



WITH due allowance for western Texas optimism and general good feeling, "where," as the cowboy song says, "seldom is heard a discouraging word," we call this item occurring in a letter from A. H. Ward, of Spearman, director of the Hansford County League:

"May I take this opportunity of thanking you and the Bureau of Public School Interests for the prompt and efficient manner in which all supplies and materials were shipped to us for conducting our county meet. I am returning today the set of unfamiliar pictures and records received from your office yesterday.

"We feel that we are having a very successful meet, and that all contestants are deriving much benefit from their participation."

Range Creek School, near Sherman, continues to compete successfully in its class in the Grayson County meet. Mrs. Addie Miller, principal, writes as follows:

"I am returning score sheet and show pictures. Many thanks for the loan. My pupils won first place in their division. Our League day was a most decided success in every way. Range Creek School is now the proud possessor of twelve cups, all-round championship included. This is the second championship we have won to keep in the six years."

Wichita County, according to Superintendent B. M. Dinsmore, of Electra, "held the greatest county meet ever put on" in that county.

More interest in the debates in Hill County than ever before is indicated in a report to the League State Office on this contest by the director of debate in Hill County, Miss Clara Smith of Hillsboro.

At the Saturday night final contests of the Val Verde County meet, 800 visitors were present, according to W. F. Jourdan, Director General. "We had the best, the most successful

(See — LETTER BOX — Page 3)

RAISES QUESTION OF CASH PRIZES

Suggests Amateur Rule Should Be Applied in All League Competitions

(By O. B. Powell, Superintendent of Schools, Forney)

I FIND it very prevalent among schools to award cash prizes for declaimers, debating contests, etc. The rule against professionalism in athletics is quite clear in the Constitution and Rules. Nothing seems to be said about accepting cash awards in literary contests. Is this true? May cash prizes be awarded in literary events without affecting the eligibility of the contestant?

I notice it is quite common for news writeups to give an account of the elimination contests in the local community and state that such and such a club gave the winner of such a contest \$2.50; another club gave the winning representative in another contest \$1.50 in cash, etc. This is the elimination contest in which winning representatives for the county meet have been chosen.

Is it a fact that we may give money prizes for literary participation yet have a hard and fast rule against money prizes for athletic participation?

I suppose that I should be familiar enough with this work to know just what is true, but I should like to have your reaction to the problem. In the part of the state where I have been working we cut out all money awards of ever nature. I find this part of the state giving money awards freely, in literary events.

(EDITOR'S NOTE: Cash awards in any school contest is an evil thing, in our opinion. There is no rule in the League Constitution against it, but there should be.)

Twice Crowned Basket Ball Champions



DENTON HIGH BRONCOS

Standing, left to right: Dan McAlister, Coach; Bob Kee, Charles Davis, Tom Harpool, Bear Hester, T. A. Bush, Delbert Carter.

Seated, left to right: Fred Lohrke, Bud Smith, J. D. Wright, Captain; Homer Barns, Hack Richey.

Front: Jimmie McAlister, Mascot.

Championship in Basket Ball Settled Among 1600 Entries

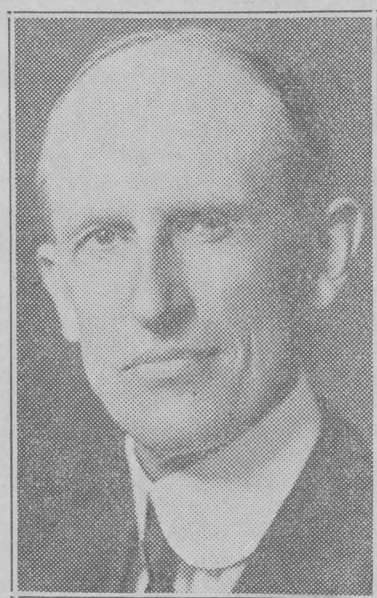
SIXTEEN HUNDRED TEAMS began the race in League basket ball this year, of which eight splendid teams survived to compete in the fifteenth annual State championship basket ball tournament in Gregory Gymnasium at The University of Texas, March 8 and 9. The championship was won by the Denton High School. This victory places Denton in the select group of three schools that have won the championship more than once. These three schools are Dallas Oak Cliff, Athens, and Denton.

For the second consecutive year the Lamesa High School won second place honors, losing to Denton in the final 38-23 after having defeated the fast Hughes Springs team earlier in the day in an extra-period game. Denton qualified for the final contest by eliminating Brownwood. In the play-off for third place Hughes Springs defeated Brownwood 57-17.

Following the championship game, Governor James V. Allred presented the trophies and individual medals to the first three place winners. In his speech, Governor Allred revealed the fact that during his days as a student in the Bowie High School he was a contestant in Interscholastic League activities representing his

(See — BASKET BALL — Page 4)

Ornithologist Lectures On Conservation of Bird Life



Dr. Harry C. Oberholser

SCHOOL FOLKS in Texas should become acquainted with Dr. Harry C. Oberholser, Senior Biologist of the United States Biological Survey. He has recently lectured in several Texas cities on conservation of bird life. He is the greatest authority in the world on Texas birds, having studied them for the past 40 years. He has in manuscript a volume devoted to the birds of Texas, which will eventually be published, and every school library in the state should have a copy of this work.

DEMOCRACY DEFINED

DEMOCRACY is that form of society and way of social life in which responsibility is shared by all persons, each in proportion to his or her ability and will to contribute to the general good; in which opportunity is shared in proportion to the good to society from such sharing; and in which there is the controlling aim to increase in all men the capacity and the will for such sharing.

—A. E. Morgan.

Alvord Solves Participation Problem in League Activities

(By Supt. M. J. Vaughan)

THIS school, with a total enrollment of 450, has been this year an example of what can be accomplished in the League activities through united effort to secure maximum participation and distribution of the benefits of League work to all rather than a few students. Here, as in every school, we were faced with the ever recurring question: Are League activities worth the time and trouble required to make them successful?

Doubts and Misgivings

At first we were inclined to answer negatively, remembering crowded conditions, busy teachers, disrupted schedules and the long grinding hours of preparation. But when we remembered the good resulting to those few who were actually engaged in the contests, the opportunities for developing speakers, writers, athletes, etc., we answered: League activities are worth the effort to those who engage in them, but what of the other 80 per cent?

As a result of our doubtful head-wagging we emerged with two conclusions. Either the activities should be completely abandoned or they should be made a part of the school program, placed definitely upon the schedule and an effort made to secure participation of all students. Believing that the activities are of value, we chose to follow the latter course of action.

An Activities Period

At the beginning of the second semester the schedule was arranged so that the last period in the day would be left open for League work. It was designated as the Interscholastic League period and each teacher was assigned to an activity. Schedules were arranged so that literary and athletic events could alternate and double participation could be allowed.

(See — ALVORD — Page 4)

USES POINT SYSTEM WITH GOOD RESULTS

School Requires Each Pupil to Make Twenty-five Extra-Curricular Points

(By T. Noel Wood, Superintendent of Schools, San Gabriel)

INTERSCHOLASTIC League work is valuable, as valuable in proportion to the time given it as is regular school work. I do think, however, that any school that does not have a large percentage of its student body trying out, at least locally, for the various events is not getting the reward it would otherwise receive. In fact I do not think it is worth the time given to it if we select, arbitrarily, the already talented individuals and give them further drill and training in order just to have a winner for our school. We all like to win, but let us encourage the masses to do something to improve themselves.

