEACHING, ALL PROMOTE LEAGUE WORK

THERE are seven Dyers, all of one family, teaching school in Texas, and all actively enlist in League work in their respective schools. Mrs. Lillian L. Dyer (mother of four boys and one girl) is teaching primary work in the Mount Olive School in Dawson County; Milton C. Dyer and wife are in the Concho School in Runnels County; T. H. Dyer in Brewster County; J. R. Dyer in Palmer County; Jim H. Dyer and wife in Hemphill County. Jim H. Dyer, J. R. Dyer, and Milton C. Dyer took B.A. degrees from Sul Ross State Teachers College in 1933, while their mother was graduated from the Southwest Texas State Teachers College. Miss Wilma E. Dyer received her B.A. degree from Texas Tech, Lubbock.

At the local try-out in declamation, February 16, in the Pleasant Valley School (Hemphill County), Superintendent Jim H. Dyer made a talk expressing hearty appreciation of the value of League contests in the public schools. The Pleasant Valley School will enter its full complement of League contestants at the county meet when it is held in Canadian, and indications are that the school will take its full share of honors.

Junior Tennis

In response to the appeal made in the December issue of the LEAGUER by Clifton L. Cox, principal of Navasota Elementary School, for junior divisions in tennis, I wish to state that our school is very desirous that such a change take place and that it be made this year.

Our school—White Hall—is a two-teacher rural school, and our teams have no chance whatever of winning against the high schools of the county. The pupils are not able to buy equipment for their private use, can practice only during their time at school, and consequently cannot hope to play as well as the older and much better trained pupils of the high schools.

Alixie McAlpine, Principal, White Hall School, Navasota, Texas.

Neches School Demonstrates Great Value Of Consolidation



Above: Neches School Building. Below: Neches Teacherage.

AN EXAMPLE of consolidation in Anderson County which has worked out well is the Neches school district lying between Palestine and Jacksonville on Highway No. 43. Comprising four original districts, the Neches district takes in ninety square miles of piney woods in strictly rural territory. A school in each one of the original districts teaching five grades is still maintained. Sixth graders and above are transported by bus to the central junior-senior high school.

There are 480 scholastics in the district, of which 105 are in the senior high school. George Tipton has been superintendent of this school since 1930, and during his administration the junior high school, the vocational school, the commercial department and the extra curricular program have been added. The high school has grown from four to nine teachers. The first high school was built in 1928 at a cost of \$21,000 and the gymnasium and vocational departments were added in 1931 at a cost of \$12,000. During the last spring a commodious teacherage was built on the grounds. Concerning participation in Interscholastic League activities, Mr. Tipton says:

"In the past five years the five schools of the Neches district have entered the League and scored high averages. Only one time in four years has Neches failed to win the all-round county championship in its class in Anderson County. The League contests are so conducted that three-fourths of the students enter the preliminary try-outs. This serves two purposes: (1) it teaches every pupil the valuable lessons which well-conducted competitions inculcate, and (2) it serves to discover valuable talent which would otherwise go unnoticed."

Power Utilities Yield City Funds for Relieving Taxes

(By B. F. DeLanty, General Manager, Municipal Light & Power Department, Pasadena, Calif.)

Editor's Note: Several debate teams applied to the League for information about the city ownership of light and power utilities in Pasadena, Calif. We wrote the city manager for this information, and reproduce his reply herewith.

YOUR inquiry relative to our Department requires that we recite a little history which bears on the finances of the Department and from this you may be able to determine whether our plan has been successful or not.

The Light and Power Department was established in 1906 when the voters of Pasadena decided to enter the commercial field in opposition to the large power company serving the city at that time. The city continued in competition with the company until 1918 when the property of the corporation was offered for sale under a lease agreement. In 1920 bonds were voted for the purpose of purchasing the corporation's system within the city limits of Pasadena. Before 1924 the Department was unable to report a large surplus as it was necessary to use profits of the system and bonds for the extension of lines in order to overcome the keen competition which existed and to meet the requirements of a rapidly growing community. About 1925 the surplus of the Department began to accumulate and the

reserves were invested in Government and State bonds until in 1927 we had accumulated \$750,000.00.

Reduces Bonded Debt

We feel that the municipal ownership experiment in Pasadena has been more or less successful. You will observe by our report that the bonded indebtedness of the plant has been reduced from \$1,492,000.00 to approximately \$300,000.00 and by June 30, 1935, which is the end of our fiscal year, it will be under \$235,666.59.

Our income is about \$1,385,000.00 and operating expenses run approximately 35 to 37 per cent of this amount. The remainder is used for reserve and interest and depreciation charges on the plant so that our profit is approximately 33 to 35 per cent.

Build Golf Course

In 1927 there was some agitation for a municipal golf course to be built on Park Department lands. This proposition had been previously placed before the voters and did not receive the necessary two-thirds vote but received more than a majority vote. The Board of Directors after due consideration requested this Department to loan to the General Fund \$125,000.00 for the construction of a golf course and it was agreed that net earnings from the golf course would be returned to the Light and Power

(See — Power Utilities — Page 4)

SPEECH TEACHERS CONFERENCE SET

Brackenridge High School at San Antonio Sponsors Get-together Dec. 15

This meeting is planned in order that Speech Teachers of Southwest Texas may have an opportunity to discuss ways and means for better Interscholastic League Contests in the literary field. Teachers with problems to be discussed and all who are interested in the advancement of our Speech contests are urged to attend. The following tentative program is planned.

If you can attend notify Jeston Dickey, Brackenridge High School, San Antonio, Texas.

PROGRAM

9:30 to 12

I. Competitive Stimulus in Interscholastic Contests. Roy Bedieck, Chief, Bureau of Public School Interests, The Extension Division, University of Texas.

II. Round table discussions on each of the contests will be led by the following:

(a) Coaching and producing Extempore Speakers. Ellwood Griscom, Jr., Head, Department of Speech, The University of Texas.

