

Walter J. E. Schiebel, principal Technical High School, Dallas, writes that the "LEAGUER is so popular with us that we wear it to shreds. I wonder if we might have an additional copy of each issue so far this year.'

"I was somewhat disappointed not to see a list of officers of the Interscholastic League for Hutchinson County in your last issue of the LEAGUER,' writes Superintendent W. A. Mc Intosh, of Borger.

"Could you not see to it that this list appears in the March issue of the INTERSCHOLASTIC LEAGUER under 'Hutchinson County.'

"You do have this information on page three under Hutchins County.'

The Cuero Record publishes the following comment in a recent issue: Just finished reading about half a page on eligibility of students participating in school contests. Were mighty interested in one sentence, which The University of Texas Bulletin thought worthy of putting in italics, but one which has been disregarded a number of times by school heads we have known. Said rule reads: "School principals and superintendents are charged with the responsibility of seeing that these rules are strictly observed in each and every contest in which their pupils

What a blow that is going to be to those school heads when they turn up their toes and make application for admittance to Old St. Peter.

Want Specific Information Required

XTEMPORANEOUS Speech county meets last week, and the list is published below. The list will be lengthened as the season proceeds. One coach writes that pupils should be given topics of at The University of Texas, March XXIA HIGH SCHOOL went a rather general character.

"It is my idea," this teacher says, "that the big comprehensive topics are less likely to become deadening, and they give an opportunity for the child to show whether or not he knows Texas." Another teacher who has charge of preparation of pupils for this contest writes: "In my opinion, topics should be chosen on which speeches can be prepared showing a reasonable amount of accurate information. . . . The topics should cover | Carey 41-21. the most important phases of Texas history, and the life of Texas people."

evidently tried to please both schools H. T. Parlin, Dean of the College of of thought, as will be seen in the fol- Arts and Sciences. lowing list:

1. Our One Hundredth Birthday. 2. Early Explorations in Texas.

3. There's a Statue of LaSalle in

4. Spanish and French Rivalries in the Settlement of Texas.

5. How a Texas Town Began: (Contestant may select Goliad, San Augustine, Nacogdoches, or any other city whose beginnings date back to pre-revolutionary period).

6. An Early Spanish Mission in

7. Missions and the Indians.

8. Our First Three Flags.

9. Cabeza de Vaca.

10. Ranch Life on the Plains. 11. The Texas Rangers.

12. Trials and Triumphs of the West Texas Pioneer.

fore the Railroads.

14. Railroad Building.

15. Dark Days of Reconstruction. 16. The Grange in Texas History.

17. Texas' Civil War Heroes. 18. Civil War Battles on Texas

19. Sam Houston and Secession. 20. The Character of Stephen F.

[EDITOR'S NOTE: The LEAGUER will welcom criticisms of this list I

1936 State Basket Ball Crown Goes to Piney Woods School



CUSHING BASKET BALL TEAM Sitting, left to right: Clarence Partin, Ray Lucas, F. G. Briley, Kermit Clayton, Marshall Matteson, Garland Trawick. Standing, left to right: Harold Clayton, John Gresham, Lamar Brewer, Weldon Gresham, Lawrence Richards, Glenn W. Berry, Coach.

Win Final Over the El Paso Quint

The tall, rangy boys from Cush-EXTEMPO TOPICS Prior to the final Cushing had word 19.

The Live of the final Cushing had word 19.

The Live of the final Cushing had word 19. Taft 46–17, while El Paso had the list. Some Want General, Others worked its way to the championship contest by defeating Jeff Davis of Houston 28-24 and Austin 21-14.

Sixteen hundred seven teams regis topics went out to first tered for League basket ball and participated in the series leading to the State Tournament. The following eight teams, each a county (or city), district and regional champion competed in the State Tournament held and 7: Austin, Carey, Crews, Cush- IVI ng, Dallas Technical, El Paso, Jefferson Davis (Houston), Taft.

Complete results: First round, Semi-finals, Cushing 35, Carey 21; El Paso 28, Jeff Davis 24. Final, Cushing 33, El Paso 29.

ton won third place by eliminating of age played the lead, the aged

trophies and medals were awarded saw the play could not believe The person selecting the topics has the first three place winners by Dr.

Homonyms Not Indicated In 1935-36 Spelling List

TROM Mrs. Framkie Damron, of Whiteflat, comes a list of words in Rangy Boys From East Texas the current spelling list which should be carefully distinguished from other words of the same or similar sound. Spelling directors should copy this League Spelling Rules list for use of the pronouncer who DEEP in the piney woods of list for use of the pronouncer who gives out the words in the county east Texas rests the silver meet. The list follows: Daze from basket ball trophy emblematic days, p. 3, column 1, word 32; tin of the 1936 State championship. from ten, p. 3, column 2, last word mist from missed, p. 3, column 3, third word up from bottom; hem from ing captured the title by defeat- him, p. 4, column 5, next to last word; ing El Paso in the final 33-29. flare from flair, p. 4, column 7

The LEAGUER will appreciate other lists of homonyms not indicated in

Means of Testing Dramatic Talent of Members

a long way in the first oneact play tournament ever held by the Interscholastic League, Cushing 46, Taft 17; Carey 25, Dal- winning second place. The preslas Tech. 21; Jeff Davis, Houston, 42, ent writer remembers as if it Crews 26; El Paso 21, Austin 14. were yesterday the splendid presentation made of "Riders to the Sea." A little chubby-faced The Jefferson Davis boys of Hous- girl not more than fifteen years grandmother; and so remark-At the close of the tournament ably was it done that no one who be considered correctly spelled.

(See — MEXIA — Page 4)

Choice of Play Criteria For Contest Selections

of English and Dramatic Art, College of William and

Mary)

to recommend them and several Is it well written? to condemn them, although I parts within the imaginative concepusually find myself in the minor- tion of the players? Are the emoity when the latter are being tions needed for portraying the charconsidered. Among the benefits acters appropriate for high school penalized. 13. Transportation in Texas Be- to be derived, perhaps the greatest can be the development of an play. This may may include planimproved taste in play choosing. ning costumes. And by this I do not mean select- Choosing color schemes, creating ing a "good contest play" in the properties, achieving proper lighting, sense in which many directors or in many other ways mounting the production effectively. use the phrase, referring to startling, hair-raising, horror rather than for "starring" and ex-

plays or mysteries. The selection of a good play for any

(By Althea Hunt, Associate Professor | be based on several tests, among which I should include:

1. The subject matter. Is it wholesome and stimulating? Will it endure constant repetition in rehearsing HIGH school dramatic tourna- for finish? Does it have something ments have many features to offer its players and its audience?

2. The characterization. Are the boys and girls?

3. The artistic challenge of the

4. The opportunity for group work hibitionism.

Bureau's Visual Aids Are Popular in Rural Schools

THE announcement of the Flat Mounted Pictures, for response, as indicated by these excerpts from some of the letters received by the Visual Instruction Bureau.

Robert H. Copeland, Olney: "We Studies' pictures. The rural schools have very little visual education and your service to such schools is proving to be a great help."

Thurman G. Rohr, Edcouch: "We recently used three sets of pictures from your office: ten Ferris pictures, Ethiopia, and Westward Movement and the pupil response was remarkinto enough detail that the pupils part of another nation. were able to study the pictures individually after seeing them as a class, and really grasp the connection throughout the entire set. Sometimes I think that adults have seen certain things so much that we are prone to overlook the fact that many things will escape the child seeing such ma terial for the first time.

"Of equal value with the pictures themselves are the notes given in explanation, and I, for one, welcome the f material for rural schools." Mrs. Roy Hollar, Travis Co., Pleas-

(See-VISUAL AIDS-Page 4)

Cause Many Questions

CPELLING rules seem to be bothering a good many teachers the present season judging from the number of inquiries reaching the League state office. Following is a 58 Education Courses First typical letter of questions with answers made as definite as possible:

it is in the state spelling bulleting Spotlight Club Has Novel ördinate, but otherwise spelled correctly, would they be counted wrong?

rect spelling of the word. Question 2: Should a word be counted wrong if two or more of the letters are not connected? Some pupils write, sep arate. Is this right or

wrong? Answer: It is very bad writing to disjoin the letters in a word written, especially to leave as wide a space as you have left in writing the word "separate." However, there is no rule that will quite reach this particular fault in handwriting. If the word 'separate" occurs on a spelling paper as you have written it, it would still

Question 3: We have had considerable trouble in this county in agreeing as to how to distinguish a small from a capital C, small a from a capital A, and an a from an o, and whether a looped o is to be counted right or wrong.

Answer: We have a very definite rule for determining the difference between a capital and a small letter. See page 47, "Instructions to

Graders." 4d. Question 4: Although you know that a contestant knows how to spell a word, to what extent should he be

test, a question has been put by one and V as to whether a child spells state finals in declamation, ards of excellence, and in many cases, teacher who has charge of Grades IV both word and abbreviation in cases oratory and one-act plays. like these: Mr. (bold-face); Mister (non-bold-face); doctor (bold-face); teachers has almost invariably been altogether too seriously as if he were, Dr. (bold-face). The rules say: pleasant. I have been happy to give or should be, one possessed with di-'using only words in bold-face.' I am my time and to make suggestions, vine power to estimate values. Winof the opinion that in the first case wherever called upon, for the improveof the opinion that in the first case above, only 'Mr.' should be spelled. wherever called upon, for the improve-conceit even; losing, causes a feeling debate, James James Speech

'Dr.' would be written."

GROUND-BREAKING FOR MUSEUM SOON

rural schools, met with cordial Ceremony Will Open Texas University Centennial Exposition June 7

greatly appreciate the use of 'Desert and Federal governments and velops a school consciousness, have already been reported, and half-dollars will erect a monu- much pettiness and discord. ment in which can be housed habitat exhibits depicting the able. The texts accompanying went pendence that it might become a "play against" are interchangeable— work of county organizations.

Texas University Centennial Exposiion on June 7, 1936. To these cerenonies many prominent citizens have been invited, including number one and number two citizens of America, President Franklin D. Roosevelt, and Vice-President John N. Garner.

The first unit of the Texas Memoial Museum will cost more than set aside \$300,000 of its Texas Centennial appropriation for the building, and the Texas Centennial Commission allocated \$225,000 for furnishing and equipping the first unit of the building. The remaining

(See-MUSEUM-Page 4)

SUMMER COURSES

Term; 38 Second University Summer Session

Question 1: Does a word have to be TEACHERS casting about for spelled, punctuated and marked just 1 a summer school will do well in order to be counted correct? In to examine the offerings of The other words, if the accent were not University of Texas this sumwritten over the first e in fiancée or mer, according to Registrar E. the two dots over the second o in co- J. Mathews, under whose supervision the preliminary announce-Answer: Yes, in the cases you men- ment of courses is issued as Bultion the marks are a part of the corletin No. 3607, sent free on request.

"No institution in the South," he says, "has ever offered for summer patronage a wider range of subjects or a more comprehensive list of courses. They are intended to meet the needs in many fields of both graduate and undergraduate students, including recent standards required in education and physical education by the State Department of Education. Teachers, in particular, are provided for, work being available for Bachelor's, Master's, and Ph.D. degrees, as well as certificates."

Since the LEAGUER goes almost exclusively to teachers, we are listing

(See—SUMMER COURSES—P. 4)

Athletics—For Better or Worse*

(By Dr. Chas. W. Flint, Chancellor, Syracuse University)

THE purely social values claimed are two: The game is a great socializer and I^N building the Texas Memorial welder. Playing together as a Museum at Austin, the State team for a common cause debering about one hundred purchasers of Texas Centennial which engulfs and dissolves the names of the various officers

Friendliness in Sport

whether as individuals in golf or ten-

(See — ATHLETICS — Page 4)

prortunity to make use of this kind \$1,000,000. The Federal Government Rule 9. Which Has Been be interested in seeing to it that the Causing the Trouble, Is Clarified.