Children and Teachers Human

It is perfectly natural for some children to say: "Oh, I couldn't win if I tried out; I couldn't beat John Doe." The teacher sometimes takes the same attitude. The child should be encouraged to compete with his

(See — POINT SYSTEM — Page 4)

HUNT COUNTY MEET HELD AT COLLEGE

Faculty Cooperates With Public Schools in Giving Children a Great Day

THE following letter from E. H. Watson, professor of education in the East Texas State Teachers College, and director of the Demonstration School of that institution, describes the way in which the college helps the public schools of Hunt County in conducting the county meet which is entertained at the college:

"You may be interested in some items of our Interscholastic League work here. The Hunt County teachers perfect the usual organization of County League Committee. Then we assign one of our training school or college teachers as special assistant host to each county event director.

"When the county meets occur, each director finds everything ready for the meet—judges, rooms, materials, etc., with a person on hand as assistant or executive acquainted with the situation at first hand. The county director uses such assistance as he needs, and feels free to watch over the whole situation.

"When events are ended the awards are ready for presentation either directly at the program or at the headquarters office when papers are scored. Everything is wound up and awards made the same day.

"Our school paper, *The East Texan*, plays up the meet and secures proper reports for the other press, and prints programs and other items.

"Samples appended show something of the plan. After these county meet experiences, just concluded for the second consecutive year here, our teachers are better prepared in experience for the district meets which we hold later."

(EDITOR'S NOTE: The "samples" referred to were copies of the college paper which did an excellent job in "covering" every detail of the meet, as well as a carefully worked-out program which should serve as a model.)

The philosopher Pyrrho, being at sea in very great danger by reason of a mighty storm, presented nothing to the imitation of those that were with him, in that extremity, but a hog they had on board, that was fearless and unconcerned at the tempest.

MEXICAN CHILDREN HAVE LEAGUE MEET

Charco Plays Royal Host to Aspiring Young Spanish-Americans

(By The Editor)

I TOOK a day off to visit the Interscholastic League meet of Mexican schools at Charco on March 29. That Spanish-American schools may use with profit the Interscholastic League contests has been demonstrated for the past four years in Goliad County under the direction of Mrs. Gussie Pettus, of Charco.



Mrs. Gussie Pettus, of Charco, Director of Goliad County Spanish-American Interscholastic League.

With the cooperation of Supt. H. W. Gist, and of the people of Charco, the school building and grounds were turned over to the Spanish-American children for the day. It was a gay throng of youngsters that assembled for contests in choral singing, story-telling, picture memory, Three-R, music memory, declamation, spelling, arithmetic, volley ball, playground ball, and track and field, each one of which was warmly contested. The themes selected for the declamation were very interesting, ranging over incidents of the Texas revolution and United States history to Mark-

(See—MEXICAN MEET—Page 4)

LEAGUE ACTIVITIES PAY BIG DIVIDENDS

County Superintendent Urges Schools To Put Forth Best Efforts

(By Bert C. Patterson, County Superintendent of Hamilton County)

WE ARE looking forward to one of the most valuable years we have ever had in the Texas Interscholastic League. The League is becoming more active in all parts of the country.

Educators over the state and other states have begun to see some interesting results from our schools' participation in the activities sponsored by the League. At the present time we have a broader realization of the rightful place and importance of the many different competitive subjects, both literary and athletic. We are fast getting away from the idea that the two or three days we spend in the contests are just so much time consumed by the teachers and pupils. To my way of seeing the thing, and I believe I am right, the three days spent in the activities of our Inter-

(See — LEAGUE PAYS — Page 4)

ROUSSE EXPLAINS RULES IN DEBATE

Give Best Debating Practice Concerning Interruption During Rejoinder

A CORRESPONDENT asks the following questions relative to proper procedure in debate:

1. In a debate, what is the rejoinder supposed to contain?
2. Can the rejoinder of the affirmative contain any additional material substantiating arguments presented in the main speech or the rebuttal speech?
3. The affirmative in the rejoinder accuses the negative of getting all of their material from the bulletin, "Fallacies of Government Ownership." This is a wrong accusation. Is such a procedure permitted in the rejoinder when the negative has no opportunity to refute it? If it is not permitted, how would you instruct the judges to disregard it?
4. On page 32 under section (b) I find this rule: "It is unfair to keep opponents in the dark as to the constructive case, in order to spring surprises near the end of the debate." A letter is introduced in the rejoinder as a "surprise" from the government in an effort to substantiate a point in the main speech. The purpose of retaining the letter for the rejoinder is to avoid the possibility of refutation from the negative. Is this permissible?

This letter was referred to Professor T. A. Rouse, University debate coach, who replied as follows:

"The rules, as I understand them, simply state that the affirmative should present its case during the constructive part of their speeches. This means, of course, that their main contentions should be present in the first and second constructive speech. In the rejoinder or in the rebuttal speech additional material may be presented to substantiate the issues presented in the main speeches.

"In regard to the third point raised in the letter to you, where the affirmative accuses the negative, and the negative thinks that this is a mistaken accusation, it, the negative, may rise to a point of personal privilege and correct the accusation. The only instruction the chairman may give to the judges in a matter of this kind is that the judges will simply take into consideration the objection. I do not think that the chairman should rule on these objections. It is for the judges to decide whether or not any unethical or bad debating has taken place.

"The rule under section b, page 32, simply means that the affirmative should present its main issues in their constructive speeches. Once these main issues have been established, new evidence may be introduced to substantiate or defend these issues.

"As I understand it, what I have said follows the best accepted debate practice."

Winning Has Become A Habit



Bethlehem School (Milam County)

THIS GROUP of rural school children won the all-round championship for rural schools in the Interscholastic League meet of Milam County in competition with 26 other rural schools. There are three teachers: Mrs. C. C. Porter, Principal; Mrs. Fritz Doss, Primary; and Mrs. Robert Curry, Intermediate. C. L. Dunnam and Ethel Scott won first in junior boys and junior girls, respectively, and Dunnam did double duty by being one of the arithmetic team with Ruby Lee Scott which won first place by a lead of 87½ points. Eloise Dyer, one of the spelling team, turned in a 100 per cent paper. Other contests won follow: Spelling, sixth and seventh grades, first; Music Memory, third; Ready Writers, third; Choral Singing, first; Picture Memory, first; Spelling, fourth and fifth grades, third. Besides the purely literary contests, the junior boys track team of the Bethlehem school won third place in the meet.

"Competition," says Mrs. Porter, "becomes increasingly greater every year, and we find we have to work hard, as we have an enrollment of less than sixty pupils."

This makes nine consecutive championships for the Bethlehem school.



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ROY BEDICHEK Editor

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ONE-ACT PLAY directors have run afoul this year of Article VII, Section 14, which provides that no composite teams (or casts) are eligible. It is curious that this rule, although in effect for at least ten years, should have remained undiscovered by many play directors. In no contest may any school unit use a pupil from another school unit to represent it.

MR. M. J. VAUGHAN, of Alvord, contributes a notable discussion to this issue of the LEAGUER on a very vital matter, namely, on how to secure enough local participation to make League activities worth while, how to organize the work in the local school to prevent waste of time due to disruption of schedules, overworking teachers, and concentration of effort on the few at the expense of the many. Mr. Vaughan's article will be found interesting and instructive throughout.

THE QUESTION of awards is bothering many school executives in Texas. A number of schools have worked out fairly satisfactory systems for local application, but these school systems are often embarrassed by comparison with other schools which are lavish in award expenditures. There is scarcely a state organization in the country that does not limit the value of awards that may be given, and it seems likely that a movement in this direction will be made in Texas. The LEAGUER will publish suggestions looking to a systematization and reduction of expenses in this item of the extra-curricular budget.