(b) Good Declaimers. Miss Mildred Pecaut, Head Department of Speech, College of Arts and Industries, Kingsville.

Intermission—Lunch in Cafeteria 12 to 1 P.M., 50 cents.

(c) How we produce good actors. Monroe Lippman, Head Dept. of Speech, Teachers College, San Marcos.

(d) Debating as it should be. T. A. Rouse, Department of Speech, The University of Texas.

A short program given by students of Brackenridge High School will conclude the Conference.

McAdoo On Debating

(Adapted from "My Crowded Year" by William Gibbs McAdoo. Houghton-Mifflin Co., 1931.)

ONE of the arenas for mental competition at the University of Tennessee was called the Chi Delta society. It had a regular program which included a debate at each meeting on some public question by four selected disputants. After they had said all they could, the debate was thrown open to any member who cared to participate.

"My first cousin, Charles F. Hume, was one of my classmates. . . . Together we joined the Chi Delta society and took part in the debates. I was timid at first, but my shyness vanished after I got some practice. . . ."

(McAdoo and Hume organized the freshmen and sophomores and surprised the upperclassmen by electing freshmen and sophomores as class officers.)

"Once a year the society held a public debate in the principal theater in the town. This was a great social event in Knoxville. . . . Hume and I had ourselves elected to represent one side of the question. . . . We allowed the upperclassmen to select the other two participants, and they chose a senior and a junior.

"It was customary for the four debaters to meet to decide the question. . . . Our opponents invited us to a conference for the purpose, but, as we did not consider ourselves on speaking terms, we replied with a note in which we laughingly said that they were at liberty to select the subject and give us either side.

"They took us at our word and informed us that the subject was 'Resolved, That Mormonism in the United States should be abolished!' and that we were assigned the negative. When this happened, in the spring of 1881, a Mormon. . . . was about as popular as a German would have been in the spring of 1918. . . ."

"Hume and I were depressed and dumfounded. . . . We had got exactly what we deserved. We had an idea. . . . that if we got up on a public stage and defended Mormonism we would be run out of town. . . . It is a fact that we were virtually ostracized for the time being.

"To get the facts from the Mormon

(See — McADOO — Page 3)



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ROY BEDICHER Editor

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THE LEAGUER does not make a practice of publishing anonymous letters. We have just received one signed "A Teacher" from Lubbock, which we should like to publish and answer if the teacher will kindly furnish his name. We may say in passing that he entirely misinterprets Article VIII, Section 13. This rule does not, as our correspondent seems to suppose, render a pupil ineligible for one year who moves into a new district with his parents. The one-year transfer rule applies only to those pupils who have previously represented a school in basket ball or football.

FOR THE benefit of debating teams we are publishing in this issue a letter from the general manager of the municipal light and power department of Pasadena, Calif. If we were arguing on the affirmative side, we should use the letter to show the apparent savings which this city makes from its ownership of the utility. If we were arguing on the negative side we should show that under municipal ownership the city council simply turns the utility into machinery for collecting a sales tax on light and power. The iniquity of any sales tax is quite generally appreciated, and we think this would register with almost any sensible set of judges.

WHAT is notice to schools concerning closing dates? Each year, year after year, there are a few schools barred from participation in football, basket ball, one-act play, debate, or from membership in the League on account of failure to observe the closing dates. Turn to the League Calendar, page 4 of the Constitution and Rules, and note carefully the closing dates. The whole list is printed and it is considered notice. It is impracticable to address even a circular letter to each school in Texas asking whether or not it wants to join the League, whether it will participate in football, basket ball, debate, etc. The expense of such solicitation is prohibitive. It seems that we must depend on published notices. But when a school lets a date slip by there is much long-distance telephoning, sometimes a personal visit, sometimes a whole delegation from the community arrives, and occasionally the school appeals to its representative in the Legislature. The claim is often made that no notice was given. A demand is made for evidence that a circular letter was mailed. We can't prove that a circular letter was mailed to any given school by proof that would be accepted in court, so we have to claim that the published calendar is notice, and that Section 2, Article III, is notice concerning membership and basket ball, and that Rule 4, page 30, is notice in debate, and that Rule 8, page 59, is notice in one-act play; Rule 1, page 75, in football. Why is it necessary to have special closing dates in certain events? Because lists of schools entered have to be compiled and furnished officers so that proper schedules may be made. In the case of such a high-powered sport as football, it is necessary to have the signature of the present superintendent or principal duly affixed to an acceptance of the League's Football Plan. Why is it necessary to close the membership book on January 1? Because lists of member-schools must be furnished county directors so that they may know which schools are entitled to enter. If exceptions were made to closing date rules, meets and schedules would be thrown into hopeless confusion. So the moral of all this is: If you want in, get in on time. And the uselessness of this notice is that those who need it will not read it.

TWO BOYS have been killed in high school football games this season in Texas. There will be some who will argue from these casualties that the sport is too dangerous to life and limb and should therefore be abandoned or modified so as materially to reduce its hazards. It is certain that accurate statistics should be kept of football injuries, and that the collection of such statistics should be in the hands of impartial authorities.

In an activity in which a certain percentage are killed it is reasonable to suppose that a larger per cent are seriously injured, that a still larger per cent suffer minor injuries, and that some receive injuries which are not immediately detected. It is probable that even the most careful fact-finding body would miss the less spectacular casualties. Certainly the matter should not be left to a mere accumulation of press reports. Until statistics of this nature are collected and available, it is idle to argue concerning the hazards of football.

At the beginning of the season, Mr. Henderson issued a circular to each participating school calling pointed attention to the ordinary precautions which should be taken to avoid injuries. If a player is injured in a game and it later develops that these precautions were not observed, it certainly places a grave responsibility on the school authorities. If, after all precautions are taken, statistics show that injuries occur out of proportion to the benefits of the game, then the football rules committee should certainly so modify the rules as to reduce hazards. Finally, if the game is not adjusted to preserve a proper balance between hazards and benefits, those who argue for abandonment are certainly in an unassailable position.

