## INTERSCHOHASTII

LOCK HILL SCHOOL
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University Principal Speaker



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Classic Play W on Second at
1935 State Play Tournament

WICHITA COUNTY'S UNIIIED PROGRAM
1935 State Play Tournament


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| With It Is io-point Program |

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Board Commends League For Adopting 18-Year Rule


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Winifed program of rural







Regular taachers will be allowed
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Wins 2nd Place in Ari
At the 1935 State Meet


## SARAH FORT, AGE 15 Weslaco Junior-Senior High School,

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## Strong Program of Activities

Arranged in Sanderson School

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 entitled "King Cotton Dethroned" in the Sep
tember issue of the North American Review.
 Temple, November 12, by C. A. Cobb, Chief
Cotton Section, A.A.A. He will likely have som facts and figures which will be useful for th
affirmative side of the present debate question.
 teenth Annual League Breakfast and Sectio
Meeting, Terrace Dining Room, Gunter Hote 7:30 A.M., November 29. We are getting uneasy
about the size of this dining room. If you want
$\qquad$
 year. Texas schools located in the "far east" debates with "far western" Mississippi schools.
But do not run this business in the ground. Re-
member that taxpayers are paying for
time and they want their money's worth.
I EXAS history tetachers will find the new outences to books that are now in general circula-
$\qquad$ it is also admirably adapted for the classroom
Moreover, it is cheap. One dollar
$\qquad$