> SEVERAL typing instructors since the last issue: have questioned the League \$500,000 will be raised by the sale Office for an explanation of Paragraph 9, Page 65, Constitution

We have secured from Miss Florence Stullken, Contest Manager of the State Tournament, the following exlanation of this rule:

"When an omission of words is made, the rule is that one error is charged for each word omitted. However, in the case of rewritten matter, just one error is charged for the whole rewrite. Typographical errors in either (both) the first writing and the repetition are of course charged. There is considerable difference in penalty for omitting and for rewriting. Note: Say John skips a line of printed copy containing 11 words. He should be charged with 11 errors-no more, no less. However, say that instead of dropping down an extra line in the printed test, John recopies a line twice. He is not to be penalized for each word he copied twicehe is to be charged with just one error for the total repetition (he is automatically penalized because he loses all the time he spends in repeating and is not given credit for the strokes typed). If he makes a typographical error in either the first writing or the repetition, each error in either writing is charged against him. Example: John repeats the same line of 13 words twice, making one error in the first writing and one error in the second writing. Total errors charged—3—one for the total repetition and one for each word not typographically correct."

226 COUNTIES LIST **OFFICERS ELECTED**

All Those Reported to State Office Placed on League Mailing List

entered on the LEAGUER mailing list, and also on the mailing list But more: it socializes and welds to receive any special announcegreatness of America's greatest opponents together, as one team plays ments that may be issued con-State, and the only nation in his-tory which gurrendowed its index with another—for paradoxical cerning changes or new intertory which surrendered its indeas it sounds, to "play with" and to pretations of rules affecting the

Not many counties remain unre-Ground for the first unit of the building will be broken as one of the ceremonies of the opening of the manufacture.

*This is a continuation of Dr. Flint's discussion in the February Leadure. The series will be concluded in the April issue and the complete address issued in a brochure.

There were 219 county organizations last year. Do not delay sending in the names of officers. elected as soon as the election takes place. The list already reported is arranged alphabetically in the February issue, and the lists of officers reported for the first time in this issue are also arranged alphabetically. If you find your county in neither list, it has not been reported. Each member-school should county in which it is located is duly reported, and reported at once.

Following counties have reported

Baylor County

Bowie County

Briscoe County Poole, Silverton; Rural Schools, Aultor

Cochran County Director General, J. B. Nicewarner, Morton; ebate, W. L. Mooney, Whiteface; Declamaton, Evelyn Hudspeth, Morton; Extemporanous Speech, J. P. Cotman, Morton; Spelling, oyd Crooks, Lehmon; Ready Writers, Mrs. ohnson, Whiteface; Athletics, Gerald Peters, ledsoe; Music Memory, Sara Tom Jones, lorton.

Colorado County

Director General, T. H. Leslie, Weimar; Declamation, Mrs. Daisy Goode, Rock Island; Spelling, Vera Kasper, Weimar; Athletics, C. P. Wall, Weimar; Arithmetic, Mrs. Geraldine Cason, Eagle Lake; Choral Singing, Mrs. Florence Jacobsen, Rock Island; Picture Memory, Lucy K. Rogers, Eagle Lake; Story-Telling, Mrs. C. A. Chaddick, Sheridan.

Comal County Director General, E. H. West, New Braunfels; Debate, Clarence Rice, New Braunfels; Declamation, Julia Lee Herring, New Braunfels; Extemporaneous Speech, E. A. Sahm, New Braunfels; Spelling, Hallie Martin, New Braunfels; Ready Writers, E. L. Harden, New Braunfels; Athletics, O. C. Rode, New Braunfels

Concho County

Concho County

Director General, Howard J, Sanders, Milersview: Debate, Clarice Matthews, Eden; Excelamation, Effie Mae Taylor, Eden; Exemporaneous Speech, Bryan Yarborough, Lowake; Spelling, Mrs. L. E. Sansom, Eden; Ready Writers, Mrs. Bryan Yarborough, Lowake; Athletics, Howard Aycock, Millersview; Music Memory, Miss Woodard (first name not given), Eola; Picture Memory, Mary Lou Skaggs, Lowake; Three-R, Judge W. A. Faver, Paint Rock; Arithmetic, W. C. Wink, Eola; One-Act Play, Patsy Brazil, Paint Rock; Story-Telling, Mrs. J, L. South, White Point.

Dallas County

Director General, G. G. Dickey, Route Dallas; Debate, E. D. Bussey, Garland; Dec mation, J. W. Gunstream, Carrollton; F

Dimmit County

Edwards County

Freestone County

Judge Pleads For Rational View of Speaking Contests

(By Sara Lowrey, President Texas | attitude in return, "It has been a Speech Association)

My association with students and In the second case, both 'doctor' and or school concerned. The attitude of of inferiority or a resentful attitude the teachers and students has usually purpose, including a contest, should (See-CHOICE OF PLAY-Page 4) Answer: Your ruling is correct. been that of appreciation, and my (See-Speaking Contests-Page 4) (See-COUNTY OFFICERS P. 4)

pleasure to have served you." During these years I believe I have

a word, to what extent should he be penalized for poor writing—questionable letters?

Answer: Note that our contest is a called a "Spelling and Plain Writing Texas in the role of a judge.

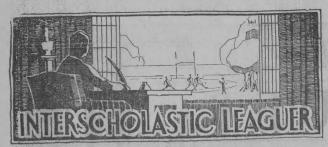
Texas in the role of a judge.

The penalized for poor writing—questionable letters?

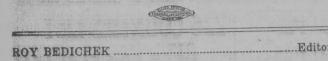
Answer: Note that our contest is a called a "Spelling and Plain Writing Texas in the role of a judge.

Texas in the role of a judge. Contest" and that we have definite During these years I have been been placed upon winning the decision writing is, and if one of these rules called upon to judge from one to and not nearly enough interest has is violated the contestant should be a dozen contests a season. My been given to the development of the experience has ranged from lo-Question 5: "In the spelling con- cal elimination contests through more valuable assets such as sportscounty and district meets to manship, thoroughness, high standhonor itself.

The decision of the judge is taken



Published eight times a year, each month, from Sepof The University of Texas.



(Entered as second-class matter November 6, 1927, at the postoffice at Austin, Texas, under the Act of farmers. August 24, 1912.)

MARCH, 1936 Vol. XIX

types of writing contest what the Extemporaneous Speech Contest is to an oratorical contest. It is not expected that a pupil can produce in a couple of hours, under the rather unfavorable conditions necessarily surrounding a contest of this kind, a finished piece of writing. It is not the purpose of this contest to motivate research, as the debating contest does, or to stimulate a pupil to undertake the long, hard grind necessary to make a creditable showing in the more exacting types of composition. This contest is just what Given a subject concerning which the pupil has information, he is expected to set this informal himself. The editorial follows: tion in shape in a limited time. He is expected to organize his information and put it forth in a sprightly and interesting manner. The training to the action of Southeastern Conference colfor this contest should therefore chiefly be in out- leges in removing restrictions on the giving of lining subject-matter and in correct and vivacious financial aid to athletes. This action is both simple expression. It is training for a life situation. Just as nine-tenths of our public speaking in life situations is extemporaneous, so at least half of the writing of the average individual is done under non-athlete. And when the belligerent sports fan "No artist is given for architecture time-pressure. It is ready writing.

THE recent State Basket Ball Tournament proof any tournament in the past seventeen years. justice which is usually visited on the head of The final game was thrilling from start to finish, no one but the athlete himself. Back of it, of a perfect see-saw so far as the score was con- course, is the simple fact that colleges are comcerned, and played with all the abandon of the peting for football players. College authorities genuine amateur. As scales will tip up and down may let this, that, or the other scholastic departwhen perfectly balanced, so one got the impres- ment slip into sad disrepair, they may permit labsion from these two teams, Cushing and El Paso, oratories to go ill-equipped, and let their wisest of perfect balance; and when the final shot was fired ending the game, it seemed that the scales ball team falls below par and stays there, the were caught with Cushing up and El Paso down: it was just that close. It says much for the uni- go out after the athletes. formity of the rules of the League and for the uniformity of their enforcement, that two teams with no previous contact whatever should be brought up to a final which proved their practical equality. The fight for third place, while not so nearly even as the Cushing-El Paso battle, balanced the tournament from another angle, namely. from the standpoint of a large school and a small school. Carey, one of the smallest high schools of the state was against Jeff Davis (Houston), one of the largest. This time the large school unusually good he can win nation-wide fame. But grade. This statement is sometimes that must be considered. But they won, while in the struggle for first place the small school won. In short, it was a "trial and balance" tournament all the way through.

appears to be one of the best organized of any county league in the state. One reason for this He is drilled ceaselessly in football; he is merely is, we believe, that the Director, Supt. Bonner exposed to an education. Frizzell, of Palestine, has been serving in this capacity continuously for many years, and that the world. What then? Unless he chooses to graphical error in the first edition he has profited by experience. He puts the whole meet down on two sides of a legal-size sheet of paper in language not hard to understand, limiting himself to the absolutely essential information. Every contest is given along with the time to the minute, and the building to the room, with the name of the director in charge. Much confusion is avoided by this kind of particularity. For illustration, if a given school knows that its volley ball team will not be scheduled to play until 1 P.M., you don't find teacher and team wandering about from one director or official to another making inquiries. Multiply this confusion by fifty or a hundred and you have the confusion resulting from this one omission alone: failure to give exact time and place for a contest. Moreover, the Anderson County program contains the schools entitled to participate all classified for competition. "Now you would say Texas is in the West. I would say This settles a lot of trouble before it begins, and the West is in Texas." We nominate this as the best if any serious question of classification arises, it epigram yet made on the bigness of Texas. can be settled in advance before the dispute introduces any disorder. These may seem small and simple matters, but many small matters make a big matter.

HOW many English history students know what Queen Anne's Bounty is? If you don't know, you had better hurry up and find out before Parliament abolishes this ancient tax. The Royal

year, reports in favor of buying the tithe-holders out with money derived from the sale of Government bonds. The Associated Press gives this interesting summary of the origin of Queen Anne's Bounty:

"Since the seventh century, tillers of the English soil have paid the tithe, originally giving up to the crown the whole 'first fruits' and thereafter one-tenth of each year's produce. In 1704 Queen Anne converted these crown revenues to the Church of England for the benefit of poor tember to April, inclusive, by the Division of Extension, curates. Her deed became known as 'Queen Anne's bounty.' It started off as the modest sum of about \$85,000, but today it totals more than meet the county executive committee \$11,000,000 annually. In Essex County, the annual tithe payment is said to equal a dollar a week for each man employed. And to collect these premiums, English Sheriffs have had to 'raid' barricaded farm houses and forcibly carry off the household furnishings and cattle of the destitute

"As the biggest beneficiaries of the tithe, England's curates have come in for flaming antagonism from the beleaguered farmers, and even high churchmen admit injustice in the system. 'However justified the position of the clergy in regard THE Ready Writers' Contest is to more formal to the tithe, it is in fact a stumbling-block in the way of the church's spiritual mission,' declared Bishop Roscoe Sheddon, of Wantage.

"'As so many country parsons know, it is do-Constitution and Rules, paragraph ing much to poison the relationship between priest entitled "Junior High School Comand people. It is an intolerable situation when a petes as a Unit." parish priest can only save himself and his family from starving by forcing his principal parishioner into bankruptcy."