A PROPOSAL submitted recently to the members of the Nebraska High School Debating League to limit to three the number of years of participation in inter-school debating narrowly missed being adopted. It was defeated by only two votes. How would such a proposal strike the high schools of this state? It is, in our opinion, a sound policy to limit the number of years' participation in contests for two very good and sufficient reasons: (1) such a policy spreads participation; (2) it has a tendency to turn the individual from a contest in which he has learned to excel into another field of competitive endeavor and hence prevents a too intense specialization.

JUDGING from the clippings sent in to the League Office, The Cooper Review of March 8 was a special Interscholastic League issue. The ink is red, suggesting, we suppose, a "red letter day" for the youth of Delta County. Item after item and article after article deal with one phase or another of Interscholastic League activities. We should like to see a complete copy of the issue. We have before us only a very hashed-up affair, but enough remains to identify it as a valuable contribution to the county meet.

We copy only a few of the larger headlines: "Playground Ball Proves Popularity as a League Event," "Add Choral Singing as a Meet Event," "Much Interest Is Exhibited in Declaimers," "Director Gives Schedules for League Events," "Does Preparation in County Meet Pay," "Value of Co-operative Effort Among Rural Schools of Delta County," "How the School Fair and Interscholastic League Benefits Delta School Children," and so on.

WE WONDER how many school teachers seriously consider the destructive influence of dishonest essay contests. We believe that

those who stand for right attitudes have many times felt the sting of conscience and a rising emotion of wrath and rebellion when compelled to promote among the children under their care some contest of purely commercial or propaganda character, no matter how worthy the cause or how unconscious the promoters may be of the injury they are doing. Turn to page four and read the account of a little incident which happened to a grade teacher some years ago. Principals, superintendents, school boards, and parents should consider seriously just what it means to put the stimulus of a money prize into children under conditions which makes the supervision of the work absolutely impossible. Ninety per cent of the pupils and their parents are honest and will not take advantage of the situation, but there are 10 per cent that will, so the thing which we are doing is to arrange a competition in which it is advantageous to be dishonest. Yet such a genuinely good school periodical as *The Scholastic* is now promoting an essay contest under the caption, "Win Honor," under a set of rules which makes any guarantee of original work entirely out of the question!

PRINCIPAL JOHN B. SULLIVAN, of Hamilton High School, puts the case against secret debates as strongly as it can be put in a letter published in this issue in the department entitled "Discussions from the Field." We recommend it to the consideration of debate coaches, principals, and others interested in the debate as an educational exercise. The secret debate is only for the large tournaments where contestants are assembled from an extensive geographical territory with teams and coaches ambitious to knock the other fellow out with surprise arguments and clever and sophistical methods of attack. Commercial debate bureaus thrive on this method in debate, for they can then persuade the coach that even though he may not want his teams to memorize the material, he must buy it and familiarize himself with it in order to prevent having his team "surprised" in some big tournament where he will be sure to encounter a team which has memorized it. The debate should not be perverted into a coaches' game with the debaters merely pawns. The Interscholastic League's plan for high school debates calls for round-robins (or individual matches) and small tournaments before audiences, and for the public discussion of some policy that is proposed, thereby paralleling, as nearly as may be, a life situation. This puts the debater on his own initiative and calls for versatility in defense and attack and a thorough knowledge of the subject. The coach is then a true teacher, preparing his pupils for a real matching of wits. Besides being a bad policy from an educational standpoint, the secret debate stimulates the game of spying, in which the unscrupulous have the advantage of the honest, for no method of policing can guarantee an absolutely secret debate.

ROBERT M. HUTCHINS, President of the University of Chicago, recently visited Texas, and with interested groups discussed various phases of the so-called "Chicago Plan." The plan has one feature which appeals to us greatly, namely, the relief of the instructor from the examination of his pupils. The instructor instructs; the examining board examines. The two functions, instruction and examination, are thus dissociated. This kind of arrangement may degenerate into stereotyped examinations, and "boning up" on the part of the students on questions previously asked. This very thing occurred in the Regents' examinations in the state of New York. It is obvious that "question and answer" study, based upon questions asked in previous years, accumulating in volume from year to year, is more in keeping with Chinese than with American methods. But this need not be the outcome. If the examining board knows how to examine, this will not be the case; and judging from the amount of money being poured into the examination machinery by the University of Chicago, the highest examining talent is secured. Granting that a genuine examination is provided, the plan has many desirable features, chief among them being the setting up of a proper teacher-pupil relationship. The teacher is no longer a task-master, an autocrat who may "bust" a pupil for a whim, or who may "pass" a pupil because he likes the color of his hair. Rather, the teacher becomes a helper, an assistant, a generous and efficient guide, who is on common ground with the pupil, both wanting the same thing, that is, for the pupil to acquire a mastery in a given field of knowledge. This creates a proper teacher-pupil relationship, sympathetic and stimulating.

We see the same good feeling come about between teacher and pupil in the work of preparing for Interscholastic League contests; the two work together in preparation, while the adequacy of the preparation is passed upon by an entirely separate and distinct agency.



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

Conference C Football 1935

The State Executive Committee is considering raising the enrollment level of schools in Conference C football from 150 to 180. Schools objecting to this proposal are requested to notify the State Office at once or not later than May 1. This change has been proposed due to the increase of enrollment caused by the transportation program of the State Department of Education.

Art Contest

This contest begins with the regional meets, no previous qualification necessary. Art directors of the regions have been published in each issue of the LEAGUER since January, and entries should be sent to the regional director at least two weeks before the meet. A circular descriptive of this contest is sent free on request.

Track and Field

Track and field events in the League are conducted in accordance with the Official Track and Field Rules adopted by the National Collegiate Athletic Association. This booklet may be secured from any sporting goods house. The recommendations in the rules relate to modifications in the hurdle races for high schools will not be followed in League meets.

Section 12, Article VIII

The State Committee ruled in a case presented to it recently from Williamson county that declaimers eliminated prior to the county meet are not debarred from entering another public speaking contest that season under Sec. 12, Article VIII. This occurs, of course, only in counties which hold sub-county meets in declamation before the general county meet.

8-Semester Rule

The definition of a "semester" given in Section 22, Article VII, applies only in scholastic connection and does not apply to the 8-semester rule. The term "semester" used in connection with the 8-semester rule means an enrollment period of from three weeks to one-half of the long session.

Books and Magazines

Young America, Eton Publishing Corporation, 32 East 57th Street, New York. Yearly subscription, \$3.00.

THIS is an illustrated weekly for "Young America," just started, carrying on the masthead notable names: Mrs. James Roosevelt, Grantland Rice, Mrs. Frederick Edey, Dr. James E. West, Harry J. Wash is editor, and Richard Davis is secretary of the publishing company and art director.

Plenty of color in its sixteen pages, abundance of pictures attractively displayed, themes with youthful but wholesome appeal, vivid writing all contrived in a buoyant spirit, make this a promising venture in juvenile journalism. It uses the format of the tabloid, but there, of course, the resemblance ends. Sport, movies, airplanes, and popular science make a hard combination to beat and we predict for this paper fast going among the boys and girls of America, especially if it continues to resist the cigarette, cosmetic and cold drink advertising, which will assault it as soon as circulation reaches an attractive figure.