| the camel of commercialism; let him get his nose in, and he will soon occupy the tent. <br> IT IS a maxim of extra-curricular practice that the chief means of socializing antagonistic elements in the school lies in the provision of projects on which the said offish elements may work together in a spirit of coöperation and with a common end in view which is satisfying to all parties concerned. <br> The same principle applies to communities, to states, and even in the international field. A few years ago, Canada and the United States decided to establish an airplane patrol of the Canadian border to prevent smuggling. Each country naturally thought in terms of its own patrol, independently organized. Then some genius for coöperation, seeing that the end to be attained was common, suggested that duplication of service was unnecessary. Now our own patrol mounts the same plane with the Canadian official and together they patrol the border. It works beautifully. <br> On our southern border a more ambitious project in international coöperation is being developed. Secretary Hull recently advised Senator Morris Sheppard that Mexico intended definitely to collaborate with this country in creating an international park on the Rio Grande in the Texas Big Bend. Ambassador Josephus Daniels had transmitted word from Mexico City that the chief of the Mexican forest and game division had given assurance of a "definite intention" to proceed with plans for a $2,500,000$-acre park. One million acres will be on the Mexican side of the river and $1,500,000$ acres on the Texas side. Coöperation in projects of the kind above mentioned will do more to promote genuine friendliness and infernational good will than all the preaching in the world. When a dispute that threatened war between Chile and Argentina was settled by arbitration about a third of a century ago, the two nations melted down a number of their cannon and of the bronze thus secured jointly erected a statue of Christ, high up in the Andes on the border line of the two countries, with an appropriate inscription incorporating the "will to peace" of these two countries. | means of leading the student into deeper appreciation of the masterpiece he is studying. The laws of composition control the success of a work of art to a very great extent. <br> Composition Determined by Line <br> In order to understand the types of composition we must first realize that they are based first of all on line arrangement. This does not exclude the use of mass and color because mass and color are in themselves means of defining line. <br> There are at least three different ways in which lines are made. They may be secured by means of a brush, pencil or other drawing tool which produces a definite track along which the eye follows. Another means is to define line with a mass of value or color meeting a mass of contrasting nature in such a way as to suggest an edge, or to have one plane meeting another one. A third method is to arrange objects in such a way as to suggest a definite direction of movement or growth. The stronger lines pull attention to themselves and hold it longer than do the weaker ones. In this way the artist can determine the parts of the picture which are to receive the greater amount of attention. <br> Kinds of Line Arrangement <br> In cases where many vertical lines are used it is necessary to balance such lines with horizontal ones. For this reason, vertical and horizontal lines are always found together. When the most important lines of the composition follow the above mentioned directions we classify the picture as "Vertical and Horizontal." This is one of the simplest types of composition and the one most frequently chosen by the amateur artist. Most primitive art is based on this type of arrangement although some of the most sophisticated of artists have used it to good advantage. Whistler used this plan effectively. <br> Such pictures as "Madonna of the Chair," "The Magnificat," and "Madonna and Angels" make use of the curved line more than any other. In | that are too long, but may be easily shortened, we know of no collection that contains so many really fine poems. It would greatly enhance the educational value of our declamation contests if we could stick strictly to classic selections, and this little volume is rich in the true and tried shorter poems of the great masters. A popular audience, hearing the words of the great masters, Wordsworth (William Watson, or even Edna St. Vincent Millay), well spoken, will not be roused to any great enthusiasm, but it will respond, it will hear a new kind of music, it will come back for more, it will learn to appreciate eventually the more refined cadences. <br> How Man Made Music, by Fannie R. Buchanan, 192 pages. Follett Publishing Company, Chicago. 1935. <br> A WISE Frenchman, Descartes, once remarked: "The nature of physical things is much more easily understood when they are beheld coming gradually into existence, than when they are considered as produced at once in a finished and perfect state." <br> This seems a simple and commonplace observation. The great philosopher said this about three hundred years ago, and ever since it has exercised a profound influence upon education. The way to understand something, or at least the easiest way to understand it, is to "behold it coming gradually into existence." There is hardly a subject taught today that does not pay considerable attention to "origins." There has been a whole science built up devoting itself mainly to origins. Anthropology, not satisfied with history as recorded since man learned how to write, has delved back into that blank lapse of ages when man occupied the earth but had not yet learned to produce a written record of his doings. <br> We have before us an excellent reader for the seventh grade entitled | Barker, but is a complete rewriting from sources. <br> In life, as in death, Austin seemed the sport of of an ironic fate. A man of breeding and education, he dedicated his life to the redemption of a wildernss. A lover of home and family, he lost his dearest relatives from yellow fever and cholera and, dying unmarried in the prime of life, left no heir to his name and fame. He made homes possible for thousands, yet died homeless, almost alone, in the fireless bedroom of a log cabin, smiling happily in his dreams, however, as he told those at his bedside that Texas had been annexed to the United States. And he died believing that this was true. On the eve of the Centennial year, when the people of Texas are becoming increasingly history-conscious, this fresh and vivid presentation of a beloved personality comes very appropriately from the hand of one who knows and loves Austin better than anyone else, Dr. Eugene C. Barker, professor of American History, The University of Texas. <br> L. G. B. <br> Historical Cat <br> Once upon a time in the land of Egypt there was a cat named Bouhaki. He was a sleek and proud cat, the cat of King Hana; and he wore golden earrings. <br> The thing which interests cat-lovers about Bouhaki, in this America which wasn't even discovered by white men until some thirty-five centuries after Bouhaki's, time, is that he is the first cat in history whose name we know and whom we can identify as a member of a certain household. <br> We know about him because Bouhaki's body was mummified and put in the tomb with the body of his royal friend; a votive tablet bears the name of the man and the name of the cat, and effigies of both. Bouhaki's image, adorned with the ornaments of gold which marked his rank when he played and purred and dozed in the Egyptian sunlight, shows him between King Hana's feet, where he has sat for these four thousand years.-Clarence Madden in Household Magazine. |
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THE INTERSCHOLASTIC LEAGUER
that school in an interscholastic contest held un-
der League auspices. Still we note in the press
the following resolution passed by the County
Board of Education of Wood County:
Whereas, Certain schools of this county and
other counties are making a practice of allowing
students who have graduated from said schools
to return and take the same grade again and con-
tinue to participate in athletic contests between
schools of the county and State; and
Whereas, Such practice is against the rules
of Interscholastic League competition and against
the rules of sportsmanship, honesty and the spirit
of fair play; therefore, be it
Resolved, By the County Board of Education
of Wood County, State of Texas, that the State
Board of Education be petitioned to pass rules
against such practices, and take, the High School
Tuition due such students. who, have graduated
and give it to the Transportation District
wherein they are grouped, unless transferred to
another district and otherwise use such means
as it can employ, to enforce a discontinuance of
this unfair practice.
If we may be directed to schools "making a
practice of allowing students who have graduated
to return and take the same grade again and con-
tinue to participate in athletic contests between
the schools of the county and State", we shall
promptly investigate the same and take such
measures as the constitution prescribes and the
measures as the constitution prescribes and the
facts warrant.
MATEURISM is well worth preserving, we
believe, in high school sports. The League's
amateur rule is stated in Article VIII, Section 8,
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ther participation who receives anything of value
for participating in any form of athletics. Sinc
the colleges generally are receding from the ama
teur principle, we may look for a similar move
$\qquad$ claim is made that they are paying college athletes anyway, so why not make it open and above
board by agreeing on a schedule of payment for
athletic services? But that does not settle the
athletic services? But that does not settle the
matter at all: Since in yielding to this argument,
agreement is reached on a certain set schedule of
agreement is reached on a certain set schedule of
rates, we still have just as difficult a matter to
deal with in the matter of enforcement, if not
deal with in the matter of enforcement, if not
more difficult. One college will by surreptitious
methods pay more than the scale allows, and an- more difficult. One college will by surreptitious
methods pay more than the scale allows, and an-
other college will edge up to and over the line, and the same old story will be set going, the same old
hypocrisy, the same disgusting quarrel with all
attendant criminations and recriminations. The
question is not settled by adopting a scale; it is
made more difficult. If the bars were thrown