EDITOR W. P. CAMERON, of the Index (Mineral Wells), publishes in the January 19 issue the name implies, a contest in ready writing. of his paper a shrewd analysis of subsidizing from the standpoint of the subsidized athlete

"The case of the star halfback who wants a college education has come up for discussion, due and logical. Hereafter an athlete in any of the thirteen colleges comprising this conference can receive scholarship funds on the same basis as a sticks his jaw out and demands, "And what's wrong with that?" the only possible answer is, "Not a thing in the world. Not a thing in the duced the most youthful-looking participants world—except that it contains the seed of an inprofessors go to other faculties; but if the footauthorities are immediately in hot water. So they the advisability of following the spe-

"Consider all this, now, from the viewpoint of the high-school lad who happens to be a fine football player. At the age of 17 or 18 he finds exalted educational institutions bidding for his services. High School Competes as a Unit," He selects one of them, enrolls, and finds himself there is a statement to the effect a favored person. His expenses are taken care of, his health is looked after, he is put in a way to make many friendships, and he is given the best from the high school division for possible instruction in his chosen game. He has four pleasant years on the campus, and if he is not yet been promoted to the eighth while all this is going on, does the college make an equal attempt to give him the education he is barred. Such is not the case. Juniors supposed to be getting? In all too many cases it in a junior high school (any grade) detailed reports, will stimulate a fardoes not. The whole set-up tends to give him the are eligible in the high school dec-THE Anderson County Interscholastic League idea that he is in college to play football, primarily, and only secondarily to get an education.

"Sooner or later it ends, and he goes out into miliar composition," contains a typobecome a professional athlete—which is a sorry justification for a college career—he leaps from the top of the heap to the bottom. From being a paragraph. This error was corrected hero, he becomes just another young man starting in the second edition of the bulletin. For The Amateur Stage," we have a time. out to make a living; and he is likely to find himself less well equipped for it than his classmates who were not athletically inclined. In other words, his college experience is apt to do him as much harm as good and it is almost certain to do him less good than it should. He starts under a handicap; a handicap imposed by the very subsidiza- when the new text will be in use success or failure of a play—the dition program that was supposed to benefit him." in all the grades. For the current rector. This book is designed for his

MANY a wit and many an orator has tried to say something impressive or something funny or something striking and memorable about the size of Texas. It has remained for Representative Wm. A. Eckwall, of Oregon, to say it shortly in a really big way:

HOSE great Republican orators who are soon to begin I their campaign criticisms of the Democrats' largesse in relief, will find, as Cato did long ago, that "It is a difficult task, O citizens, to make speeches to the belly, which has no ears."

LIFTEEN feet through clay and eight feet down in I solid rock, the underground chamber for the State's outdoor treasury vault adjoining the capitol of Texas has been excavated. Thick reinforced concrete walls and top Commission which has been studying Queen will be built in." So runs the news item. Rather a safe Anne's Bounty and other tithes for more than a place to store the State's fifteen million dollar deficit.



Junior Tennis

If a sufficient number of entries in junior tennis are made at a county is authorized to permit competition by classes. Follow rule 2 under volley ball on page 85 of the Constitution and Rules.

Article X, Section 3

In the schedule of points awarded n county meets it will be noted that the points award in the Three-R contest appear twice. The repetition is

Declamation

Declamation directors should note that juniors in junior high school ompete in the junior division in declamation for high schools. Note statement in Appendix III, page 101,

Spelling o'Clock

On page 169, in one or another ediions of the State Spelling Text, Part I, the word "o'clock" in bold-faced type is written without an apostrophe. Omission of the apostrophe, therefore, will not be counted as error (see "Instructions to Graders," Paragraph 3, page 46, Constitution and Rules) The Spelling List is here specifically mentioned, but the same rule should apply to the spelling text.

Picture Memory

No contestant in picture memory hould be charged with an error for failing to list the artist or designer of architecture, as the following statement has appeared on score sheets used in practice throughout the year: selections," a carry-over from a previous year, and not, of course, true of this year's selections.

High School Track and Field

In all League track meets follow he list of events on page 90 of the Constitution and Rules. This means ow hurdles. High hurdles 3 feet 6 inches and low hurdles 2 feet 6 inches. In these events desregard special regulations for high schools in 1936 edition of Official Track and Field Rules. A meeting of track coaches will be cial regulations for 1937.

Declamation

On page 101 of the Constitution and Rules, Rule 4, caption, "Junior that junior high school pupils under fourteen on the first day of the preceding September are not debarred juniors, even though the junior has construed to mean that eighth graders in junior high school are delamation division for juniors.

Music Memory

The paragraph about the middle of page 50, beginning, "an unfaof the Constitution and Rules. A comma should follow the word "bass" in the fourth line of the

Spelling-Fifth Graders

Many inquire concerning change year, use the old text in all League

Typewriting, Page 65, Rule 13 In changing back to the old rule for inding the accuracy percentage, we failed to make the entire change in Rule 13 on age 65. The third sentence in that paragraph should read: "To find the per cent f accuracy, subtract the penalty from the number of words written... etc." Note that is the example given in reason.

Number Sense

Debate Bulletin Correction

Choral Singing

such person under Rule 7 of the Rules in Choral Singing.

Bus Transfers Bus Transfers

Since the new law requiring county boards of education to make definite assignment of bus transfers, Interpretation I (g), Appendix III, p. 99, of the Constitution and Rules has been altered by the State Executive Committee. Bus transfers assigned by the County Board are not any longer affected by Article VIII, Sec. 13.

Article VIII, Sec. 14, Page 21 The first sentence of the second paragraph of this rule should read: "A pupiliving at home with his parents (or guardian) and qualifying under the exception clause above is eligible in any higher class school within fifteen miles of his home."

New Age-Rule

Meeting January 22, the State Executive Committee rescinded its former action lowering age-limit from 20 to 18 (effective September 1, 1936), and set the age-limit at 19, effective September 1, 1936, in accordance with results of referendum published in another column of this issue,

Proposed Legislation Meeting January 22, the State Executive ommittee passed a resolution to submit he following legislation for consideration the next State Meeting of Delegates,

y 2:

1. Rule barring schools from participa

n in the League in any contest, the coac
which is paid a percentage of gate-re
pts, or bonus in any other form. Thi
ase, of course, is present principally i

cootball.

2. Rule requiring the State Committee to suspend any school in athletic contests whose accrediting is withdrawn or cancelled by the State Department of Education for ithletic irregularities of any kind.

The Collapse of Cotton Tenancy, by Charles S. Johnson, Edwin R. Embree and W. W. Alexander, University of North Carolina Press. 81 pp. Price \$1.00 postpaid.

farmer has long been a concern not only with thoughtful south erners but for all who are genuinely interested in the welfare of Ameribeen evident that for share-croppers, who make up the bulk of the tenant class, a condition approaching economic servitude is rapidly develop-

ing.

This small volume is an excellent digest of those conditions responsible for what the authors term "our greatest social humiliation." No clearer analysis, no more pointed statement, no more vigorous indictment of the whole tenancy situation could be desired. Along with a tragic devotion to a single cash crop and an iniquitous credit system, the author's rec ognize the deadening effect of plantation tradition as one of the primary factors in the collapse of cotton tenancy. When the cotton market collapsed a situation already grown desperate was accentuated. From their consideration of these 120 yards high hurdles and 220 yards factors the authors have been led to conclude that southern farming must undergo sweeping changes "if millions of former plantation workers are not to be completely wrecked if the region itself is not to suffer violet ruin.

The dismal failure of Triple millions to reach those who most neld during the State Meet to discuss needed help convinces the authors, as it does all realistic students of the problem, that no hypodermic injection of ready dollars will suffice. The disease of cotton tenancy is deeprooted and the remedy must be drastic. What they propose and this seems the only sane and sensi farming, particularly in the old cotton states. Sharecroppers would be provided land of their own, and subsidized for a time. This is their approach to the problem, but realistically, they realize it is only the be-There are other problems ginning. of worn-out soil, race prejudices, general shiftlessness of the sharecroppers

> It is to be hoped that this study. to be supplemented later by more reaching movement for farm reorganization in the cotton states as a component part of efforts toward re-habilitation of agriculture. Cecil Holland, in Survey-Graphic.

Directing For The Amateur Stage, By Leslie Crump. Dodd, Mead & Company. New York. Illustrated, pp. 235. \$2.50.

HIS business of directing plays

but in Leslie Crump's book, "Directing we have been making from time to different slant on the whole field. With the ever growing interest in amateur theatricals and the ever n spelling text for fifth grade. No improving qualities of their producchange is made in the League con- tion, it is surprising that there has ests. The change to the new text been no adequate guide for the one will be made next year, 1936-37, man who is chiefly responsible for the need and is written in such a way as spelling contests, as prescribed in the to eanble an inexperienced person, with the book in hand, to begin the effective production of plays. The various chapters contain valuable information concerning all details connected with the staging of a play; to avoid dullness of appearance. fective use of the Test on Unfamiliar such as choosing the play, selecting Eighty-five per cent of our member Pictures. the cast, preparing the script, conducting rehearsals, movement and exproducing contrast—that of setting the use of a large letter to begin the pression, scenery and lighting, prop- the main editorial column wider than erties and make-up.

On page 53 of Bulletin No. 3538, Gov-ernment Control of Cotton Production, the figure 98,000,000 is a misprint for 98,000. Specific designation by the school board a person to direct choirs may qualify

by an amateur, for amateurs and

amateurs alone.

He realizes how foolish it is for amateurs to lean on rules and tricks of the professional stage. That, in itself, is defeating the educational purpose of this so-called dramatic art, and until these suggestions have been accomplished does such a course merit a place in our school curriculum. "Directing for The Amateur Stage" will make an invaluable addition to the shelves of any school lithe production of amateur plays.

ERNEST R. HARDIN,

Convention ahead!

and 2, the annual Interscholastic instances leads to a desire for more League Press Conference convention complete knowledge and understandand state journalism contests will be ing. The Test on Unfamiliar Pictures held at The University of Texas. We was introduced in order to instill in want you and other staff members of the child an attitude of mind which your paper to attend that meeting. Will enable him to secure greater If you were present last year, you benefit and enjoyment from his study know that we have a good time at of pictures. these meetings, and, I hope, a profitable one.

the menu: make our exhibits more educational to the work. Almost any child who than usual; so we have planned two has average intelligence, if given or three series of exhibits that we hope enough drill on the facts of picture HE plight of the cotton tenant will illustrate suggestions for produc- and artist names, can pass the Picing better school papers. These exhibits ture Memory Test with perfect score. will develop the following ideas-how Helpful as such training may be, it to make an editorial page typograph- does not develop power of discriminacan agriculture. For years it has ically attractive; how to get the best tion or train the aesthetic judgment. use from headline type; how to use The memory drill has been used expictures and cut-lines in making our tensively in all lines of school work pages more attractive; how to write because the instructional process is interview feature stories; how to easy, the results tangible and the reat special types of news stories; testing sure. The predominance of proper equipment for the school news- such procedure crowds out the types aper office.

To Improve Papers

eatures of the convention will be an correct this situation by encouraging ndividual criticism of each paper. the child to apply what knowledge The general theme of the convention and feeling he has to new aesthetic will be "Tomorrow's High-School situations. By giving opportunity for Paper"; and all of the talks will be him thus to exercise his judgment it directed toward pointing out lines of is hoped that he will build for himmprovement that will strengthen our self such standards as will make of apers.

Entertainment: The big social event art. f the convention is to be a dinnerdance Friday night. We take pleasure in announcing that we have secured vide entertainment.

Prepare for Contests

Contests: Any member of the staffs of all the papers enrolled in the . L. P. C. is entitled to attend the convention. Coördinate with the convention proper are a series of five journalism contests. Only the representatives of the twenty-four papers elected to represent the various disricts in the state meet shall be eligible to enter these state journalism

Committees which were appointed ast week are already busy grading all copies of every paper published often enough to be considered in the district eliminations. As you doubtess know, only those papers publishng at least nine issues before March 15 are eligible for consideration. District winners will be announced before April 1.