This paper was called to our attention by Miss Mildred Smith, now in New York, who is interested in this publication, and will be remembered as the originator and promoter of the Interscholastic League Story-Telling Contest, which now has such a wide vogue among the "tiny tots" of Texas.



A VERY thoughtful superintendent of schools wrote to the League a few months ago complaining of the difficulty of the picture memory contest, and stating that few, if any, pupils could possibly make 100 per cent in this contest, especially on the "unfamiliar" test. There are doubtless many others thinking along the same lines, and we ask them to read our reply to this letter which follows, and then write definite and specific criticisms to Miss Florence Lowe, Head of the Art Department, Sam Houston State Teachers College, Huntsville. Do this at once as Miss Lowe is now at

work on the material for next year's contests.

Our reply to the criticisms follows: I am glad to get your criticism of the picture memory contest.

The great temptation of teachers is to demand a too easy contest. The contest itself emphasizes accomplishment, and hence, after a contest has been built up in the public mind as something worth while, many teachers want the standards lowered, but are still anxious for the prestige of winning the contest to be maintained. The two demands are, of course, contradictory. It's the old story of something for nothing.

This is the general answer to demands for easier contests.

It should always be borne in mind that the subject matter of a contest is not like the subject matter of a textbook, with which teachers are inclined to compare and judge it. Textbooks are prepared for the average pupil and the average teacher. Contest subject matter is prepared not only for average but for the exceptional pupil and teacher, and, further, must make severe demands upon them.

We made the mistake for some years of making the picture memory contest too easy. Often every contestant in a county meet made 100 per cent. This is no contest at all—it is a fake.

Under present requirements, 100 per cent papers are most unusual in the picture memory contest. But a teacher must not go into it with the idea that all the pupils, or even half of them, will make 100 per cent. If fifty 100 per cent papers in the whole state were produced the number would be too high. The test, at its upper range, must allow plenty of room for the very exceptional to show their ability. After all, it is merely a means of arriving at comparative work, training, and ability.

We issue an abundance of study material in this contest. The test cannot be judged fairly, as to merit or demerit, unless this study material is carefully considered.

If some specific criticisms of the test were made, it would be very helpful. Please get your teachers "to draw up an indictment" and put the offending features right on the witness stand.

Miss Lowe, head of the art department of the Sam Houston State Teachers College, who plans the contest, is always anxious for such criticisms, and if I may receive such criticisms early, i.e., before July 1, they will be very helpful in making adjustments.

MONTAIGNE ON EDUCATION

I WILLINGLY fall again into the discourse of the vanity of our education, the end of which is not to render us good and wise, but learned; and she has obtained it: she has not taught us to follow and embrace virtue and prudence, but she has imprinted in us their derivation and etymology; we know how to decline virtue, if we know not how to love it; if we do not know what prudence is really, and in effect, and by experience, we have the etymology and meaning of the word by heart. We are not content to know the extraction, kindred, and alliances of our neighbors, we would moreover have them our friends, and will establish a correspondence and intelligence with them; but this education of ours has taught us the definitions, divisions, and partitions of virtue, as so many surnames and branches of a genealogy, without any further care of establishing any familiarity or intimacy between her and us; she has culled out for our initiary instruction not such books as contain the soundest and truest opinions, but those that speak the best Greek and Latin; and by these fine words has instilled in our fancy the vainest humours of antiquity.

A good education alters the judgment and manners; as it happened to Polemon, a young debauched Greek, who going by chance to hear one of Xenocrates' lectures, did not only observe the eloquence and learning of the professor, and not only brought away the knowledge of some fine matter, but a more manifest and a more solid profit, which was the sudden change and reformation of his former life. Who ever found such an effect of our discipline?

"Choral singing is a contest," says Miss Velma Hambleton, of Haskell, "that arouses more interest in the League as far as our school is concerned than any other. Why can't this contest also go as far as the region if not on to the state? Why does the League cater to small groups when a larger group will bring back more benefit to the school? In our district we had a district meet last year that included the choral clubs. The ones that went last year to this meeting are the boosters of the club this year."



ON MAY 3 AND 4 journalists from high schools in all parts of the State will gather at Austin for the annual convention of the Interscholastic League Press Conference. We would like for you to be with them. We will have a good time; we hope to learn things that will be helpful to the high school papers; and some of the journalists are going to walk away with exceptionally beautiful prizes as a result of winning the League journalism contests.

Closing date for the submission of issues of papers in the district contests was March 15; and on that day members of the various judging committees set to work on their hard task of selecting the best two papers in each class in each division of the state. Each year this task of selection becomes more difficult as the papers of the state become better and better and approach a level of perfection. Many of the Texas high school papers are better than the average college paper. Only papers published twice a month or more often are eligible for consideration in the district judging. Names of the winners in the various districts were mailed April 1 to member schools.

Plans for Convention

The Interscholastic League will furnish free lodging and will give the usual League railroad rebate to delegates who enter the state journalism contests provided the contestants satisfy the eligibility requirements for all League contestants, and provided the names of the contestants are received at the I. L. P. C. headquarters before April 20. Other delegates, of course, will furnish their own lodging and transportation.

Last year about 200 high school journalists attended the convention. This year we hope to beat even that record. Since the majority of our delegates are not contestants, much of the convention is planned for the benefit and entertainment of these non-contestants along with the contestants.

Entertainment Offered

The convention this year, in addition to the contests, will offer delegates a series of talks and discussions on problems of high school newspapers, a banquet with entertainment numbers, a number of exhibits, an opportunity to see the state capitol and historic spots in Austin, and an opportunity to see the University with its thirteen new buildings. We would not want any delegate to come merely for the good time, because our convention has a more serious purpose than that; but we believe that our program will offer a mixture of things that are valuable and those that are entertaining. Send the names of your delegates as soon as possible to DeWitt Reddick, The University of Texas, Austin, and be sure to get those names to me before the deadline, April 20.

In last month's LEAGUER we listed some suggestions for feature articles. Below, we are continuing that list:

9. How the school building is heated: describe a visit to the furnace room; how many radiators are in the building; how much coal is used; what is the temperature in the furnace room; how much water is evaporated daily in the boiler, etc.

10. A janitor's viewpoint of the student.

11. An interview with the night watchman. This would be an especially good story if the night watchman had been on this job for a number of years. How does he punch the clock? Why?

12. School traditions: Old yell leaders and what they do. How the school songs and yells originated. Mascots for the football team and other athletic teams, past and present. Annual class contests or banquets.

13. The first football team and some of its games.

14. Short stories of Texas heroes on the birthdays of those heroes: Sam Houston, Stephen F. Austin, Moses Austin, Mirabeau Lamar, Big Foot Wallace, David Crockett, Bowie, Travis Bonham, etc.

15. Story on the man for whom the school was named, if it was named for a man.

16. Stories of national heroes on their birthdays: Columbus Day, Lincoln's Birthday, Washington's Birthday, etc. Biographies of these men probably are available in the school library and the city library. These stories should not be summaries of the lives of the men, summaries which are already familiar to the average high school student, but should be some little known incident of his life retold or some bit of philosophy quoted. The story may center around the school days of the hero. Sometimes a good

story may be secured from an interview with a teacher who has visited the tomb or the birthplace of the hero, or an interview with a history teacher on his opinion of the importance of that hero in the history of the nation.