However, the argument then turns on such terms as a "proper balance between hazards and benefits," and on which should come first, abandonment or adjustment of the rules, and so on. And in all this argument, it is difficult to assess educational advantages as long as judgment is clouded by commercial considerations. In short, as long as the profit motive is present, higher considerations are apt to be obscured in even the best regulated school systems.

THERE is nothing quite so holy in the modern newspaper world as an advertisement. Since advertisements pay for the production of the paper, of course, advertisements have the right of way. A newspaper management which is too squeamish about advertisements simply passes out of existence under the iron economic law. As long as this is the law, it is rather futile to preach any extreme idealism in advertisements. One is in a weak position who goes to any institution with "Be good or be non-existent." To exist is a good, in the opinion of the existing organism or institution, and if one must compromise with ideals in order to exist, good becomes a relative matter, and we must change the formula to "Be as good as one can without paying the penalty of extinction." And this is true with every institution. Institutionalism itself is a matter of barter and compromise. But there are, of course, newspapers and magazines of which we expect more than we do of others. School publications, as a whole, should have higher ideals in advertising than purely commercial periodicals. "The Scholastic Editor" advertises itself as "A Magazine for Student Journalists" and we should expect of it a certain clarity of vision with regard to legitimacy of advertisements. Yet on page 19 of the October issue we find a full-page advertisement of a department store for which the management of the paper either receives no money or else publishes as reading matter when it should appear frankly as advertising. The magazine has been either victimized itself or is imposing on its readers. In the one case, it has allowed a publicity agent to put over a good one which indicates editorial incompetence; or in the other, editorial duplicity. The cute little device of the department store publicity agent is merely this. He invites the twelve big high schools of one of our large cities to send a "representative" to act as a salesgirl on Saturdays in its "Young People's Room." Since when may a public high school be called on to send a "representative" to sell goods in a department store? It would seem that a principal to whom such a request came would reply: "We don't furnish any 'representatives' of this school to sell goods. We have any number of good salesgirls who want jobs on Saturdays, and shall be glad to let you take your pick of the available material, but we can't send one as a 'representative' of the school." But apparently each of the big high schools sent a "representative." Then having a "representative" of each high school in the "Young People's Room," the shrewd publicity man arranged an "ad contest" among them, thus dragging in the schools through their accredited "representatives" into a contest, the contest among the accredited representatives of twelve high schools being good for lots of advertising in the city press and in the high-school papers. It would not be unusual to find high-school papers with necessarily amateur management baited into this trap, but to find a magazine which sets itself up as a national organ for high-school journalists publishing the whole scheme with approbation is indeed surprising. For the price of the prize, which is mercifully not recorded (probably, about \$5), the department store gets hundreds of dollars worth of advertising. Instead of being "sucked in" on this transparent fake, a magazine for high-school journalists should have exposed it, and taken occasion to warn high-school journalists against the wiles of the ever-present press agent; the man who is paid to "gyp" papers out of every cent of advertising space that he can.



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

Error in Spelling Bulletin
Page 3, Spelling Bulletin, No. 3433, omit "III" from heading of the page to conform to Rule 1, Constitution and Rules, p. 41, which provides that only Grades IV and V are eligible in this division.

Error in Debate Bulletin
In the second line of the footnote at the bottom of page 64 "The Fallacy of Government Ownership" read "industrial" for "individual," thus making the statement read, as follows: "The following example illustrates in a fairly accurate manner the difference in the cost of industrial service and domestic service."

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 basket ball 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 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.

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, for failure to register in the State Office, March 14, 1934. In this connection, please see Article XIII, Section 3.



X. Flemish and Dutch Painting.
(By Miss Florence Lowe, Head Art Department Sam Houston State Teachers College)

AFTER contemplating the large paintings of gallery and church, the practical soul seeks rest from the effect of these powerful themes and desires something which seems to touch more closely the work-a-day world. That release which he craves is to be found in the paintings of Flanders and Holland. The people of these lowland countries not only painted pictures small in size but chose their themes from incidents of everyday living. Genre pictures of great beauty were developed.

Art of Business and Home Life

It was not by accident that most pictures from Flanders and Holland lack the heroic proportions of Italian painting. These people did not build the enormous churches which demanded the decoration of great expanses of wall space. The need for their art centered around the business and home life. Their guild halls were decorated with paintings but great size was not essential to these. Generally speaking, the homes were so tiny that only small pictures could be accommodated. This was true of Holland more than of Flanders since the latter period of Flemish painting borrowed from the Italian and concerned itself somewhat with the decoration of churches. Another contributing factor was the close association of Flanders with France while Holland was influenced by Germany.

Small pictures demanded intricate craftsmanship, a quality in which Flanders and Holland excelled during the fifteenth century and later. This love of fine craftsmanship extended beyond the realm of painting and found expression in other arts. The art of illumination flourished. The artists' love of detail responded readily to the delicate tracery of letter forms and the brilliance of gold-leaf, applied in small areas with here and there a jewel-like spot of color. The trades of the goldsmith and the tapestry weaver also gave opportunity for skilled work.

Lacks Religious Element

Dutch painting found no place for religious pictures nor for mythological or historical subjects. Eliminating the above mentioned themes, little remained that had furnished the inspiration for art in other countries. One writer states that the only thing which remained to be painted was the "Portrait of Holland," its exterior image, faithful, exact, complete with no embellishment. Portraits of men and places, citizen habits, squares, streets, country-places, the sea and sky—such was to be, reduced to its primitive elements, the programme followed by the Dutch school, and such it was from its first day to the day of its decline. . . .

One needs only to study the rich quality of masterpieces by such artists as Rubens, Van Dyck, Hals, Ruisdael and De Hooch for evidence of the essential qualities of Flemish and Dutch paintings. For people of today they have a comfortable, home-like appeal just as they did for the people who produced them.