Some of our papers are still having rouble in making the editorial page attractive. We would like to add a 1 has been discussed many times few more suggestions to those which

1. Avoid running jump stories (the continued parts of stories) on the editorial page.

Provide Variety

ance of the editorial page from issue and becomes impatient when required to issue. Many papers so fill the page to spend time in contemplation of a with column heads and other standing work of art. heads that there is little change in appearance as successive issues are the place of the child and venture published. Even for five columed pa- with him into the realm of beauty pers, two columns, at least, should be unhampered by previous conceptions free for variation.

papers make use of one device of the ordinary news column. A few of Only seventh graders are eligible in Number Sense. Paragraph 2, page 59, precribes the same numerical method of repesentation as is used in Music Memory, at does not include the same grades that re eligible in Music Memory. Rule 3 clearly tates that only seventh graders are With the invaluable index and lists the papers which do this, however, device for contrast. artificialities of this sometimes over- use of a large letter to begin the first drinks, and he will not allow anyone enthusiastic line of endeavor and place body type is fairly small, a slightly to smoke near him. He is practically it on a sane, healthy, ambitious and larger type should be used for two- a vegetarian. So also is Mussolini.



PURPOSE OF "UNFAMILIAR" TEST

A BILITY to appreciate means more than knowing facts brary or organization interested in about things. Knowledge of facts sometimes helps an individual to experience appreciation more fully but, on the other hand, too much interest in the facts related to an object of contemplation may lead to an attitude of critical analysis which is positively detrimental to complete enjoyment.

The Picture Memory Contests bring the children into contact with certain facts about pictures. This provides a On Friday and Saturday, May 1 fund of information which in certain

Memory Training Inadequate

In learning any series of facts the Here are a few items brewing on success of the tested result depends largely upon the thoroughness and Exhibits: This year we want to amount of study the child has given

of work in which results are less tangible but just as valuable. The Talks and discussions: One of the Test on Unfamiliar Pictures seeks to him a more intelligent consumer of

Absolute Accuracy Not Desired

Individual and abstract values cannot be measured with the accuracy for this dance the most attractive that is possible in the purely memory ballroom in Austin, the main ball- work. However, as the aesthetic excoom of the Student Union Building. perience increases there becomes Our banquet will be served by the established a power to recognize and University Commons, and thus we are understand the use of definite art assured of a good meal. For those principles. This understanding is who do not care to dance, several more or less common to all lovers of vaudeville stunts and games will pro- art and is related to the emotional as well as the intellectual life. It grow as we compare our aesthetic experiences with those of others and with our own previous experiences. The Test on Unfamiliar Pictures attempts to give the child opportunity to compare his aesthetic experience with that of others who have broader knowledge of the subject. In this way we can tell whether he is growing in understanding of the principles which

time has proven to have lasting value. Because individual taste and opinon vary it is not desirable that the child should make a perfect score on the Test on Unfamiliar Pictures. Such accuracy might mean that he is being entirely dominated by the thinking of another person. The value of the test, for the child, lies mostly in the experience of comparison of opinion. Winning the highest score does not prove superiority although it is quite likely that the opinions of individuals who have considerable insight will not vary greatly within the limited scope of the test.

Children Develop Insight Quickly Frequently points that seem difficult for the adult to grasp are easily understood by children. That is in part due to the fact that the child is willing to look at the picture and depends upon it for his study, while 2. Provide for variety of appear- the adult is content to read about it

If teachers could put themselves in of what they ought to enjoy, they 3. If possible, provide for the ele- would go a long way toward buildment of contrast on the page so as ing the attitudes necessary for ef-

> first word of each editorial. Titles inset into the column provide another

> Adolph Hitler neither smokes nor

ing is that the author, after fifteen cured by the use of italic type for Relief jobs are notorious for the years experience in directing ama- editorial titles. If such type is not manner in which they save the body



Ready Made Hero, by Fred Hodgkins. aisles with it. Walter H. Baker Co. Boston. 35c. Comedy, 1 act, 4m3f, int, costumes Babbitt's Boy, by Glenn Hughes. comedy, filled with action, with very human characters and a hero in spite

Allan. Walter H. Baker Co. 35c. to produce. Comedy, 1 act, 4m2f, int, costumes

modern, 30 min. A member of the "younger generation" proves she is quite capable of choosing her own companions, and that the traits of character admired by her parents are

Ten Minute Alibi, by Anthony Armstrong. Samuel French. 75c.

Mystery play, 3 acts, 6m1f, int, costumes modern. This is one of the most novel of murder dramas, tense and thrilling, ingeniously fashioned one of the best we have seen.

revised by Margaret Mayo and it brings a surprise at the end. Nathaniel Edward Reeid. Long-

Comedy, 3 acts, 10m7f, 2 int, costumes modern. A new play with the popular plot of the poor, dumb but deserving young man who blunders his way into a dazzling success. The material of the play is refreshingly handled, characters well drawn, situations well built, with a series of climayes leading to an excellent third. climaxes leading to an excellent third ties for real acting.

It Happened on Wednesday, by Katharine Kavanaugh. Penn Publishing Co. Philadelphia. 35c.

The Vanishing Princess, by John Mitzi Mixes In, by Eugene Todd. Golden. Samuel French. 35c. Fantasy, 1 act, 3m1f, int, costumes fantastic, 40 min. A delightful fantasy with a fairy tale atmosphere, bubbling with humor.

Samuel French. 35c.

Comedy, 1 act, 1m6f, int, costumes modern, 35 min. Several members of Playing With Fire, by Percival Wilde. the carpet committee have designs on the rector, who is unmarried, but he chooses for himself. A clever comedy of church folks.

The Clock Shop, by John Golden. Samuel French. 35c.

costumes to suggest clocks, 1 hr. year-old in love. Fascinating in its rhythm, and to add for the songs.

The Mandarin Coat, by Alice C. D. Riley. Samuel French. 30c.

Comedy, 1 act, 2m3f, int, costumes modern, 30 min. A young wife takes her housekeeping money to buy a much-desired Mandarin coat. Her husband, discovering it, suspects a former admirer of giving it, and becomes wildly jealous. A delightful comedy with excellent plot; acts well. Recommended for contest.

Westward People, by John William

Rogers. Samuel French. 35c. Drama, 1 act, 4m3w, int, costumes 1830, 35 min. Mary Austin Holley's interest and help played no small part in the early colonization of Texas. This play is based on an incident in her experiences during her first visit to Texas. When Mrs. Holley finds a family of settlers discouraged and ready to return to their former home, stirs them with a vision of the future, a vision that gives them hope and courage to go on with their un-dertaking. The play gives an authentic picture of the life of the colonists that is of especial interest during the Centennial year, though for that matter the plays of our Mr. Rogers (he delicate fantasy woven in the pattern hails from Dallas) are always of in-

Bridal Chorus, by Roberta Winter. Longmans, Green & Co., New Master Wayfarer, by J. E. Harold

(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.)

the seemingly hopeless confusion emerges not one, but three weddings. While the plot is not novel it does have action, and a clever director could lay certain audiences in the could lay certain audiences in the

Samuel French. 35c.

Comedy, 1 act, 2m4f, int, costumes modern, 25 min. A superior lad, home from his freshman year in college, high hats his family to the point of An Unprepared Test, by Dorothy C. desperation. Excellent comedy, easy

companions, and that the traits of character admired by her parents are her own standard also. An excellent play, acts well.

Comedy, 3 acts, 6m4w, 2 int, costumes modern. Good comedy, full of action and of the type high school audiences like. Royalty free on the purchase of ten copies.

Murder In Reverse, by Walter Kerr. Dramatic Publishing Co., Chicago.

Mystery play, 1 act (3 blackouts) 5m2f, int, costumes modern, 20 min. Something new in mystery plays, starting with the solution of the crime The Poor Simp, by Zellah Covington, and working back to its perpetration,

mans, Green & Co. New York. The Anniversary, by Herbert Swears. Samuel French. 35c.

Little Women, by Roger Wheeler. Walter H. Baker Company. Bos-

ton. 50c. ing Co. Philadelphia. 35c.

Comedy, 3 acts, 6m5f, int, costumes modern, 2½ hrs. A play of middle class American family life that is entertaining and wholesome, with well drawn characters, and with the com-

> Dramatic Publishing Co. Chicago. 50c.

Farce, 3 acts, 4m5w, int, costumes modern. A well written and plausible farce, recommended for a full evelon, and any advice which readers The Robe of Wood, by John Golden. be used by either high school or older ly appreciated. Samuel French. 35c.

Comedy, 1 act, 2m1f, ext, costumes modern. A silly summer girl is taught

Walter H. Baker Co. Boston.

Comedy, 1 act, 1m2f, int, costumes modern, 30 min. Madge makes a test Musical fantasy, 1 act, 6m1f, int, will appreciate the humor of a fifteen-

The Sire de Maletroit's Door, by Law- Dr. A. S. Yahuda in the Daily Telerence Languer. Samuel French. graph.

Drama, 1 act, 3m1f and extras, int, costumes early Fifteenth Century, 30 min. An excellent and actable dramatization of Stevenson's famous short

Spreading The News, by Lady Greg-

ory. Samuel French. 50c. Comedy, 1 act, 7m3f, ext, Irish cosumes, 30 min. A finely human comedy of village gossip. Especially recommended for amateurs as offering an unusual opportunity for char-

The Cross-Stitch Heart, by Rachel Field. Samuel French. 35c.

Fantasy, 1 act, 2m3w, ext, costumes Early American, 35 min. A hails from Dallas) are always of interest. Among Mr. Rogers' best known plays are the one-acts: "Judge Lynch" man-of-the-world and is forced to plays are the one-acts: "Judge Lynch" man-of-the-world and is forced to and "Bumblepuppy" and the full length "Roam Though I May." become more human. Partly in verse with songs.

Terry. Samuel French. 35c.

Comedy, 3 acts, 8m6w, int, costumes modern. An amusing comedy that should lend itself well to high school production, though possibly a few lines might be deleted. Not difficult to stage and set. The story is about to stage and set. The story is about a managing maid of honor who dictates wedding plans until the bride feels out of it all, even to the extent of calling off the wedding; but out of calling off the wedding; but out of comedy and state wedding; but out of comedy int, costumes being the fine to control of marketing production, in other words, is conditions which restricted the amount of cotton a farmer can sell (or penallized the excess he might market) constitute control of production?"

(4) Would control of marketing production, in other words, is continuous to focut on a farmer can sell (or penallized the excess he might market) constitute control of production?"

The questions asked in the coach's little control of production, My understanding of the term "control of production."

Sessions of the Reichstag, which text and the amount of cotton a farmer can sell, does not constitute control of production. My understanding of the term "control of production."

Terry. Samuel French. 35c.

Drama, 1 act, 3mIw, int, costumes conditions which restricted the amount of cotton a farmer can sell (or penallized the excess he might market constitute control of production. Will the hard that the term in the floation of cotton a farmer can sell (or penallized the excess he might market constitute control of production. Will the hard that the term in the floation of the debate. Those who like the thrill of mental combat would then have to find enter the amount of cotton a farmer can sell (or penallized the excess he might market constitute. The control of production is the floation of the cotton of production. The questions asked in the coach's stitute control of production is the floation of the production. The debate is not constitute to the amount of cotton a farmer can sell (or pen

MAKES PLEA FOR

Writer Says It Should Be Part Of Professional Teacher Training

ment of Speech, Baylor University)

urged a closer bond between the list. Interscholastic League and the League is doing splendid work and in my observation in other states, it seems to me that Texas further than those which I have we need to do to improve the

charge the training of the students are positively harmful. It has been well as to those who have speech as a part of the curriculum.

in Baylor University, particularly mary and elementary grades. This

a realization of the need of speech

The raising of the arm was originally French. 35c.