17. Stories on special days: Halloween Day: An interview with one of the oldest teachers in the school on tricks boys used to play on Halloween night when he was in high school: Halloween reminiscences of the night watchman, of the chief of police, of the principal. Valentine Day: The origin of the comic valentine. (The city librarian may be able to help the reporter find material on this subject. Encyclopedias always furnish good information for such stories.) Armistice Day: Interview with a teacher who was in France when the armistice was signed, or with one who has been to France and has seen the thousands of white crosses in Flanders Field, or has seen the railroad coach, now in Paris, in which the armistice was signed. If no teacher has been there, try a business man. Christmas Day: Story from someone who has been to the Holy Land on what he saw there; charity activities of students; students who are working in stores during the Christmas rush.

18. Stories from the cafeteria: Students working in the cafeteria and what they do. Types of food most in demand. Interview with the manager on methods of displaying food and the effect a change of display has on the buying of students. How students act in the lunch line. Banquets and special luncheons held in the cafeteria. Interview with the cook on how cooking for students compares with cooking in a commercial restaurant or cafeteria. Human interest incidents.

19. Teachers and administrative officials: the teacher who has been with the school the longest; short features on the principal, superintendent, and heads of departments in the issue of the paper nearest the birthday of each; pets and hobbies of the teachers.

20. Growth of vocational education in the school.

21. The oldest department in the school and its history.

22. Possibly a short review of the development of each department.

23. The history of the glee club, stressing some of the unusual or humorous sidelights of its concerts of the past.

24. The history of the band.

25. Exhibits.

26. Absence and attendance figures of this year as compared with those of last year, of five years ago, and of ten years ago.

27. Classrooms: Often teachers keep valuable pictures on the walls of their rooms, and in these pictures several stories may be found.

28. Where does the water that you drink in your school come from? Interview with a teacher on the manner in which the city purifies that water.

29. Work being done in the vocational departments: either a general story for all departments or a separate story for each.

30. The lost and found bureau.

31. Animals used for study and experiments in the science departments.

32. Story of the first building occupied by your school.

33. Textbooks used by your school; number; subjects demanding the greatest number; what is done to old textbooks, how they are rebound, how much is spent for new books each year, how they are issued to the school, how the school issues them to students, how lost books are traced.

34. Twins in the school.

35. The youngest student in the school.

36. Story containing the names of all sets of brothers and all sets of sisters in the school.

37. Letters received by the principal.

38. Excuses given by absent or tardy students.

I do myself a greater injury in lying, than I do him of whom I tell a lie. —Montaigne.

High School Principals And Supervisors to Meet

ENOS GARY, San Antonio, President of the High School Principals and Supervisors Association, has called a meeting of the Association in Austin during the forthcoming State Meet of the Interscholastic League. Mr. Gary furnishes the following announcement of this meeting for publication:

The meeting will be held at the Stephen F. Austin Hotel Friday evening, May 3, at 6:00 o'clock. Mr. Herman Ochs, president of the Wolf & Marx Company of San Antonio, Texas, will address the meeting on some question pertinent to both the business and the educational worlds. The price of the plate will be \$1.00. The meeting will be adjourned in time for all participants to get to the Interscholastic League contests beginning at 8:00 p.m.



(NOTE.—Plays recommended in this department are not necessarily eligible for League one-act play contests...)

- The Robbery, by Clare Kummer. Samuel French. 50c.
Comedy, 1 act, 3m2f, int, costumes modern, 25 min.
The Nine Lives of Emily, by John Kirkpatrick. Samuel French. 35c.
Comedy, 1 act, 3m4f, int, costumes modern, 35 min.
Faint Heart, by Ellis O. Jones. Samuel French. 30c.
Farce, 1 act, 2m3f, int, costumes modern, 20 min.
The First Dress Suit, by Russell McCraft. Samuel French. 50c.
Comedy, 1 act, 2m2f, int, costumes modern, 30 min.
Grandfather's Chair, by Walter Pritchard Eaton. Samuel French. 35c.
Comedy, 1 act, 4m4f, int, costumes modern, 30 min.
The Bishop's Candlesticks, by Norman McKinnel. Samuel French. 30c.
Drama, 1 act, 3m2f, int, costumes French 1800, 30 min.
The Choir Rehearsal, by Clare Kummer. Samuel French. 50c.
Comedy, 1 act, 4m2f, int, costumes hoop skirt period, 25 min.
The No'Count Boy, by Paul Green. Samuel French. 35c.
Comedy, 1 act, 2m2f, int, costumes modern, 35 min.
Modesty, by Paul Hervieu.
Bargains in Cathay, by Rachel Field. Samuel French. 35c.
Comedy, 1 act, 4m3f, int, costumes modern, 30 min.
Wisdom Teeth, by Rachel Field. Samuel French. 35c.
Comedy, 1 act, 1m5f, int, costumes modern, 30 min.
The Advantages of Being Shy, by Phoebe Hoffman. Samuel French. 30c.
Comedy, 1 act, 1m5f, int, costumes modern, 30 min.
The First Mrs. Fraser, by St. John Ervine.
Comedy, 3 acts, 4m4f, int, costumes modern.

Stanislavsky Warns Against Heavy Parts for Young Actor

HERE are some pointers from a world-famous authority on dramatics which many school and college directors of dramatics would do well to learn by heart. The tendency to force youthful pupils into parts far beyond them is especially distressing in the Interscholastic League contests...

3 Casts In 1934 Tournament



IN THE MARCH ISSUE we published the picture of the winning cast in the 1934 State Tournament, Pampa High School, with 'Smokescreen.' The other three casts in the finals at the State Tournament are here presented...

Teacher Praises Extemp Topics in Current Contest

(Mrs. J. C. Brandt, Daisetta) I WISH to express my appreciation for the way that the Extempore Speaking was carried on this year. In my opinion, the subjects were specific enough to avoid rambling...

The Speech Arts In Texas Schools

THERE has been an insistent demand from speech teachers, especially the group composing the Texas Speech Arts Association, for space in the LEAGUER for discussion of speech problems. Here is the column...

Large Enrollment

"Our department enrollment this semester is 400 students. Everything runs along about as usual. The clinic for the correction of disorders of speech has been receiving many requests for help from people in neighboring towns as well as from our own students and townspeople."

Breckenridge Wins

Breckenridge High School boys and San Antonio Brackenridge High School girls won the championships of their respective divisions in the third annual invitation debate tournament sponsored by Abilene High School recently.

Sincere and Straightforward

The University of Florida debate team on recent tour met Baylor, S. M. U., Texas, C. I. A., Rice, and Mary Hardin-Baylor.

Junior College Tournament

On Friday and Saturday, March 22 and 23, ten junior colleges sent play casts to Hillsboro for the annual One-Act Play Tournament. For the most part plays used were the old favorites. Wichita Falls, under the direction of Juanita Kinsey, played an original play written by one of the students.

Dr. Ewbank Speech

"What's Right With Speech Contests" was the subject of that able address given at our Interscholastic League Breakfast in Galveston by Dr. Henry Lee Ewbank.

Officers

President, Minnie Blundell, Texas School of Fine Arts, Austin; vice-president, Annie Kate Ferguson, Sul Ross Teachers College, Alpine; secretary, Mrs. Jack Horton, Pasadena; treasurer, Cloway Clark, High School, Abilene; editor and historian, Joston Dickey, Brackenridge High School, San Antonio.