Question of Flemish and Dutch Painting

1. What type of themes were preferred by Flemish and Dutch artists?
2. Why are Dutch paintings small in size?
3. Look at a picture of children by Rubens and one by Van Dyck. Which one has the most robust looking figures? Which are more delicate?
4. What Dutch artist excelled in the painting of interiors? What device has he used to lead the observer to look "into" his pictures?
5. What caused careful attention to detail to be an important characteristic of Flemish and Dutch painting?
6. What arts other than painting flourished in Flanders and Holland?
7. In what way did the business activities of Flanders and Holland influence painting? How was this different from the source of artistic inspiration in other countries?
8. In "Laughing Cavalier" the lace cuffs and collar show the artist's interest in painting detail of texture. What other instances of such interest can you find in this and other pictures?
9. What Dutch artist wished his subjects to look happy?
10. Discuss the way in which the painting of Flanders and Holland is different from that of Italy. Consider especially the following points:
 - (a) Choice of theme.
 - (b) Source of inspiration and purpose of painting.
 - (c) Size and technique.
 - (d) Characteristics of color.

*Gardner, Art Through the Ages, p. 333.

Books and Magazines

Sul Ross State Teachers College Bulletin 48. Publications of the West Texas Historical and Scientific Society Number 5. Illustrated. 76 pages. 1933. Alpine, Texas.

THOSE who are interested in West Texas, or more especially in the Trans-Pecos region from a historical or scientific standpoint, are overlooking valuable and original material if they are not keeping up with the publications of the above-named societies. The present volume contains articles in three fields: History, Anthropology, and Geology.

The leading article is by Professor Clifford B. Casey and is an excellent account of pre-history and early Spanish activities in the Trans-Pecos country. An old-timers' story, of which meat history is fed, entitled, "The Mays Massacre of 1861," is contributed by E. E. Townsend. The account of the massacre of Lt. Ruben E. Mays and his men, presumably in Brewster County, is compiled from original documents and from clippings in the El Paso Herald of 1905. Lt. Mays with 14 men started out after a party of 100 Mesquero Apaches, and none of the white men returned to tell the tale except a Mexican boy named Juan, who made good his escape. Col. M. L. Crimmins gives us a stirring story of a trip down the Rio Grande by boat in 1850. A report of the remarkable archaeological field work in the Madera Valley area, containing much hitherto unpublished information, is the work of J. Charles Kelley. Finally, we have from the pen of Henry T. Fletcher, that curious combination of ranchman-scientist, some notes on the occurrence of fossils in the tuft beds of the Green Valley region which is located in Brewster and Presidio counties. Tied together in a neat well-printed volume, we commend the articles heartily to those "few though fit" who have found out that heroism is not solely of far countries and ancient times, that there is as much science at your doorstep as there is in the Himalayas, that true culture begins with a clear and scientific knowledge of your own immediate surroundings.



BY the time you read this column your staff should have received a copy of our new I. L. P. C. pamphlet dealing with "The Gossip Column." If you have not received a copy, please write to us.

Pressure of routine work has prevented us from mailing out many criticisms this fall; so we want to take the space in our column this time for that purpose. The I. L. P. C. papers in general show improvement over those of last year. Since we do not have the space to praise these improvements in every paper, we have omitted most of the praise and have concentrated our efforts on making one suggestion for improvement in each paper.

BORGER BULLDOG'S GROWLS: Each issue for this year shows an improvement over the preceding one. Many papers overemphasize sports; but it seems your paper is too conservative in this respect. Each issue might contain a full column or two of sports. Do not use an all-capital headline and a capital-and-small-letter head of the same size of type, as you did in the November 2 issue. Adopt one of these two styles and omit the other.

MASONIC HOME MASTER BUILDER: The headlines and stories are much improved over last year. Play up what happens at a meeting rather than the fact that the meeting was held. (See Board Meeting story, Nov. 5.) Use the exchange column to reproduce interesting bits of humor, unusual happenings in other schools, strange facts about other schools, etc., rather than as a column of thanks to other papers.

BELTON TIGER: "Number 47" is a good story. Short fiction articles, when well-written, liven the paper. The front page could be made to look a little more attractive if you had some kind of contrasting type to use over short features. Can your printer supply you with any italic? If not, try putting a box around more of your short human interest features.

BONHAM BONNI: The larger paper is an improvement over last year, though the shape would be better if the page were longer. Stories and headlines are good. Can you make your ads more attractive? Do not run the same ad in successive issues. Always change the wording from issue to issue. Perhaps the local paper will lend you some mats of shoes, hats, etc., such as can be used to dress up the ads.

FRANKSTON INDIAN CHATTER: This new paper makes use of good-looking headline type and is neat in appearance. The paper could be improved by the use of more humor, either in the form of short features, miscellaneous humorous bits, or columns. Be sure to stress original humor, however.

HOUSTON PAPERS: We set out to prepare suggestions for improvements for the Houston papers, but an hour's study still leaves us without any helpful suggestions. The Houston papers are very good newspapers in every respect; and that makes it hard on us critics who are trying to find things which are wrong.

McALLEN WHEEL: A well-written newspaper. The lines of body type are set close together, giving a dark appearance to the page. The appearance would be improved and the lines easier to read if the body type of eight point were set on ten-point line type slugs. This would leave a thin margin of white between the lines.

MARSHALL PARROT: The leads of your stories are very well written. The paper ought to use at least two editorials an issue. The paper would be improved if the exchange jokes were replaced with original humor.

TAYLOR COTTON BOLL: News stories and headline content are good. The four-deck head in the October 26 issue contains three different families of type, and the families do not match; thus the head has an ugly appearance. As a matter of personal opinion, we prefer the set of heads used in the November 9 issue to those used in other issues. Your society news is a good feature.