District 14—Center: Texarkana.

In and and implored his life. Thus the Nazi-Fascist salute has nothing the Nazi-Fascist salute has nothing Nordic or Aryan in it, but is of Civil War, 40 min. During the Civil War a narrow-minded stolid country-woman who has refused to take sides is goaded to frenzy. Well written and the same anything virile or heroic about it. to its charm special music is included The Clod, by Lewis Beach. Samuel hands and implored his life. Thus submissiveness imposed by tyrants.— view.

Districts, Regions, Centers, With Respective Committees

Declamation; (4) Director of Extemporaneous Speech; (5) Di-(By Sara Lowrey, Director Depart- rector of Athletics; (6) Director of Essay Writing; (7) Director of One-act Play; (8) Director of Typewriting; (9) Director of Art. (This position occurs only on the regional directorates.) R ECENTLY the LEAGUER pub- In certain cases, additional directors have been added, and these I lished an article in which I additional officers with their respective titles follow the numbered

Region I-Center: West Texas State Teachers College, Canyon State Speech Association. While
I think the Interscholastic
League is doing splendid work
League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

League is doing splendid work

Lea

District 1-Center: Amarillo states, it seems to me that Texas (1) President F. J. Mead, Amarillo College, Amarillo. (2) Mr. Wayne C. Eubank, has progressed much farther that the average, certainly (6) Miss Ruth S. Word, Amarillo College, Amarillo. (7) Mr. Luther H. Gray, 1118 (8) Mrs. Agatha McLarry Shaw, Amarillo College, Amarillo.

District 2-Center: Pampa

had an opportunity to observe, yet there are many things which (5) Superintendent H. T. Burton, Clarendon. (4) Superintendent W. B. Irvin, Perryton. (5) Superintendent F. L. Mize, Lefors. (6) Superintendent F. N. Sawyer, Canadian. (7) Mr. Ben Guill, Pampa. (8) Miss Zenobia McFarlin, Pampa.

District 3-Center: Lubbock

Work in our State.

The thing which has distressed me through the years is the fact that so many of the teachers who have in

District 4-Center: Childress for these contests have had no training themselves and lead the students astray, training them in habits which (1) Superintendent A. W. Adams, Childress. (2) Miss Mabel Hare, Childress. (3) Superintendent E. A. Sanders, Quanah. (4) Superintendent W. E. Hancock, Chillicothe. (5) Mr. Joe A. Gibson, Childress. (6) Mr. L. O. Cummings, Wellington. (7) Superintendent I. T. Graves, Crowell. (8) Mr. W. W. Heffner, Childress.

Region II-Center: Abilene my desire through the years to give some help to the general grade and high school teachers who have this work as extra-curriculum activity as well as to those who have speech as the second through the years to give and the speech as the second through the years to give and the speech as the second through the years to give and the speech as the speech as the second through the years to give and the speech as the second through the years to give and the speech as the sp

District 5-Center: Sweetwater part of the curriculum.

Speech Work in Baylor

The courses which we have offered

(1) Superintendent R. S. Covey, Sweetwater. (2) Superintendent R. A. Burgess, Merkel.

(3) Superintendent L. W. Johnson, Stamford. (4) Superintendent Dale N. Morrison, Roscoe

(5) Mr. Edgar A. Hennig, Sweetwater. (6) Principal George H. Gentry, Big Spring.

(7) Miss Ethel Harkins, Box 325, Sweetwater. (8) Miss Octavine Cooper, Colorado.

District 6-Center: Breckenridge during the summer term, have met with enthusiasm on the part of the teachers who have enrolled, but it teachers who have enrolled, but it teachers who have enrolled but it that the relationship is the following that the relationship is the following the summer term, have met (1) Principal John F. Bailey, Breckenridge. (2) Principal W. G. Womack, Eastland (3) Principal H. Brandon, Cisco. (4) Superintendent E. T. Dawson, Rising Star. (5) Mr Ecke Curtis, Breckenridge. (6) Principal W. A. Ross, Mineral Wells. (7) Miss Floring Star. (5) Mr Eckenridge. (8) Miss Mary Watters, Throckmorton. Junio Declamation: Superintendent C. B. Downing, Albany.

pian whereby training could be given to the majority instead of to a very small minority. I have before me a plan which is being submitted to the Baylor University from the majority from the majority from the majority from the majority instead of to a very small minority. I have before me a plan which is being submitted to the Baylor University from the majority from the majority from the majority instead of to a very small minority. I have before me a plan which is being submitted to the Baylor University from the majority from the majority instead of to a very small minority. I have before me a plan which is being submitted to the Baylor University from the majority instead of to a very small minority. I have before me a plan which is being submitted to the majority instead of to a very small minority. I have before me a plan which is being submitted to the

Baylor University faculty by the State
Department of Education recommending certain changes in the professional training for teachers in primary and elementary grades. This

(1) Dean Thos. H. Taylor, Howard Payne College, Brownwood. (2) Principal J. T. (3) Superintendent J. D. Bramlet, Comanche. (4) Superintendent A. H. Smith, Goldthwaite. (5) Professor J. H. Shelton, Howard Payne College, Brownwood. (7) Mrs. Leta
Newby Shelton, Howard Payne College, Brownwood. (8) Mr. I. A. Hicks, Howard Payne
College, Brownwood.

drawn characters, and with the comedy balanced with heart interest. Wheeler knows his theatre and has been careful to keep the action continuous while retaining the humor is of wide general appeal, well handled and well sustained.

Style of Louisa Alcott's book. Mr. Wheeler knows his theatre and has been careful to keep the action continuous while retaining the humor public school art and drawing and public school music, but there is not his of wide general appeal, well handled and well sustained.

Style of Louisa Alcott's book. Mr. Wheeler knows his theatre and has been careful to keep the action continuous while retaining the humor public school music, but there is not handled and well sustained.

(1) Dr. Harold Brenholtz, North Texas State Teachers College, Denton. (2) Mr. E. B. Comstock, 6218 Bryan Parkway, Dallas. (3) Dr. V. Y. Craig, Box 246, T. C. Station, Denton. (4) Miss Anna Powell, North Texas State Teachers College, Denton. (5) Mr. Theron public school music, but there is not handled and well sustained.

Not difficult to produce.

Teachers College, Denton. (9) Mr. Rudolph Fuchs, North Texas State Teachers College, Denton. (9) Mr. Rudolph Fuchs, North Texas State Teachers College, Denton. (9) Mr. Rudolph Fuchs, North Texas State Teachers College, Denton. (9) Mr. Rudolph Fuchs, North Texas State Teachers College, Denton. (9) Mr. Rudolph Fuchs, North Texas State Teachers College, Denton. (9) Mr. Rudolph Fuchs, North Texas State Teachers College, Denton. (9) Mr. Rudolph Fuchs, North Texas State Teachers College, Denton. (9) Mr. Rudolph Fuchs, North Texas State Teachers College, Denton. (9) Mr. Rudolph Fuchs, North Texas State Teachers College, Denton. (9) Mr. Rudolph Fuchs, North Texas State Teachers College, Denton. (9) Mr. Rudolph Fuchs, North Texas State Teachers College, Denton. (9) Mr. Rudolph Fuchs, North Texas State Teachers College, Denton. (9) Mr. Rudolph Fuchs, North Texas State Teachers College, Denton. (9) Mr. Rudolph Fuchs, North Texas State Teachers College, Denton. (9) Mr. Rudolph Fuchs,

training and to meet that need when it is awakened?

Anything which you may do to put

(1) Principal S. H. Rider, Wichita Falls. (2) Superintendent W. R. Bradford, Iowa Park. (3) Miss Juanita Kinsey, Junior College, Wichita Falls. (4) Superintendent F. W. Richardson, Henrietta. (5) Superintendent B. M. Dinsmore, Electra. (6) Superintendent J. F. Kemp, Seymour. (7) Superintendent Joe B. Humphrey, Olney. (8) Superintendent W. R. Bradford, Iowa Park. (3) Miss Juanita Kinsey, Junior College, Wichita Falls. (4) Superintendent F. W. Richardson, Henrietta. (5) Superintendent B. H. Bradford, Iowa Park. (6) Superintendent J. F. Kemp, Seymour. (7) Superintendent Joe B. Humphrey, Olney. (8) Superintendent B. Humphrey, Olney. (8) Superintendent W. R. Bradford, Iowa Park. (6) Superintendent J. F. Kemp, Seymour. (7) Superintendent J. F. Kemp, Seymour. (8) Superintendent B. Humphrey, Olney. (8) Superintendent W. R. Bradford, Iowa Park. (8) Superintendent J. F. Kemp, Seymour. (9) Superintendent J. F. Kemp, Seymour. (1) Superintendent J. F. Kemp, Seymour. (2) Superintendent J. F. Kemp, Seymour. (3) Superintendent J. F. Kemp, Seymour. (4) Superintendent J. F. Kemp, Seymour. (5) Superintendent J. F. Kemp, Seymour. (6) Superintendent J. F. Kemp, Seymour. (7) Superintendent J. F. Kemp, Seymour. (8) Superintendent J. F. Kemp, Seymour. (8) Superintendent J. F. Kemp, Seymour. (8) Superintendent J. F. Kemp, District 10-Center: Ft. Worth

modern. A well written and plausible farce, recommended for a full evening of excellent entertainment. May be used by either high school or older groups.

(1) Mr. B. A. Crouch, Texas Christian University, Ft. Worth. (2) Mrs. Mirth W. Sherer, Texas Christian University, Ft. Worth. (3) Mr. Ernest F. Sellars, W. G. Ellis School, Ft. Worth. (4) Mr. J. B. Bright, Cleburne. (5) Mr. R. B. Wolf, Texas Christian University, Ft. Worth. (6) Miss Mabel Major, Texas Christian University, Ft. Worth. (7) Miss Katherine Moore, Texas Christian University, Ft. Worth. (8)

District 11-Center: Dallas

The Rector, by Rachel Crothers. Samuel French. 30c.

Comedy, 1 act, 1m6f, int, costumes modern, 35 min. Several moders. Samuel French. 30c.

District 12—Center: Waco

(1) Principal E. T. Genheimer, Waco. (2) Principal O. P. Douglas, Corsicana. (3) Principal Wilson T. Betts, Marlin. (4) Superintendent J. C. McKelvy, Valley Mills. (5) Mr. R. E. Henderson, High School, Waco. (6) Principal Oliver W. Scott, Hillsboro. (7) Miss Waurine Walker, 1810 Alexander Avenue, Waco. (8) Mrs. Lynn Shaw, High School, Waco.

and many an idea, it cannot be far off the mark to assume that this gesture of saluting also had been adopted by them from the Egyptians.

(1) Superintendent H. L. Foster, Longview. (2) Superintendent H. W. Stilwell, Texar-longview. (3) Superintendent Frank H. Morgan, Commerce. (4) Superintendent Ben A. Copass, Mineola. (5) Mr. C. N. Wilkinson, Longview. (6) Principal J. R. Morton, Marshall. (7) Miss M. J. Harris, 404 E. North St., Longview. (8) Miss Grace Pearl Sudderth, Longview. (9) Miss Dorothy Bryan, Box 1387, Kilgore.

District 13-Center: Commerce modern, 30 min. Madge makes a test of Danny's love and he in turn tests her. A tenderly humorous romantic conditional submission. It was the conditional submission. It was the defeated warrior will appreciate the humor of a fifteen year-old in love.