College Conference

The editor of this column received the following encouraging letter from Mary K. Sands, of the Speech Department of the Texas State College for Women:

LETTER BOX

(Continued from Page 1) meet ever held in Val Verde County, he reports. L. A. Mills, formerly of Itasca and now at Midlothian and one of the old-timers in League activities, writes in to say that the county meet this year was "fine and dandy." Mrs. Mills has sponsored an invitation meet following the regular county meet for a number of years which he says is popular among the schools of that section. A few weeks prior to the county meet in Liberty County, the Liberty County News came out with this announcement: "The Liberty County News will assume the responsibility of printing this paper as 'The Interscholastic League News!'" A record breaking list of entries in playground ball competition here next Saturday of the Anderson County Interscholastic League meet was announced Tuesday by Bonner Frizzell, director general of the League. A total of 490 entrants in 20 boys' and six girls' teams representing schools of the county, have been filed, Mr. Frizzell said. Contests will be played on the junior high campus and the high school athletic field east of the junior high campus.—Palestine Press. Mrs. C. C. Porter, of Bethlehem School, Milam County, writes to say that music memory should be divided into two classes, one for rural pupils and the other for grammar schools of independent districts. This suggestion is worth serious consideration. E. O. Rogers, of Waxahachie, believes in the Number Sense test sheets. He says: "I have used the 300 that I ordered last fall. I want to have some to carry over and begin to train my sixth grade. These sheets have put more pep in my classes than anything I have ever used. The average score for the class has increased from 20 to about 200." Season too Short JUST this comment. I think the basketball season is far too short in Texas. That is, the state meet gets into action too quick. For instance in Cameron County, our conference schedule starts January 4. I must play a ten-game conference schedule and complete it by February 2. The week of December 9 the two top teams in our conference play for the Class A championship. The week of February 15 the Class A and B play a three-game series for the county, and the week of February 22 the district. Now I ask you where does a team get any basketball that doesn't qualify for eliminations? It seems to me with only three counties in our district, and only three teams competing in district meet, that we could allow both Class A and B to go to the district. We just don't have any interest in the Valley in basket ball. No time for a one-game a week schedule. All emphasis on elimination, and over before warmed up. I voice the opinion of the majority of coaches in the county, I think. C. E. VAIL, Cameron County Athletic Director. La Feria, Texas. 8-Semester Rule The eight-semester rule, which in many ways is the life and soul of the Texas Interscholastic League, enables schools to play football on comparatively equal terms, minus the blight of out and out professionalism. It gives the boys in the separate schools a chance, instead of allowing the game to develop into a meat and potato proposition for a gang of ringers.—Wichita Falls News. Betting on Football Our school has closed one of its most successful years in the sport of football. As a whole the season has been very pleasant and helpful. The round robin used in our district added greatly to the spirit of the game. There is one thing I believe superintendents should think about, and that is the freedom of the exchange of money that takes place along the sidelines of the average high school football game. Fellows, will it build the sport for high school or will it ruin the game and the morale of the school? Floyd Burnett, Superintendent, Rotan, Texas. Proof-Reading Contest I would like to see a proof-reading contest added to the spelling contest. Such a contest would be very commendable. However, I think not all of the words should be taken from the spelling list. Some of them should be unfamiliar in the music memory contest, unfamiliar pictures in the picture memory contest, and why not have unfamiliar words in the spelling contest? HENRY METZGER. Converse, Texas.

GENERAL PROGRAM

of the 25th Annual State Meet of the University Interscholastic League

Thursday, May 2

Registration, debate, breakfast tickets, and assignment to lodgings. Bureau opens 2:30 p.m. and closes at 10. Opens again 6 a.m. following morning.

Friday, May 3

8:00 A.M.—One-act Play rehearsals continuing throughout the day on schedule arranged by Morton Brown with respective directors. 8:30 A.M.—Journalism Conference delegates assemble second floor, Union Building. Rural Pentathlon contestants need not report until Saturday, 2:00 p.m. 9:00 A.M.—Track and Field contestants, assemble on Texas Memorial Stadium Field. Ready Writers, contestants assemble in Room 105, Architecture Building. 9:15 A.M.—Announcements and photograph, Track and Field. 11:00 A.M.—Journalism, News-writing contest, Room 105, Architecture Building. 2:00 P.M.—Tennis—First round in boys' singles and doubles. Report at Men's Courts, southeast corner of stadium. Tennis—First round in girls' singles and doubles. Report at Women's Courts, 24th and Wichita Streets. Journalism—Copy-reading contest, Room 105, Architecture Building. Journalism, second conference, 2nd floor, Union Building. 2:30 P.M.—Debaters, both girls' and boys' divisions, assemble in Room 101, Waggener Hall, for drawing. Immediately following, first round in both divisions. Extemporaneous Speech contestants, boys' and girls' divisions, assemble in Room 309, Union Building, for drawing, instructions, photograph, and preliminary contest. Five in each division will be qualified for the finals. 4:30 P.M.—Journalism, headline-writing contest, Room 105, Architecture Building. Typewriting; contestants must have machines set in Room 216, Waggener Hall, ready to begin contest following morning at 9. 5:00 P.M.—Journalism, proof-reading contest. Room 105, Architecture Building. Declaration contestants assemble in Room 309, Union Building, for drawing, instructions, and photograph. 7:30 P.M.—Debate semi-finals, girls and boys, assemble in Room 101, Waggener Hall. 8:00 P.M.—Declamation finals, girls' and boys' divisions, High School Class, Garrison Hall, Room 1. Declaration finals, girls' and boys' divisions, Rural School Class, Room 105, Home Economics Building, north side of campus. (Enter west door and take first corridor to the right.) Extemporaneous Speech, girls' and boys' divisions, Law Auditorium. Finals. One-act Play, preliminary, Group 1, Hogg Auditorium.

Saturday, May 4

7:30 A.M.—Breakfast, Junior Ballroom, second floor, Union Building, followed by State Meeting of Delegates. 8:15 A.M.—Journalism, editorial-writing contest. Room 105, Architecture Building. 9:00 A.M.—Typewriting, assemble in Room 216, Waggener Hall. Shorthand (optional). Assemble in Room 216, Waggener Hall. Three-R contest, Room F26, University High School, Red River Street between 19th and 21st. Art; contestants assemble in Library, second floor, Architecture Building. One-act Play, preliminary, Group 2, Hogg Auditorium. Tennis—Semi-finals, boys and girls, singles and doubles, Penick Courts, north of stadium. 9:30 A.M.—Journalism Conference, last session, second floor, Union Building. 10:00 A.M.—Shorthand; contestants report Room 116, Waggener Hall. 11:00 A.M.—Boys' division, final debate, Garrison Hall, Room 1. 2:30 P.M.—Girls' division, final debate, Garrison Hall, Room 1. Track and Field finals, including Rural Pentathlon, Texas Memorial Stadium. Tennis finals, boys' and girls' doubles, Penick Courts. 4:00 P.M.—Tennis finals, boys' and girls' singles, Penick Courts. 8:00 P.M.—One-act Play, final, Hogg Auditorium.

SOUND FILMS FOR CLASSROOM WORK

Visual Instruction Bureau Offers Attractive List to Texas Teachers

FOR several years there has been a distinct trend toward the sound-on-film for classroom use. Since projectors for the 16 mm. sound-on-film have been perfected and are now on the market, the Visual Instruction Bureau has now added, in addition to its large library of 35 mm. silent films, sound films in both 35 mm. and 16 mm. Within the month the University of Chicago Physical Science 16 mm. sound-on-films have been secured and are now ready for distribution to the schools. The list includes:

The Dodder. (Supervised by Clyde Fisher, Ph.D., of the American Museum of Natural History.) A parasitic flowering plant which lives on other plants, whose food it takes for its own use.

Fungus Plants. (Supervised by Clyde Fisher, Ph.D., of the American Museum of Natural History.) Characteristics and importance of mushrooms and other fungi.