By Miss Florence Lowe
TYPES OF COMPOSITION
JO PART of the test on un-
familiar pictures has occa-
sioned more questions than that
which deals with types of com-
position. While recognizing the
fact that all real art is unique
indeed do away with difficulties or enforcement
and the charges of hypocrisy, but it would raise
still more difficult problems. There's an old Arab
still more difficult problems. There's an old Arab
parable to the effect that a traveller on the deser
on a cold night permitted a camel to stick his nose
in the tent. When the traveller awoke again the
fact that all real art is unique
and defies scientific analysis,
we find that certain laws of ar-
rangement are bound to exist in
every composition. The way in

| enhanced by the artistic and sug- |
| :--- | :--- |
| gestive illustrations of Roby Ann |
| Nelson which appear on nearly every |
| page. |


59, prescribes the same numerical
method of representation as is used
in Music Memory, but does not in.
clude the same grades that are
eligible in music memory. Rule 3
clearly states that only seventh grad.


ginning art students. Teachers can
greatly enlarge the child's power of
expression by encouraging him to
make use of angular line direction in
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$\square$




made more difficult. If the bars were thrown
down and no limit set on payments, that would

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amel had his head in; a little later his shoulders,
nd so on until the traveler was on the outside of
the tent and the camel on the inside. So it is with
the tent and the camel on the inside. So it is with
the camel of commercialism; let him get his nose
$\qquad$

| the two first mentioned pictures the | - |
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| tists have carried the curved line | planned on the assumption that "the |
| to the shape of the picture by plac- | re of physical things is much |
| $g$ the composition in a circle. | more easily understood when they are |
| Curved lines fit particularly well into | eld coming gradually into ex- |
| this shape but all circular composi- | nce." Thus, the violin is a physical |
| tions are not placed in a circle. | thing. How did man ever think of |
| "Madonna and Angels" has distinct | such an instrument, such an amazing |
| circular composition yet the shape of | ing in the hands of a Kreisler or |
| the picture is a rectangle, | Paganini? Chapter V of this work is |
| The oblique or "slanting" line tends | led "From Bowstring to Violin," |
| lead the eye far into the picture. | with a sub-title, "The Harp and Its |
| Whenever the artist wishes to express | Children." Here the writer describes |
| reat, distance he can do it most | in language which the seventh grade |
| eans of the | cild can easily understand the |
| . | of the origin |
| $s$ " ten to use angular arrangemen | ce |
| cause it lends to the work a vivid | that loveliest instrument of them all, |

FUNCTION OF
DECLAMATION

1. SELF-EXPRESSION
By Miss Jeston Dickey
public speaking where the
professor did all the work and
the student did the listening is
at present quite reversed. In ev-
ery field of teaching, the labora-
tory method, the project meth-
od, the self expressive method,
have all invaded the classroom.
Why? Because the world has
come to realize that only by do-
ing can we learn to do. "Prac-
tice makes perfect" is an old
adage we now appreciate as
never before. Then practice in

that he may become an influence
in that particular group."
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