(1) Mr. L. I. Smith, East Teachers College, Commerce. (2) Mr. Claude V. Hall, East Texas State Teachers College, Commerce. (3) Mr. E. H. Watson, East Texas State Teachers College, Commerce. (4) Mr. Robert E. Baker, 2314 Monroe St., Commerce. (5) Mr. W. H. Acker, East Texas State Teachers College, Commerce. (6) Miss Mary R. Bowman, East Texas State Teachers College, Commerce. (7) Miss Maud Webster, East Texas State Teachers College, Commerce. (8) Mr. Stanley Pugh, East Texas State Teachers College, Commerce. (9) Mr. Claude V. Hall, East Texas State Teachers College, Commerce. (1) Mr. L. I. Smith, East Texas State Teachers College, Commerce. (2) Mr. Claude V. Hall, East Texas State Teachers College, Commerce. (3) Mr. E. H. Watson, East Texas State Teachers College, Commerce. (5) Mr. Robert E. Baker, 2314 Monroe St., Commerce. (6) Miss Mary R. Bowman, East Texas State Teachers College, Commerce. (7) Miss Maud Webster, East Texas State Teachers College, Commerce. (8) Mr. Stanley Pugh, East Texas State Teachers College, Commerce. (9) Mr. Claude V. Hall, East Texas State Teachers College, Commerce. (2) Mr. Claude V. Hall, East Texas State Teachers College, Commerce. (3) Mr. E. H. Watson, East Texas State Teachers College, Commerce. (5) Mr. Robert E. Baker, 2314 Monroe St., Commerce. (6) Miss Mary R. State Teachers College, Commerce. (1) Mr. Claude V. Hall, East Texas State Teachers College, Commerce. (2) Mr. Claude V. Hall, East Texas State Teachers College, Commerce. (3) Mr. E. H. Watson, East Texas State Teachers College, Commerce. (6) Miss Mary R. State Texas State Teachers College, Commerce. (1) Mr. Claude V. Hall, East Texas State Teachers College, Commerce. (3) Mr. E. H. Watson, East Texas State Teachers College, Commerce. (3) Mr. E. H. Watson, East Texas State Tea

stamp. Nor is there anything virile voman who has refused to take sides s goaded to frenzy. Well written and hrilling drama.

stamp. Nor is there anything virile or heroic about it. Actually, it was a manifestation of abject and slavish J. Byron Saunders, High School, Tyler. (8) Miss Grace Pearl Sudderth, High School, Long-

District 16-Center: Nacogdoches

(1) Dean T. E. Ferguson, Stephen F. Austin State Teachers College, Nacogdoches. (2) Mr. W. F. Garner, Stephen F. Austin State Teachers College, Nacogdoches. (3) Mr. J. J. control of the raw material as it is produced from the ground.



coach the following four ques- control production.

a plan of compulsory control? of acreage constitute control?

"negative" plan?

duction.

for bounties in return for reduction negative plan because it advocates accept it. control of production. The distin-"(3) Is Plan III (in your sug- guishing feature of Plan III from were given power to announce intergested affirmative brief) a so-called the other plans is simply the fact that pretations that must be accepted, under Plan III the farmer is not com- there would be no mental exercise in

to any strict, dogmatic statement of what these various terms mean, nor do we think it advisable to have any WE RECEIVED from a debate a compulsory or a voluntary plan of authority on the exact meaning of tions, which we answer not satisfac- (2) A plan which provides for should be allowed to express their torily, but to the best of our ability: bounties in return for reduction of own opinion and really debate the "(1) Must the affirmative present acreage constitutes control of pro- problem. It's a part of the art of debating to adopt an interpretation "(2) Does a plan which provides (3) Plan III in the brief is not a and so present it that the judges

If some high and mighty authority

Region V-Center: Sam Houston State Teachers College, Huntsville FOR convenience in printing, the several positions on the district and regional directorates are numbered, as follows:

(1) Director General; (2) Director of Debate; (3) Director of Declamation: (4) Director of Externology (5) The several positions on the district and regional directorates are numbered, as follows:

(1) Mr. Earl Huffer, Sam Houston State Teachers College, Huntsville. (2) Mr. Forguson, Navasota. (5) Mr. Joe Kirk, Sam Houston State Teachers College, Huntsville. (6) Miss Ernestine Carroll, Box 414, Huntsville. (7) Mr. Charles O. Stewart, Sam Houston State Teachers College, Huntsville. (9) Miss Florence Lowe, Sam Houston State Teachers College, Huntsville. (9) Miss Florence Lowe, Sam Houston State Teachers College, Huntsville.

District 17-Center: Bryan (1) Superintendent S. M. Brown, Bryan. (2) Superintendent M. B. Holleman, Brenham. (3) Superintendent J. T. Ferguson, Navasota. (4) Superintendent W. D. Wilkerson, Calvert, (5) Mr. Homer Norton, A. & M. College, College Station. (6) Superintendent P. D. Browne, Pairfield. (7) Miss Ruth Rucker, Bryan. (8) Miss Clara Calhoun, Bryan,

District 18-Center: Livingston (1) Superintendent Harmon Lowman, Livingston. (2) Superintendent E. L. Blair, Trinity. (3) Superintendent H. C. Smith, Montgomery. (4) Principal W. L. Jordan, Crockett. (5) Mr. J. W. Summers, Livingston. (6) Mr. J. H. Slack, Chester. District 19-Center: Houston

(1) Mr. J. O. Webb, 1500 Louisiana St., Houston. (2) Superintendent Wesley Slack, Hempstead. (3) Superintendent F. C. Herndon, Rosenberg. (4) Principal R. A. Faubion, Freeport. (5) Major George D. Bronson, 1500 Louisiana St., Houston. (6) Superintendent Levi Fry, Texas City. (7) Superintendent J. Hall Sheppard, La Port. (8) Mrs. Lillian Warren, 2126 Balsover, Houston.

District 20-Center: Beaumont (1) Principal Z. A. Williamson, South Park, Beaumont. (2) Mr. H. F. Baugh, South Park High School, Beaumont. (3) Superintendent E. B. Stover, Orange. (4) Superintendent W. L. Schupp, Daisetta. (5) Mr. Tom L. Dennis, High School, Port Arthur. (6) Miss Jennie Hayth, Sour Lake. (7)

(8) Miss Myrtie Lou Head, Liberty.

Region VI-Center: Southwest Texas State Teachers College, San Marcos (1) Mr. J. H. Vordenbaum, Box 665, San Marcos. (2) Mr. L. N. Wright, Southwest Texas State Teachers College, San Marcos. (3) Mr. L. E. Derrick, Southwest Texas State Teachers College, San Marcos. (4) Miss Sue Taylor, Southwest Texas State Teachers College, San Marcos. (5) Mr. O. W. Strahan, Southwest Texas State Teachers College, San Marcos. (6) Dr. D. A. Snellings, Southwest Texas State Teachers College, San Marcos. (7) Mr. Buren C. Robbins, Southwest Texas State Teachers College, San Marcos. (8) Mr. C. C. Chamberlain, Southwest Texas State Teachers College, San Marcos. (9) Miss Georgia Lazenby, Southwest Texas State Teachers College, San Marcos. District 21-Center: Uvalde

(1) Superintendent Guy D. Dean, Uvalde. (2) Miss Bertha Dalton, Uvalde. (3) Superintendent A. R. Davis, Brackettville. (4). (5) Principal M. I. Broxton, Hondo. (6) Miss Virginia Rich, Crystal City. (7) Superintendent W. W. Few, Pearsall. (8)

District 22-Center: San Antonio

(1) Mr. J. Chester Cochran, Board of Education, San Antonio. (2) Superintendent Joe F. Saegert, Seguin. (3) Superintendent H. A. Moore, Kerrville. (4) Superintendent E. A. Sahm, New Braunfels. (5) Mr. C. H. Kellam, Board of Education, San Antonio. (6) Mr. H. K. Williams, Rt. 9, Box 126, San Antonio. (7) Mr. Thomas B. Portwood, Board of Education, San Antonio. (8) Miss Lillie S. Gohmert, 1335 Fulton Avenue, San Antonio. District 23-Center: Georgetown

(1) Mr. R. J. Kidd, Southwestern University, Georgetown. (2) Principal John Rowntree, Lampasas. (3) Superintendent C. O. Britt, Round Rock. (4) Mr. Harvey Williams, High School, Austin. (5) Mr. C. M. Edens, Southwestern University, Georgetown. (6) Superintendent L. C. Proctor, Temple. (7) Superintendent Raymond L. Hiles, Georgetown. (8) Superintendent A. B. Smith, Granger.

District 24-Center: La Grange (1) Superintendent W. R. Boucher, La Grange. (2) Principal R. G. Winchester, Yoakum. 3) Superintendent P. J. Dodson, Bastrop. (4) Superintendent J. B. Mitchell, Smithville. 5) Principal E. C. Powers, Schulenburg. (6) Miss Clara Koch, Fayetteville. (7) Miss essie Mercer, Luling. (8) Miss Ellice Hudson, La Grange.

Region VII-Center: Texas College of Arts and Industries, Kingsville (1) Mr. A. W. Straiton, Texas College of Arts and Industries, Kingsville. (2) Mr. W. B. Galligan, Laredo. (3) Superintendent Bascom B. Hayes, Edna. (4) Superintendent E. C. Dodd, Brownsville. (5) Mr. A. Y. McCallum, Texas College of Arts and Industries, Kingsville. (6) Miss Sue L. Mood, 815 Coleman Avenue, Corpus Christi. (7) Miss Mildred Pecaut, Texas College of Arts and Industries, Kingsville. (8) Miss Clara W. Glass, Texas College of Arts and Industries, Kingsville. (9) Miss Leora McNess, Texas College of Arts and Industries, Kingsville.

District 25-Center: Victoria (1) Superintendent Porter S. Garner, Victoria. (2) Superintendent Flody G. Betts, Wharton. (3) Superintendent Bascom B. Hayes, Edna. (4) Superintendent B. J. Walker, Austwell. (5) Superintendent J. C. Deviney, Port Lavaca. (6) Superintendent J. E. Carrico, El Campo. (7) Mr. John L. Cook, Refugio. (8) Superintendent D. E. Moore, Runge.

District 26-Center: Robstown (1) Superintendent John P. Manning, Robstown. (2) Superintendent C. E. Wade, Kingsville. (3) Superintendent S. W. Seale, Sinton. (4) Mr. B. F. Miller, Corpus Christi. (5) Mr. C. A. Rundell, Robstown. (6) Mrs. Nell Harvey, Alice. (7) Miss Lenora Hays, Kingsville. (8) Superintendent M. E. Decherd, Taft.

 Principal W. J. Lemoine, Laredo. (2) Principal George E. Schunior, San Diego.
 Superintendent J. W. Edgar, Mirando City. (4) Superintendent E. J. Balley, Cotulla,
 Mr. Shirley DaCamara, Laredo. (6) Principal Charles L. DuBose, Falfurrias. (7) Mr. M. Mouser, 1117 Laredo St., Laredo. (8) Miss Kathleen Flood, Laredo. District 28-Center: McAllen

District 27-Center: Laredo

(1) Superintendent J. Lee Stambaugh, Pharr. (2) Superintendent O. L. Davis, San enito. (3) Mr. C. P. Hilbun, Raymondville. (4) Superintendent E. C. Dodd, Browns-ille. (5) Mr. D. C. Cannon, Edinburg. (6) Superintendent E. H. Poteet, Mercedes. (7) Mr. Arthur Hayes, Mission. (8) Miss Gladys Sedwick, McAllen. Three-R: Mr. John Barron, Brownsville. Region VIII-Center: Sul Ross State Teachers College, Alpine

(1) Mr. J. C. Coleman, Sul Ross State Teachers College, Alpine. (2) Superintendent H. G. Secrest, Rankin. (3) Superintendent J. E. Gregg, Marfa. (4) Superintendent J. T. H. Bickley, Iraan. (5) Mr. C. A. Gilley, Sul Ross State Teachers College, Alpine. (6) Superintendent R. H. Blackwell, Pecos. (7) Miss Anna Kate Ferguson, Sul Ross State Teachers College, Alpine. (8) Superintendent H. Oliver, Van Horn. (9) Miss Nell Scott, 3101 Federal St., El Paso. District 29-Center: El Paso

(1) Mr. C. A. Puckett, College of Mines, El Paso. (2) Superintendent J. M. Hanks, Ysleta. (3) Superintendent M. D. Lakey, Fabens. (4) Superintendent Hugh Waldrum, Clint. (5) Mr. Mack Saxon, College of Mines, El Paso. (6) Principal C. E. Whitehead, Tornillo. (7) Principal W. W. Wimberly, Austin High School, El Paso. (8) Principal R. R. Jones, El Paso High School, El Paso. District 30-Center: Ft. Stockton

Drama, 1 act, 4m1f, int, costumes
Chinese, 45 min. Chinese drama deChinese, 45 min. Chinese drama developing a series of increasing dramatic surprises with a turn at the
end that is a striking and unexpected

The Noble Lord, by Percival Wilde.