Seed Dispersal. (Supervised by Clyde Fisher, Ph.D., of the American Museum of Natural History.) Seeds in relation to plant propagation, with special consideration of methods of dispersal.

The Frog. (Supervised by Clyde Fisher, Ph.D., of the American Museum of Natural History.) The characteristics, habits, and life cycle of the frog.

Butterflies. (Supervised by Clyde Fisher, Ph.D., of the American Museum of Natural History.) The life history, habits, characteristics, and importance of butterflies.

Jack and Jill in Songland. Jack and Jill build a melody with notes.

Oxidation and Reduction. (Supervised by Dr. Hermann I. Schlesinger and Dr. Harvey B. Lemon, of The University of Chicago.) The subject of oxidation and reduction is introduced through the medium of relatively simple experimental materials. The chief purpose of the presentation is to show the student the methods of investigating chemical problems.

Sound Waves and Their Sources. (Supervised by Dr. Hermann I. Schlesinger and Dr. Harvey B. Lemon, of The University of Chicago.) The visualization of sound waves and their overtones in connection with different vibrating sources.

Fundamentals of Acoustics. (Supervised by Dr. Hermann I. Schlesinger and Dr. Harvey B. Lemon, of The University of Chicago.) Shows, by diagrams and animated drawings, as well as actual photographs, different acoustical effects of various sound mediums.

Reactions in Plants and Animals. This picture depicts the reactions of certain plants and animals to various stimuli.

The Development of Transportation. The contribution which transportation has made to world progress.

The Wearing Away of the Land. Several important processes which result in the wearing away of the land at one place and the building up at another are vividly shown in this film. Scenes taken all over the world show processes and formations. Scenes at Carlsbad Cavern illustrate the formation of caves.

SPORTSMANSHIP*

SPORTSMANSHIP in reorganization of the athletic program means playing fair with the athletes. For a game to be a sport the player should find in it a joyful interest and not merely a grueling grind. But even more, his self-respect should be preserved. . . . With professionalism masquerading as amateurism with its attendant hypocrisy, we join in mortal combat in defense of collegiate ideals. If the time comes when the honor of representing alma mater, the lure of the game and zest of contest are not sufficient to induce and gratify the athlete, then either let the pseudo-sport give way to some honorable substitute or let the player be hired openly in the open market place. Sportsmanship in reorganization involves playing fair, particularly with football. The demand on football to finance the whole sports program seriously endangers the health of the goose that lays the golden eggs. Making football a gate-getting spectacle or an advertising enterprise undermines it as a sport. When contests are dissociated from the geographical base of either contestant and appeal made frankly not to a college clientele, but to a paying public, it is purely a commercial move. Sportsmanship consists in living up to the understanding even more than to the rules, to the spirit even more than to the letter. Our American idol of success, our will to win at almost any cost, our efforts to find loop-holes in law or in rules, to take advantage of technicalities, to go the limit possible without detection, needs some antidote. To the true sportsman rules are his expression, rather than his restraint.

*From a speech by Chancellor Flint of Syracuse University at a luncheon of the Sportsmanship Brotherhood, December, 1932.

In Contests, Money-Prizes Or Equivalent Should Be Avoided

(By Mrs. R. H. Powell)

THE words used as a title occurred in a discussion of competition among a group of teachers and brought to mind an incident which happened several years ago.

It has been the custom for years, during fire prevention week, to give prizes for the best essays on causes of fire or other subjects pertaining to fire prevention. These are usually given to the sixth and seventh grades and to high-school students, but that year the fourth and fifth grades were included.

Money Prizes

The first prize was five dollars and there was a second and a third prize. The fire chief came to my room to make the announcement. He told them they were to make the list of the subjects and take them home. The papers could be written there if they wished. As he was leaving, I followed him to the hall and told him they would get help. His reply was that that was the purpose of it, as they wanted the parents to get the lesson as well as the children, or words to that effect.

I put the list of subjects on the board and explained what was wanted in each case the best I could and gave them leaflets containing additional information. At the end of the week the papers were handed in, and from these I was to choose six to be sent in to the judges.

Parents Did Good Work

Now this was a job. Those parents had done splendid work. Every period and comma in place, sentences well balanced, and reasoning logical.

another are vividly shown in this film. Scenes taken all over the world show processes and formations. Scenes at Carlsbad Cavern illustrate the formation of caves.

PENALTY FOR USING INELIGIBLE IN NON-LEAGUE CONTESTS

EXPLANATION

Introduction to Article VIII reads: "Member schools agree to observe these rules in all interschool contests, whether with another member of the League or not, or whether or not with a school eligible to membership."

The State Executive Committee has had complaints from schools that eligibility rules are not observed in accordance with this statement. But no penalty is prescribed, and the State Committee at a recent meeting asked the Leaguer to submit a referendum to ascertain the sentiment of the schools in the matter of enforcing this provision.

Please note that there are two divisions of this referendum. First, do you favor a penalty at all; second, if you vote affirmatively on the first question, then indicate by placing a mark or cross in the square opposite the penalty you think should be assessed.

If you do not care to mutilate your copy of the Leaguer, vote by postcard.

REFERENDUM BALLOT

Do you favor a mandatory penalty for the use of an ineligible contestant in non-League contests? Yes No If you vote for the assessment of a penalty, which of the following penalties do you favor?

- 1. Forfeiture of the game or contest.
2. Disqualification of the contestant should he later become eligible.
3. Disqualification of the school in League contests for remainder of season.
4. Suspension of the school from the League for one year in the contest in which the violation occurred.

for Interscholastic League work. We do not permit the student to use more than five points in any one subject. We give the points during the six-week period that the League work is being done. It takes time and work on both the teacher's and the student's part on the League work and in some instances from the regular work of school. Under those conditions I think the student is entitled to the consideration. I do know that out of a student body of 261, including grammar and high school, 100 being in the lower grades with nothing to participate in, we had 80 or more students trying out in literary events. I would like to have had more but our increase over previous years, and our being represented in every event except three or four, shows to me what an inducement will do.

ALVORD

(Continued from Page 1)

county championships including the all-round county championships for both high school and grammar school.

348 Enter Try-Outs

Of the 375 pupils in school eligible for League events (those above third grade), 348 were entered in contests in the local school. Eliminations were not held until one week before the county meet so that all could benefit by the training. One hundred and twenty-five pupils survived the eliminations and that number represented this school at the county meet. Every event except Music Memory was entered and a place was won in every event entered. A total of 287 1/2 points was amassed to win the all-round championships. This is an average of over two points per pupil entered. One hundred and ninety-five of these points were won in literary events and only 92 in athletic contests.

Why So Many Seconds

I was interested by the fact that this school won so many second places. Two-thirds of the places won were seconds and most of the others were first, with a very few third places. This indicated to me that our program had resulted in developing capable contestants in all the events and not a few very excellent ones in isolated events. In other words, contestants from this school were consistently good in most events, excellent in a few, and mediocre in only a comparatively small number. This, I think, naturally results from the broadened program involving extensive rather than intensive effort applied to a selected few.

While not satisfied, I am highly pleased with the program this year. I think it the proper way to handle League work. Such a program does not in any way disturb the regular school schedule. On the contrary, it tends to bring about smoother functioning of the regular schedule by providing a definite time for "work-outs" and makes it unnecessary for teachers to "borrow" time from regular classes.

POINT SYSTEM

(Continued from Page 1)

own progress, and taught that all can not be first place winners; but that all that make an effort make some progress, thereby making all participants winners.