THE CRANE: The Crane is a consistently high-class newspaper. One of its weakest departments last fall was its editorials; and this fall there has been considerable improvement in the content and style of their editorials. Be consistent in the capitalization of prepositions and the "to"

of infinitives in headlines. On the front page of the November 9 issue, for example, a preposition comes at the beginning of a line in a head thirteen times; five times it is not capitalized and eight times it is. When the preposition comes in the middle of a line, it is not capitalized four times and is capitalized a number of times. A standard rule followed by many papers that use capital and lower case headlines is as follows:

Capitalize prepositions and the "to" of infinitives when used at the beginning or end of a line of a head; capitalize all prepositions of more than three letters, wherever used; do not capitalize prepositions of three letters or less when they come in the middle of a line of the head.

Next month we will continue with criticisms of other papers.

Extemporaneous Speech*

THIS month's assignment for extemporaneous speech is TVA. The material to be studied may be obtained free of charge from "Tennessee Valley Authority, Information and Press Relations, Washington, D. C." The literature of this recovery agency is superior to that of any other, as the project is more interesting and more calculated to capture the imagination and arouse the enthusiasm of the young.

Be sure to get first the handsome illustrated booklet entitled "Toward an Electrified America." There is not much printing in this pamphlet, but there are maps and pictures. These will give the student enthusiasm and general background for a more detailed study. Then turn the pupil's attention to "Bench-Marks in the Tennessee Valley" by Arthur E. Morgan. Besides being an engineer and one of the great college presidents of the country, a man of social vision and a philosopher, Mr. Morgan is a literary man who says what he means in few and beautiful words. No topics will be assigned outside of these two publications, but of course, pupils will enrich their speeches by acquiring just as much information as possible about this gigantic government project.

*Previously assigned: October LEAGUER, page 3, column 3, NRA; November LEAGUER, page 3, column 2, AAA.

Specialism in Research and Universality in Education

THE plea for universality in education and specialism in research among American universities was made by Dr. E. E. Free, consulting engineer and lecturer at New York University, before the American College Publicity Association, meeting in New York a year or so ago. Present trends seem to emphasize the warning given at that time.

It is questionable whether as much as 1 per cent of the research now done annually in the universities of the United States is to be of the slightest value to the university, to the student, or to the public, according to Dr. E. E. Free, consulting engineer and lecturer at New York University, and editor of "This Week's Science," before the convention of the American College Publicity Association Friday.

Much of the research is valueless, said Dr. Free, because there is not enough careful planning and no definite, well-understood expression of the thing at which each university is aiming.

"The perennial complaint of American universities is that they lack sufficient money for scientific research," he said. "On the contrary, they have about 10 times too much money for research. As a result, they have spread themselves too thin, conducting research in many subjects and being helpful in very few."

Specialization in research and better planning was recommended by Dr. Free as a program to be considered. Let each university decide, he urged, which kinds of scientific research it proposes to make its specialty, and then keep to its field.

With each university specializing in one type of research, experts in each field can be gathered together and research will become much more effective, he said.

"Specifically, and choosing merely a few of the larger universities at random," he continued, "Harvard might specialize in the classics, Princeton in literature, Pasadena in atomic physics, Cornell in agriculture, Columbia in the science of education and New York University in the applications of science to commerce. These jobs are in line with present personnel and facilities of these universities."



(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.)

Ruth In A Rush, by Lindsey Barbee. T. S. Denison & Co. Chicago. 35c. Comedy, 3 acts, 5m7w, 2 int, costumes modern. An excellent non-royalty comedy with good plot and well written dialogue.

The Son's Wife, by Jack Stuart Knapp. Walter H. Baker Co. Boston. 30c. Comedy, 1 act, 3m4w, int, costumes modern, 20 min. A comedy of rural life that makes a strong plea for the modernization of the farm home.

The Flash, by J. C. McMullen. Walter H. Baker Co. 35c. Melodrama, 1 act, 3m, int, costumes modern. A supposed doctor brings together two estranged brothers, but being a notorious crook, he exacts a large payment for his services. Excellent short play for boys.

Tickless Time, by Susan Glaspell. Walter H. Baker Company. Boston. 50c. Comedy, 1 act, 2m4w, ext, costumes modern. A delightful and amusing comedy of a husband and wife who attempt to discard clocks and live by the "true time" of the sun.

Easy Plays For Children. Fitzgerald Publishing Corporation. New York. 50c. A group of nine short plays for children of lower grade age, by various authors. The book is a rare find for children's directors who will welcome the freshness and originality of these plays.

Minnie Breezer, by Reby Edmond. Fitzgerald Publishing Corporation. New York. 35c. Comedy, 2 acts, 3m4w, int, costumes modern, 2 hrs. *Minnie Breezer* is good fun, with a good comedy situation, credible plot, crisp dialogue that carries the play swiftly to a very satisfactory conclusion. Minnie herself is priceless.

The Rafferty Racket, by Howard Chenery. Row, Peterson & Co. Evanston, Ill. 75c. Comedy, 3 acts, 5m7w, int, costumes modern. The title page describes this play as "A Melodramatic Mystery Comedy In Three Acts" and we call it a corking good detective story, that holds the interest throughout and builds to a very satisfactory climax.

It's Your Move, by Carl Webster Pierce. Penn Publishing Co. Philadelphia. 35c. Comedy, 3 acts, 9m7w, int, costumes modern. A story of how rival gangs each plan to secure a fortune in smuggled gems, only to be outwitted by a clever U. S. Customs operator. A good melodramatic comedy that holds interest.

Two By Two. Fitzgerald Publishing Corporation. 50c. A new collection of nine plays for two women, running from ten to twenty minutes and ranging all the way from vaudeville sketches to serious comedy. A treasure of a collection; the plays are easy to stage and to act. They are real plays, with good lines and filled with action.

"F" Is For Family, by Kurtz Gordon. Fitzgerald Publishing Corporation. New York. 50c. Comedy, 3 acts, 5m7w, int, costumes modern. Here is a play about a typical American family with the entire family playing the leading role. The play is human, rich in humor and genuine feeling, with a logical and well sustained plot. Especially recommended.