The Stockton

(1) Superintendent R. D. Holt, SanderSon. (3) Mr. C. S. Denham, Ozona. (4) Superintendent R. D. Holt, SanderSon. (5) Mr. C. S. Denham, Ozona. (4) Superintendent R. D. Holt, SanderSon. (6) Mr. C. S. Denham, Ozona. (4) Superintendent R. D. Holt, SanderSon. (6) Mr. C. S. Denham, Ozona. (6) Mr. C. S. Denham, Ozona. (7) Professor David Russell, Southern Methodist University, Dallas. (6) Mr. C. S. Denham, Ozona. (8) PrinMalter H. Baker Co. Boston.

Son. (6) Mr. C. S. Denham, Ozona. (8) Superintendent R. D. Holt, SanderSon. (8) Mr. C. S. Denham, Ozona. (9) Mr. C. S. Denham, Ozona. (1) Superintendent R. D. Holt, SanderSon. (8) Mr. C. S. Denham, Ozona. (1) Superintendent R. D. Holt, SanderSon. (8) Mr. C. S. Denham, Ozona. (1) Superintendent R. D. Holt, SanderSon. (8) Mr. C. S. Denham, Ozona. (1) Superintendent R. D. Holt, SanderSon. (8) Mr. C. S. Denham, Ozona. (1) Superintendent R. D. Holt, SanderSon. (8) Mr. C. S. Denham, Ozona. (1) Superintendent R. D. Holt, SanderSon. (1) Superintendent R. D. Holt, SanderSon. (1) Superintendent R. D. Holt, SanderSon. (2) Mr. C. S. Denham, Ozona. (3) Superintendent R. D. Holt, SanderSon. (3) Mr. C. S. Denham, Ozona. (4) Superintendent R. D. Holt, SanderSon. (3) Mr. C. S. Denham, Ozona. (4) Superintendent R. D. Holt, SanderSon. (3) Mr. C. S. Denham, Ozona. (4) Superintendent R. D. Holt, SanderSon. (3) Mr. C. S. Denham, Ozona. (4) Superintendent R. D. Holt, SanderSon. (3) Mr. C. S. Denham, Ozona. (4) Superintendent R. D. Holt, SanderSon. (3) Mr. C. S. Denham, Ozona. (4) Supe

(1) Superintendent W. W. Lackey, Midland. (2) Superintendent Murry H. Fly, Odessa. (3) Superintendent A. M. Blackman, McCafney. (4) Mr. Lee Hensley, Big Lake. (5) Mr. Maurice Baumgarten, Midland. (6) Superintendent H. G. Secrest, Rankin. (7) Miss Jessie Belle Cumings, Box 546, Midland. (8) Mrs. R. D. Scruggs, Box 336, Midland. District 32-Center: Van Horn

(1) Superintendent H. Oliver, Van Horn. (2) Superintendent J. E. Gregg, Marfa. (3) Superintendent B. E. Coan, Fort Davis. (4) Mr. Tom C. Holden, Sierra Blanca. (5) Mr. J. A. Terrell, Van Horn. (6) Superintendent A. D. Hill, Presidio. (7) Superintendent T. R. Chesser, Fort Hancock. (8) Mr. R. L. Hunt., Jr., Marfa.

COUNTIES COMPOSING DISTRICTS

Region I-Center: West Texas State Teachers College, Canyon District 1—Center: West lexas State leachers Conege, Canyon

District 1—Center: Amarillo. Counties: Dallam, Sherman, Hartley, Moore, Oldham,

Potter, Deaf Smith, Randall, Parmer, Castro, Swisher. City-County Unit: Amarillo.

District 2—Center: Pampa. Counties: Hansford, Ochiltree, Lipscomb, Hatchinson,
Roberts, Hemphill, Carson, Gray, Wheeler, Donley, Armstrong. City-County Unit: Pampa.

District 3—Center: Texas Technological College, Lubbock. Counties: Bailey, Lamb,
Hale, Floyd, Cochran, Hockley, Lubbock, Crosby, Dickens, Yoakum, Terry, Lynn, Garza,
Dawson. City-County Unit: Lubbock.

District 4—Center: Childress. Counties: Collingsworth, Briscoe, Hall, Childress, Motley,
Cottle, Hardeman, Foard, King.

Region II-Center: Abilene District 5—Center: Sweetwater. Counties: Kent, Stonewall, Borden, Scurry, Fisher, Jones, Howard, Mitchell, Nolan, Taylor. City-County Units: Abilene, Big Spring.
District 6—Center: Breckenridge. Counties: Knox, Haskell, Throckmorton, Shackelford, Stephens, Palo Pinto, Callahan, Eastland, Erath.
District 7—Center: San Angelo. Counties: Sterling, Coke, Runnels, Irion, Tom Green, Concho. Schleicher, Menard, Sutton, Kimble. City-County Unit: San Angelo.
District 8—Center: Howard Payne College. Brownwood. Counties: Coleman, Brown, Comanche, Hamilton, Mills, McCulloch, San Saba, Mason.

Region III-Center: North Texas State Teachers College, Denton District 9—Center: Wichita Falls. Counties: Wilbarger, Wichita, Clay, Montague, Baylor, Archer, Young, Jack. City-County Units: Vernon, Wichita Falls.
District 10—Center: Texas Christian University, Ft. Worth. Counties: Cooke, Wise, Denton, Parker, Tarrant, Hood, Johnson, Somervell. City-County Unit: Ft. Worth.
District 11—Center: Dallas. Counties: Grayson, Collin, Rockwall, Dallas, Kaufman, Ellis.
City-County Units: Dallas, Highland Park, Sherman.
District 12—Center: Waco. Counties: Bosque, Hill, Coryell, Navarro, McLennan, Limestone, Falls. City-County Units: Corsicana, Waco.

Region IV—Center: Longview We suggest that debate coaches should again be reminded that it is up to them to decide the interpretation of these various phases of the tion of the question. In other words, we do not think that we should be pinned down think that we should be pinned to the pinned to the pinned that we should be pinned to the pinned to the pinned that we should be pinned to the pinned that we should be pi

Region V-Center: Sam Houston State Teachers College, Huntsville District 17—Center: Bryan. Counties: Milam, Robertson, Leon, Freestone, Madison, Brazos, Grimes, Burleson, Washington.

District 18—Center: Livingston. Counties: Houston, Trinity, Polk, Tyler, Walker, San one individual set himself up as an authority on the exact meaning of these various terms. The debaters these various terms. The debaters these various terms. The debaters these various terms are departed by the debaters the d

Region VI-Center: Southwest Texas State Teachers College, San Marcos

District 21—Center: Uvalde. Counties: Val Verde, Edwards, Real, Kinney, Uvalde, Medina, Maverick, Zavala, Frio, Dimmit.
District 22—Center: San Antonio. Counties: Gillespie, Kerr, Kendall, Bandera, Comal, Guadalupe, Bexar, Wilson, Atascosa. City-County Unit: San Antonio.
District 23—Center: Southwestern University, Georgetown. Counties: Lampasas, Bell, Burnet, Williamson, Llano, Blanco, Travis, Hays. City-County Units: Austin, Temple, District 24—Center: La Grange. Counties: Austin, Bastrop, Lee, Fayette, Caldwell, Colorado, Gonzales, Lavaca, DeWitt. College, San Marcos

Region VII-Center: Texas College of Arts and

Industries, Kingsville District 25-Center: Victoria. Counties: Wharton, Jackson, Matagorda, Victoria, Calhoun, District 26—Center: Victoria, Counties: Live Oak, Bee, San Patricio, Jim Wells, District 26—Center: Robstown. Counties: Live Oak, Bee, San Patricio, Jim Wells, Aransas, Nucces, Kleberg, Kenedy. City-County Unit: Corpus Christi. District 27—Center: Laredo. Counties: Webb, Duval, Zapata, Jim Hogg, Brooks, La Salle, McMullen. City-County Unit: Laredo. District 28—Center: McAllen. Counties: Starr, Hidalgo, Cameron, Willacy. City-County

Region VIII-Center: Sul Ross State Teachers College, Alpine District 29—Center: College of Mines and Metallurgy, El Paso. Counties: El Paso. City-County Unit: El Paso. District 30—Center: Ft. Stockton. Counties: Reeves, Ward-Loving (Bi-county unit), Pecos, Brewster, Terrell, Crockett. District 31—Center: Midland. Counties: Andrews-Gaines (Bi-County unit), Martin, Winkler, Ector. Midland, Glasscock, Crane, Upton, Reagan.

District 82—Center: Van Horn. Counties: Culberson, Jeff Davis, Hudspeth, Presidio.

—COUNTY OFFICERS

(Continued from Page 1)

Muriel Turner, Divot; Ready Writers, Louise Heinatz, Dilley; Athletics, Frank Ish, Pear-eall; Music Memory, Eva Williams, Divot; Arithmetic, Alma Thedford, Schattle; Picture Memory, Eulene McLarty, Moore; Choral Singing, Mattie Mae Tomlinson, Pearsall; Story-Telling, Mrs. Cye Parks, Dilley; Rural Schools, Mrs. Nena Betts, Pearsall.

Gaines County

Director General, R. O. Martin, Seagraves; Debate, Mrs. Hicks, Seagraves; Declamation, Doll Birdwell, Seminole; Extemporaneous Speech, Mrs. Haigler, Seminole; Spelling, Faye Alger, Seminole; Ready Writers, Louise Campbell, Seminole; Athletics, C. L. Cotton, Seagraves; Music Memory, Beth Doss, Seminole.

Glasscock County Director General, Turner D. White, Garden City; Debate and Extemporaneous Speech, Ruby Lagow, Garden City; Declamation, Francis Lewis, Garden City; Spelling, Miss Curry, Garden City; Ready Writers, Mrs. Max H. Greenwood, Big Spring; Athletics, Max H. Greenwood, Big Spring; Music Memory, Katherine Tyson, Garden City.

Goliad County Director General, J. L. Martin, Goliad; Debate, A. B. Smith, Berclair; Declamation, Lillie Aven, Fannin; Extemporaneous Speech, A. B. Smith, Berclair; Spelling, Merle Lankart, Goliad; Ready Writers, Bernice Grigsby, Charco; Athletics, J. R. Curlee, Charco; Music Memory, Mildred Bergman, Goliad; Picture Memory, Mrs. Helen Lott, Route 1, Goiad; Arithmetic, Roy Barrett, Weesatche.

Gray County Gray County

Director General, C. A. Cryer, McLean;
Debate, Hazel Cooper, Lefors; Declamation,
Wilma Jarrell, Pampa; Extemporaneous
Speech, D. V. Biggers, Alanreed; Spelling,
Mrs. Grace Bell, Laketon; Ready Writers,
Pansye Harris, McLean; Athletics, Bill Allen,
McLean; Music Memory, Carrie Marie Townsend, Lefors; Secretary, John Harding, McLean; Choral Singing, Vera Carpenter, Lefors;
Picture Memory, Margaret Hamrick, Pampa;
Arithmetic, Johnnie Plaster, Alanreed; OneAct Play, Jack Foster, Lefors; Story-Telling,
Idabel Newman, McLean; Three-R, Robert
Brown, Pampa.