I find that school children are as much human as are school teachers. It takes inducement, persuasion, and reward to get them to participate more freely. This school year we are requiring each pupil in high school to make at least twenty-five extra-curricular points. The points for various activities vary. The editor of school news gets six points, reporters get four points, members of clubs four points, members of student council four points, trying out for debate six points and two extra points for winning out, and all other Interscholastic League events and other school activities are given points similarly.

Extra Work for Laggards

The student that does not get the required number of points is given an extraordinary task to perform. I can foresee now that we will have a few that will have to do the extra task. We had a few that were ineligible for League work but we gave them points for local work the same as if they were eligible. If the local practice was good for the eligible it was likewise good for the ineligible, but, of course, not to the extent to be a representative student in competition with anyone except his own progress.

We gave every pupil in school five points to be added to his six weeks grade, in any subject he chose, for trying out in any of the literary events, that is, five points for each literary event he tries out in provided the coach thinks an effort on the part of the participant was displayed. I feel that the student is entitled to some consideration for the work he does, although he is the one receiving the benefit.

Participation Increases

Under the present set-up of school programs it is difficult to give credit

served on individual lard-trays, along with a cup of coffee, 650 dinners were served, any one of which was fit for a king. The expense of this dinner interested me, and I demanded to see the accounts. Charging every item up, lard-trays, and all, it came to a trifle over three cents per dinner served.

The athletic part of the meet was rained out about 4 o'clock in the afternoon, but not until after the volley ball championship had been determined.

While not a part of the meet, I took occasion to examine some of the exhibit work prepared by pupils of the grammar grades under the direction of Mrs. Pettus. Posters, models, drawings, scrap-books, and decorative work of various kinds covered the walls, and exhibited fine taste and genuine grasp of the subject matter selected for illustration. Since Goliad County is the cradle of Texas history, much of this work naturally dealt with Texas history, in which subject Mrs. Pettus is an enthusiast.

BASKET BALL

(Continued from Page 1)

school in the county and district meets.

The eight schools surviving stiff competition in county, district, and regional play, thus winning their places in the State tournament, were Denton, Lamesa, Hughes Springs, Brownwood, Huntsville, Taft, Killen, and Bowie of El Paso. Each of these schools represented more than 200 teams as 1610 schools registered and participated in the series of eliminations that led up to the State finals. Twenty thousand Texas high school boys had the honor of representing their schools in these eliminations.

District champions, other than the ones mentioned above, were: Amarillo, Pampa, Crowell, Tuscola, Cottonwood, Crews, Nocona, Dallas Tech, Waco, Emory, Gilmer, Stockton, Iola, San Jacinto (Houston), Beaumont, Eagle Pass, Harlandale, Yorktown, Bay City, Laredo, Weslaco, Sanderson, Wink, Ft. Davis.

Complete results of the State tournament follow: Lamesa 38, Bowie (El Paso) 32, Hughes Springs 61, Killen 24, Denton 32, Taft 21, Brownwood 23, Huntsville 17. Semi-finals: Lamesa 46, Hughes Springs 40 (extra-period), Denton 28, Brownwood 21. Third place: Hughes Springs 57, Brownwood 17. Final: Denton 38, Lamesa 23.

LEAGUE PAYS

(Continued from Page 1)

scholastic League is three days of more value to the child than any other equal period of time in the whole school year.

And from experience as a teacher, I can say if the teacher puts his, or her, whole soul into the training of the pupils, and I believe every one of our teachers in Hamilton County do, it is the most strenuous three days work of the school year. This is one phase of our curricula where the child really gets the practical side of education. There is a close correlation between the League activities and our curricula studies in our schools. The whole set-up of the League is so arranged to reach certain objectives, namely, appreciation of the cultural values of life, it helps to strengthen the scholarship of the pupils, sharpens their units, increases their information, it accustoms the participant to self-control in trying circumstances, most of all, perhaps, it develops their loyalty to their school, the state, and their country. These being the objectives of the Interscholastic League, I believe it is worthy of any time and efforts we as teachers are able to put into it. Judging from the amount of inquiries and interest manifested, I think this year will be the greatest year we have ever had in Hamilton County.

Come right on, teachers and pupils. Let us prepare, and be ready to take part of the honors when we get to the district meet, then on through to the State meet; let us show the world that our students in Hamilton County compare favorably with those of any other section of Texas. Let our slogan be: Every school in Hamilton County a participant in the Interscholastic League.—Hamilton Record.

DEBATE QUESTION, 1935-36

RESPONSES from public speaking teachers and school executives to calls for proposals for debate query published in successive issues of the Leaguer indicate overwhelming sentiment for a strictly Texas question for the Centennial Year. The wisdom of governmental policy of cotton acreage reduction leads by a large margin. The exact statement of this question is now under consideration by a committee of experts and will soon be announced. Experience this year in debating a question which touches the interest of every community in Texas and on which pupils may get first-hand information has been very gratifying. The policy of cotton acreage reduction has this advantage in an even greater degree than the question this year debated.

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.

Open Debates

According to the Constitution and Rules of the Interscholastic League on page 32, "All matched contests in debate among members of the League shall be open to the public . . ."

Now there has been some trouble about that in some round-robin debates near here. Some directors have insisted that the debates be private. The same thing is true in our district meet. In the past the directors have had the debates held privately.

Now, I do not believe that it should be thus. I think that the Constitution is right in providing that the debates be open, and I believe that we have the right to insist that they be open. Personally, I do not care who listens to my teams. As I see it, the objection can come only from those who have taught their debaters two memorized speeches apiece, and they are afraid that their opponents will "get their points." I believe that the object of the debate is to have the speakers familiar with the subject so that they can change both main and rebuttal speeches as the occasion demands, and thus discuss the question extemporaneously. Under the secret debate system some well-memorized orations and rebuttals can be used throughout a tournament—and tournaments can be won with them.

JNO. B. SULLIVAN, Principal, High School, Hamilton, Texas.

Good News from Cottle County

I am inclosing herewith a program of our county meet. We had wonderful interest, good attendance, and much enthusiasm. A bad sandstorm forced the postponement of all track events until next week.

I am also inclosing a sample of our Certificate of Award. We gave one of these to each first and second place winner in every event except playground ball, volley ball, etc. These teams were awarded pennants.

Many teachers and pupils that I have heard express themselves are very much pleased with this new type of award. This certificate is engraved from a special plate made for our county and the cost was only 9 1/2 cents per award.

You might be interested to know that our county meet has been successful and we will close the year with a cash balance of around \$125.

BYRD R. LEWIS, Director General, Cottle Co. Paducah, Texas.

Music Contests

For the passed several years the Music Club of Bonham has sponsored both instrumental and vocal contests in musical expressions among the school children of Fannin County. Interest in these contests has grown steadily and now there are approximately 300 children taking part in these contests. I believe this is a very fine type of training, and if it could be placed under the general direction and supervision of the Interscholastic League a much greater amount of good could be accomplished. I recommend this matter for your very serious consideration, and we hope such consideration may be favorable.

You will probably hear from the officials of this organization at an early date, and they will in all likelihood give you a much more detailed statement concerning the nature of the contests being sponsored by the club. I can speak highly of the work done by pupils who enter these contests and by the very fine interest now being displayed in them. Your earnest attention to this request will be much appreciated.

H. A. GLASS, Superintendent, Bonham, Texas.

Difficulty is a coin the learned make use of, like jugglers, to conceal the vanity of their art, and which human sotsishness easily takes for current pay.—Montaigne.