The Pampered Darling, by Beatrice Humiston McNeil. Walter H. Baker Co. Boston. 35c. Comedy, 1 act, 5m7w, int, costumes modern, 1 hr. A pampered youngster tries to keep his sisters home from a houseparty by pretending to be suddenly stricken with loss of speech and hearing, but a couple of young medics find a way to cure him. Excellent fun. Recommended.

Approved Boy Scout Plays, by Lambert J. Case. Walter H. Baker Co. Boston. 50c. Five thirty-minute plays by a Field Executive that have been approved by the National Council B.S.O.A. The situations created in each play tell the story of Scouting activities and Scouting ideals in a most effective manner. The author's foreword gives pointers on "Producing An Effective Parents' Night Program" which should insure the program's success.

Recruits, by Feroel Cornelson. Walter H. Baker Co. Boston. 35c. Comedy, 1 act, 8m1w, int, costumes modern, 30 min. Two army recruits, just off the farm, are taken in by a native swindler while on shore leave at Colon, but by a queer turn of fortune's wheel they come out on top. An excellent play, full of local color and appealing to any type of audience. Especially suited to production

by American Legion or other military organizations. Usually played by cast of all men.

So You're From Missouri, by Kay Ziegfeld. Dramatic Publishing Co. 50c. Farce, 3 acts, 5m5w, int, costumes modern. It is just an innocent little lie at first that Herbert tells his wife, Marian, to allay her entirely groundless suspicions, but Marion is "from Missouri" and soon Herbert and his friend Dick, who tries to help him, find themselves hopelessly tangled in a swiftly growing and fantastic web of deceit. The fun is swift and furious until suddenly everything is explained in a way that leaves everybody happy.

Relatively Speaking, by Tom Taggart. Fitzgerald Publishing Corporation. New York. 50c. Comedy, 3 acts, 6m6w, int, costumes modern. The rich relations from the city come to visit their country kin, and finding good free board and nothing to do very agreeable, they prolong their visit indefinitely. They have really lost all their money and plan to recoup their fortunes by swindling their unsuspecting hosts. Unwittingly, the colored maid mixes things up and accidentally saves the situation. Good comedy with plausible plot and real human characters.

Husband On Shares, by Laurence E. Johnson. T. S. Denison & Co. Chicago. 50c. Comedy, 3 acts, 6m6w, int, costumes modern, 2 hrs. A young man who is very much in love, but lacks the money to get married on decides to incorporate himself and sell stock to provide the necessary capital. He has no trouble whatever in disposing of the stock, but finds himself no longer a free agent but completely under the control of the stockholders who have invested in him for various reasons. Much amusement is afforded by the resulting situation. A play with a novel idea and the keenest suspense.

The Silence Of God, by William M. Sloane. III. Walter H. Baker Co. Boston. 35c. A Peace play or Christmas Drama, 6m, int, costumes military & modern, 35 min. The diplomats of two nations on the verge of war meet in an old-world inn on Christmas Eve. There is a legend that the bells of St. Stephens, which ring by themselves each Holy Night, will do so only while the land is at peace. This night the bells are silent, and it is the Silence of God which averts the danger of war. A fine and thoughtful play of great dramatic power, that may be produced to advantage at any time. For contest?—we think it's a good tip.

Tested Project Plays, by Kate Alice White. Walter H. Baker Co. Boston. 50c. A collection of twenty plays for the grade school on the various subjects taught in the elementary schools throughout the country. The plays are short and most of them have small casts so that they may be used in schools where there are few pupils. In spite of the obvious moral the plays are entertaining as well as instructive and furnish the teacher an attractive layout of useful school material. Subject matters touched upon are: Arithmetic, Domestic Art, Manual Training, Hygiene, Literature, Civics, History, Grammar, Writing, Spelling, Geography, First Day Of School, Last Day Of School.

Right About Faces, by Howard Reed. Dramatic Publishing Co. Chicago. 35c. Farce, 1 act, 7m, int, costumes modern, 25 min. The Bon Ton Beauty Shop hasn't been overrun with customers, in fact it hasn't had any, until Mrs. Goldstein and Mrs. Cassidy simultaneously decide to become young and beautiful for the Old Settlers' Ball. The two ladies have not spoken to each other for years, and their meeting in the beauty parlor calls forth all the diplomacy that their daughters and the operators possess. The ladies then find that they have both forgotten the real cause of their quarrel, and they leave together, bosom friends again, promising their continued patronage to the Bon Ton.

The Howl Of The Wolf, by Elizabeth H. Neff. Dramatic Publishing Co. Chicago. 35c. Comedy, 1 act, 2m3w1c, int, costumes modern, 25 min. In this little play dealing with rough mountain folk, unable to read, and superstitious beyond belief, poor little Grief lies ill, dreading the howl of the wolf which has already announced the death of seven in her family. Grief's pappy, granny, sister and brother are waiting the little girl's death in the fatalistic attitude of the mountaineer. With patience and ingenuity Helen York, the county nurse, persuades them that Grief need not die, but that all the children need to go to school and learn how to care for themselves, both physically and mentally. Once converted, pappy and granny and the children are as strong for the new order as they once were for the old.

The gift of gab in politics and the gift of grab in business are responsible for a lot of our troubles.

Know Your Texas
"Wylie A. Parker, principal of Forest Avenue High School and a real Texas patriot as well as a historian," writes Dale Miller in the February issue of the *Texas Weekly*, "sprang a surprise quiz concerning Texas history and current events recently on 1,429 students of his school. He learned that Calvin Coolidge was a former Governor of Texas, that Washington, LaSalle, and Daniel Boone perished at the Alamo, that New York borders Texas, and that, of all things, Huey Long was a Senator from Texas!"

"Principal Parker need not feel disappointed that more than half of the student body could not name the date of the Battle of San Jacinto, three heroes of the Alamo, or the command of the Alamo garrison. It is doubtless true that his students, under his tutelage, are better informed than most Texans of their age. The results of the questionnaire are disappointing, of course, but criticism should be directed at all Texans.

"It occurs to us that the period now being undergone is an excellent time for Texans to become history-conscious; each day is a centennial of some event which has been partially forgotten and which should be remembered. Few Texans today could identify name Anson Jones as one of the three Presidents of the Republic, and while a number might name the bluebonnet as the State flower, not as many could remember the pecan as the State tree.

Eavesdropping
(By James A. Moyer, Director of Extension, Massachusetts)

EAVESDROPPING is not one of my regular habits, but sometimes it is impossible not to hear what other people nearby are saying. The occasion of which I speak was of this kind. On a recent out-of-town trip I was sitting in a restaurant relaxing after my dinner. Two men behind me were engaged in a spirited conversation. Out of the hum of their voices I caught an occasional word or two.

Suddenly one of them mentioned college education, and my ears pricked up almost automatically. "College education may be all right for some people," he was saying, "but does it pay? Look at Ford; look at Edison; look at dozens of other men who have made their mark in the world in a big way. They never went to college."

His companion had a different view of the subject. He was, in fact, on the opposite side of the fence. But his reply disappointed me. It was defensive, even apologetic, and his arguments in favor of college training were of the cut and dried, conventional sort. I should have liked to put in a word where it might do the most good. Good taste, of course, prevented me, and as I sat there speculating, the conversation ended and the disputants arose and left the room. I followed them shortly, my head filled with the subject of their discussion.

College education needs no apologies, nor does any other kind of formal educational training. The man who cannot recognize the force of organized education is a dullard. On the money side alone, and there are figures to prove it, those who have the ability and perseverance to complete a college education are likely to have three times the earning capacity of the average non-college individual.

But let us leave money out of it. Money alone has never meant happiness or contentment or achievement. Three things are the objectives of all education that really educates: a fuller life, a richer mode of living, a more contented, more useful existence. Education's aim is to help you attain these things.

Negative Debate Material
COACHES who need more negative bulletins remember that we can send any reasonable number free of charge, at least one copy for each member of the squad.

It is well to keep up with the Public Utilities fortnightly, which contains the most up-to-date and authoritative negative articles and information. In the November 22, 1934, issue, for instance, there is an article entitled "Facts About Public Ownership of Electric Utilities," by Henry E. Riggs. The subtitle of this article reads: "Analysis of character of the information available to municipal officers as to actual results of operation of electric utilities now owning their own plant." This magazine is rather expensive, single copies 75 cents. The address is: Wilder Building, Rochester, N. Y.

Our university extension courses are virtually a part of a bigger national movement for the enrichment of adult life. Many of them are frankly intended to help men and women enlarge their incomes. But there are also dozens of courses in our curriculum which may never add one penny to the purse. And these, our cultural courses in music, literature, history, art, and kindred subjects, are among the most popular subjects we offer, year after year.

A well rounded education, whether obtained in college or through spare time study, has two objectives—to fit the student for larger responsibilities and for a deeper enjoyment of life. Larger responsibility generally means larger income. On the other hand, richer living has very little connection with money. Millionaires are not always notably happy. The middle ground between poverty and riches is far more productive of contentment and intelligent enjoyment of life's adventure.

One of the happiest men I know has won and lost a small fortune. Yet his adversity has never soured him nor taken the edge off his remarkable capacity to enjoy little things. "Why worry about vanished money?" he asks. "I have enough to get along. I have my family, my books, and my pipe. Good music was never cheaper. A twist of my radio dial brings me symphonies, operas, or popular ballads. I still enjoy a sunset, the rising of the moon, and a walk in the rain. My work brings me less money, but I think I am rendering better service to people than I ever did before. I've got contentment." This man's quiet philosophy of life is rather too obvious to need further comment. The point I wish to make is that education should lead ultimately in the direction which he has taken. It is a wise thing to see that in your education you do not overlook the elements which develop the capacity to enjoy life.

Will Vitalize Spanish?
Miss Corinne Verser, of Harlingen, says: "I am enthusiastic over the proposal that Spanish students be provided with an opportunity to compete in a contest during the interscholastic meet. I believe it is a step which will vitalize the study of the language and emphasize the real aim of it.

"I am thoroughly of your opinion as stated in the *Leaguer*; that the contest be of the type which will allow pupil to demonstrate his ability to utilize Spanish in a practical manner. The objectives of teaching are too often lost in a maze of rules, verb conjugation, and memorizing of vocabulary. I should like to see this type of contest adapted eventually to all three years of Spanish. If the committee decides to make such provisions for beginners I shall start planning as soon as I receive definite instruction regarding same."

In 1, 2, 3-order, Glenn E. Fluker, of Hondo gives his suggestions "in the hope that they may be of some value":

"1. It is suggested that the original essay type read orally would be the most practical and valuable contest in this particular region since it would combine composition, grammar and oral reading ability.

"2. That, of those suggested in the article in *The Interscholastic Leaguer*, the original essay type read orally would be the most suitable for experimental adoption in this year's contests, since it coincides with the outlined work of the present course of study.

"3. That next to the original essay read orally, the declamation type would be most suitable.

"4. That the chief difficulty in using the one-act play type of contest would be the lack of time of preparation in most schools due to the amount of material to be covered in the prescribed course of study.

"5. That the other types of contests mentioned in the article would be impractical to attempt in the first year due to lack of previous preparation and the difficulty of securing competent judges.

"6. That the two suggested divisions should certainly be made, although there would be little or no need of it in this particular county.

"7. That the usual ordinary type of examination, all written and no oral work, should not be considered.

"I have talked to our county director about having a Spanish contest in our League work this year and it met with his hearty approval."

A silent reading contest is proposed by J. F. M. Stephens, head Spanish Department of State Home and School, Corsicana. He says:

Interpreters' Contest Too Difficult
"I read the articles with much interest, and think the proposed con-

GOVERNMENT OWNERSHIP OF POWER UTILITIES

Pro and Con
Prepared by Congressional Digest, containing:

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A number of the greatest authorities, pro and con, on the present debate query are represented in this publication. Practically none of this material is duplicated in debate bulletin.

Only a few hundred copies available. As long as they last, \$25 per copy.

Interscholastic League,
P. O. Box 1930,
University Station, Austin, Texas.

Delta County Busy

Frank C. Bean, Director General of Delta County, writes: "Delta County, although a very small county, is one of the most active of the State in League work. Our county meet program was planned and published in October. The regular meet will be held on March 15, 16, and 17, but playground and tennis are played off, except finals, before this time. The county is divided into sections, and the schools of one section play a round robin schedule. Then, the winners of the sections play, and the winners of the different divisions compete at the county meet. Much interest has been developed this way in rural basket ball, playground, and tennis. Our county enrolls 100 per cent in the League. We have a large collection of cups. We expect to be heard from at the State Meet."

If all men made war only for their convictions, there would not be any war.—Tolstoy.

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.

tests in Spanish will stimulate students taking this subject in the public schools. Frankly, however, I do not believe that many pupils in the first and second years of Spanish will be able to enter an interpreters' contest, as you outline in the editorial marked in the *Interscholastic Leaguer*, but it will undoubtedly be good for those who are able to enter such a contest. My reason for this statement is that I am aware of the great difficulty of attaining any great degree of fluency in speaking a foreign language in the average community from class work. In those communities that have a considerable element of Spanish speaking people, of course it will be different.

"There is one phase of the contest that I do not believe you mention, and which I think may appeal to a considerable number of students who would hesitate from entering an interpreters' contest, and that is a contest in silent reading.

"A selection in Spanish might be submitted, with questions in Spanish upon the subject matter of the selection, to be answered in English, with the object of determining the extent to which the student has understood the content of the article. The trend in foreign language teaching seems toward a reading knowledge of the language studied, and not every community in Texas has a large Spanish speaking element in the population."

—Springfield (Mass.) Union.

RECITATION

(Continued from Page 1)

clock, and so on, and what is just as important, the pupils might enjoy them. Personality is a thing of many phases. We exhibit one phase amid one set of surroundings, and another phase in another, and so on. The restraint and repressions which are a necessary part of the discipline of any school are not calculated to establish the pleasant social relations.

R. B.

Let us be careful when we say of a man that he has succeeded—his soul may be dead. More careful when we say he has failed—it may be that he is free.—R. L. Batts.

The learning process is not necessarily painful. Vittorina, the first modern school master, was fond of saying that the first duty of the school is to be pleasant. In club work and in the direction of extra-curricular activities the teacher learns how to do teaching in this way. One of the most successful dramatic directors in this state does much of his teaching in his home.

I have known teachers who are apparently very jealous of occupying themselves with pupils out of school hours. They have enough of pupils during the ordinary routine of the day. But maybe they might enjoy pupils outside of the school atmosphere and while relieved of the necessarily rigid and formal set-up of classrooms, bells, passing from room to room by the

McADOO

(Continued from Page 1)

point of view we decided to write to George Q. Cannon... delegate to Congress from the territory of Utah... He sent us piles of data and the Book of Mormon. He wrote, to my surprise, that polygamy was not sanctioned by the Book of Mormon and was no part of the Mormon religion. Hume and I studied these documents so thoroughly that on the night of the debate I felt I knew almost as much about Mormons as Brigham Young.

"It was customary for the debaters to write out their speeches and memorize them. I was convinced... that our opponents would appear with a lot of cold-storage arguments about polygamy, and we resolved to write out and memorize only the introduction and peroration of our speeches, and thus be free to meet with extemporaneous arguments the points made by the other side.

"The judges were five leading citizens, and the theater was filled. Exactly as we had calculated, our opponents delivered prepared speeches, and Hume and I took up their points, one by one, and made a perfect hash of them... Having delivered their orations, nothing else occurred to our opponents. I proved that polygamy was not sanctioned by the Book of Mormon, and as I waved Mr. Cannon's gift book in their faces I challenged them to point out a single reference to polygamy. Neither of them had ever seen the Book of Mormon before, and, of course, they were not able to point out anything. 'Shall all the adherents of a religion be condemned,' I exclaimed, 'because some may be guilty of improper practices? What would happen to Christianity if we applied that rule to the Christians?'

"Hume and I brought out the Constitution of the United States and recited the first amendment, wherein it is stated that 'Congress shall pass no law respecting an establishment of religion or prohibiting the free exercise thereof.'

"The sympathies of the audience were against us, but before the evening was over it was obvious that we had made a profound impression. The judges retired for consultation and remained for a short time. When they returned, they announced that... their decision was unanimously in favor of the negative..."

"Many times in my life the memory of that Mormon debate of long ago has influenced my attitude on public questions."—*The Gavel of Delta Sigma Rho.*

LIBRARY AID

(Continued from Page 1)

that 1,357 teachers were granted library aid for their schools. If we figure 30 children to the teacher, it means that over 40,000 school children in the small rural school received library facilities for the first time. I feel I have done children in these schools a good turn, and, having worked under such adverse conditions, I ought to have credit for it. I got this provision through the legislature single handed without any backing from any organization.

My estimate is that there are still about 15,000 white children in Texas without library facilities. Many of the teachers and trustees have never been informed by their county superintendents of this new provision in the state aid law, and, for that reason, have not provided them for their schools. Only last Saturday, a bookman informed me that he canvassed in a certain county a few days ago. He found a school without any library books and informed them they could get library aid if they bought books. The teachers and trustees disputed his word and phoned to the county superintendent who verified his statement.

The library provision of the state aid law is good for two years, so this is the last year schools can qualify for this aid. I would like for every school that can qualify for this aid to do so, and, if they do, every white child in Texas will have access to a library. Schools may get library aid until Christmas.

Last Date for Fees Without Penalty, January 1.

January 1 to January 15 Penalty \$1.00

Final Closing Date January 15