Hale County

Brown, Pampa.

Hale County

Director General, E. M. Ballengee, Plainview; Debate, A. C. Koeninger, Abernathy; Declamation, Frank Andrews, Abernathy; Extemporaneous Speech, E. E. Hancock, Petsersburg; Spelling, J. E. Miller, Hale Center; Ready Writers, Inez Allen, Cotton Center; Athletics, Madison Pruitt, Plainview; Music Memory, Gladys Windsor, Plainview; Arithmetic, G. T. Hatton, Hale Center; Picture Memory, Margaret Steen, Runningwater; Three-R, Nell Marie True (address not given); One-Act Play, C. E. Ratliff, Plainview; Choral Singing, C. M. Kitson, Abernathy. Karnes County

Director General, A. W. Cherry, Kenedy; Debate, J. H. Stamper, Karnes City; Declamation, D. E. Moore, Runge; Extemporaneous Speech, R. E. Stafford, Kenedy; Spelling, Mrs. Buford Banks, Runge; Ready Writers, Alberta Cockrill, Karnes City; Athletics, E. C. Hardin, Kenedy; Picture Memory, Fannie McCaskill, Kenedy; Choral Singing, Mrs. Sutton Metz, Kenedy; Rural Schools, J. L. Hardy, Karnes City; Story-Telling, Mrs. J. R. Wier, Helena.

Kimble County Director General, Mark V. Wheeler, London; Debate, Juanita Puckett, Junction; Declamation, Mrs. Mattie Patterson, Junction; Extemporaneous Speech, George H. Mitchell, Junction; Spelling, Mrs. O. B. Faubion, Junction; Ready Writers, Joe Felps, Junction; Athletics, Earl Bower, Junction; Music Memory, Austin Durst (Miss), Junction.

Lampasas County Director General, John Rowntree, Lampasas; Debate, Raymond Miller, Mt. Pleasant; Dec-lamation, A. H. Conradt, Lometa; Extempo-raneous Speech, J. W. Davis, Lometa; Spell-ing, Mrs. M. R. Hardwick, Adamsville; Ready Writers, Glen Terry, Lampasas; Rural Schools, John C. Abney, Lampasas.

Mason County Director General, G. A. Schwarz, Mason: Declamation, H. A. Seay, Mason; Spelling, Louise Jenning (address not given); Ready Writers, Margaret Talley, Mason; Athletics, Alex Tompkins, Mason; Story-Telling, Bernice Lehmberg, Mason; Arithmetic, Thelma Coleman, Mason; Choral Singing, Ella Gold, Mason; Picture Memory, Lucille Miller; Mason; Three-R, Nolan Froehner, Mason.

Presidio County Director General, A. D. Hill, Persidio; Debate, J. E. Gregg, Marfa; Declamation, R. L. Hunt, Jr., Marfa; Extemporaneous Speech, Ann Sheen, Presidio; Spelling, Mrs. M. L. Cartall, Marfa; Ready Writers, Dorothy Hinds, Presidio; Athletics, L. B. Martin, Marfa; Picture Memory, Fannie King, Marfa; Arithmetic, Mamie Jones, Marfa; Choral Singing, Nadyne Woodlock, Marfa; Story-Telling, Aline Duty, Marfa; One-Act Play, Ethel Kaderlei Marfa.

Rains County

Rains County

Director General, Cecil Horton, Emory; Debate, Kathryn Huggins, Point; Declamation, Raymond Fitzgerald, Emory; Extemporaneous Speech, Marie Sisk, Emory; Spelling, Mrs. Velma Jo Osborn, Emory; Ready Writers, Steve Hindricks, Emory; Athletics, Odell Sikes, Emory; Music Memory, Mrs. Bessie McGowan, Lone Oak; Arithmetic, George Kennemer, Emory; Typewriting, Lois Wilkerson, Point; Story-Telling, Louise King, Point; Journalism, H. Drake, Emory; Choral Singing, Roy Yandell, Emory; Picture Memory, Ruth Pound, Emory; Three-R, Cliff Huff, Alba; One-Act Play, Mrs. Cecil Roberts, Point.

Reeves County Reeves County

Director General, R. Henry Blackwell, Pecos; Debate, S. H. Winn, Toyah; Declama-tion, F. M. Crouch, Balmorhea; Extemporan-eous Speech, Chas. Boyd, Saragosa; Spelling, Mrs. S. H. Winn, Toyah; Ready Writers, Peggy Caldwell, Toyah; Athletics, M. P. Withers, Pecos; Music Memory, Aileen Love, Pecos,

San Jacinto County Director General, Maggie Lee Trapp, Cold Springs; Debate, Mrs. Evelyn Bell, Cold Springs; Declamation, Mrs. Frances McMur-rey, Cold Springs; Spelling, Mrs. Will Elmore, Waverly; Athletics, Clyde Cauther, Cold Springs; Music Memory, Helen Mabray, Cold

Schleicher County Director General Arlie P. Hughes, Eldorado; Debate T. D. Riddle, Eldorado; Declamation, Mrs. Lola Sparks, Eldorado; Extemporaneous Speech, T. D. Riddle, Eldorado; Spelling, Mrs. Ford Oglesby, Eldorado; Ready Writers, Willie Allen, Eldorado; Athletics, Mr. Irby, Eldorado; Music Memory, Alta Moss, Eldorado.

Shackelford County Director Genéral, I. M. Chism, Albany; Debate, O. F. Etheredge, Moran; Declamation, C. B. Downing, Albany; Extemporaneous Speech, Laura Snyder, Moran; Spelling, P. E. Holcomb, Albany; Ready Writers, C. J. Watson, Moran; Athletics, T. B. Yarbrough, Albany; Music Memory, Virginia Clarke, Albany; Choral Singing, Lola Baughman, Moran; Story-Telling, Dorotha Orenbaun, Albany; Picture Memory, Bessie Watson, Moran; Arithmetic, Mattabel Downing, Moran; Typewriting, W. V. Wheeler, Albany; One-Act Play, P. L. Kelly, Moran.

Stonewall County Director General, N. J. Guillet, Old Glory; Debate, S. Appleton, Peacock; Declamation, J. F. Dahnke, Swenson; Extemporaneous Speech, Mrs. N. J. Guillet, Old Glory; Spelling, Mrs. Nolan Boyd, Peacock; Ready Writers, Elizabeth Steele, Old Glory; Athletics, O. A. Hart, Aspermont; Music Memory, Winnie Yeager, Peacock; Picture Memory, Elvira Smith, Peacock; Choral Singing, Hazel Raborn, Old Glory; Arithmetic, Nolan Boyd, Peacock; Three-R, Mrs. Archie Acker, Aspermont; One-Act Play, Mrs. J. R. Whitmire, Swenson; Story-Telling, Mrs. Lynn Flowers, Old Glory; Rural Schools, Archie Acker, Aspermont.

Swisher County

Travis County

Director General, W. C. Rowland, Pfluger-ville; Debate, Raymond Smoot, Star Route A, Austin; Declamation, Mrs. J. P. Keith, Austin; Extemporaneous Speech, Oleta Dobbins, Manor; Spelling, Mrs. Ruby House, Delvalle; Ready Writers, Wilma Farquar, Manor; Athletics, A. M., Moellering, Pflugerville; Music, Memory, Nettie Drury, Creedmoor; Rural Athletics, Alton Weiss, Manor; Choral Singing, Beatrice Howe, 306 East Fourteenth Street, Austin; Arithmetic, Miss Willie Long, 1908 East Second Street, Austin; Picture

Director General, Henry McClelland, Gilmer; Debate, Lindley Beckworth, Gilmer; Declamation, Hixie Hudspeth, Gladewater; Extemporaneous Speech, Chester Williamson, Gladewater; Spelling, D. I. Loyd, Gilmer; Ready Writers, Mrs. Ross Underwood, Gilmer; Athletics, John W. Avery, Gilmer; Music Memory, Mrs. Hugh Miller, Gilmer; Arithmetic, Shepperd Dean, Gilmer; Picture Memory, Vester Wallace, Gilmer; One-Act Play, Otha Rains, Pittsburg; Story-Telling, Mrs. Ovie Baker, Gilmer; Wild Flower, Walter Hart, Gilmer. Upshur County

Uyalde County Director General, H. V. Sullivan, Sabinal sebate, Bertha Dalton, Uvalde; Athletics Debate, Bertha Dalton, Pressley Smith, Knippa. Williamson County (Rural)

(Corrected List) Director General, E. L. Scott, Granger; Debate, J. N. Faith, Florence; Declamation, Mrs. M. O. Deison, Round Rock; Extemporaneous Speech, Foy E. Wilks, Granger; Spelling, Mrs. M. C. Allen, Granger; Ready Writers, Ina Aronson, Elgin; Athletics, C. L. Williams, Granger; Music Memory, Mrs. M. R. Jones, Florence; Three-R, A. N. Ander, Thrall; Arithmetic, Oscar Faught, Taylor.

Winkler County Director General, B. F. Meek, Kermit; Debate, Mrs. Rook, Kermit; Declamation, Patsy Garner, Wink; Extemporaneous Speech, Mary Sue Driver, Wink; Spelling, Mrs. F. A. Robinson, Wink; Athletic, Lee Johnson, Wink; Music Memory, Mabel Johnson; Arithmetic, William Thompson, Kermit; Choral Singing, Mary Schober, Wink; Typewriting, Mrs. F. A. Robinson, Wink; Story-Telling, Miss Scholz, Kermit; Tennis, William Thompson, Kermit; Playground Ball, Gerald Thompson, Kermit;

Yoakum County Director General, Warner Hayhurst, Plains; lebate, Evelyn Piper, Tokio; Declamation, fary Criswell, Plains; Extemporaneous peech, R. B. Whitaker, Tokio; Spelling, Eulogene Brand, Tokio; Athletics, Mac Mo-ntuff, Plains; Music, Afton Morris, Plains; tory-Telling, Mary Jones, Plains. Zavala County

Director General, Sterling H. Fly, Crystal City; Declamation, E. W. King, Batesville; Spelling, Madie Trees, La Pryor; Ready Writers, Iona Perry, Batesville; Athletics, Clyde Tate, Crystal City; Music Memory, Mrs. Clyde Tate, Crystal City.

Hardeman County (Corrected List)

Corrected List)

Director General, W. E. Hancock, Chillicothe; Debate, R. M. Leach, Chillicothe; Declamation, Frances Wiginton, Chillicothe; Extemporaneous Speech, Katherine Marshall, Quanah; Spelling, Mrs. Sallie Robertson, Quanah; Ready Writers, Faye Turrentine, Goodlett; Athletics, Dan Salkeld, Quanah; Music Memory, Jane Simmons, Quanah; Picture Memory, Mrs. Claude Smith, Chillicothe; Rural Schools, P. P. Lewis, Quanah; Arithmetic, R. Cowden, Quanah; Choral Singing, Velma Beaty, Quanah; One-Act Play, Katherine Ashford, Chillicothe; Story-Telling, Hazel Bogard, Medicine Mound.

Speaking Contests

(Continued from Page 1)

towards the judge who is accused of unfairness, prejudice, or partiality. Now my good people, you should realize that judges are just human beings like yourselves with tastes as under external control. He lives up ment in defeat, shame in shady playwidely different as those of the to the understanding back of the rules. ing and exultant pride in good sports-Under the spirit rather than the letcoaches who train the contestants. As Robert Browning says,

"Now who shall arbitrate Ten men love what I hate Reject what I receive Men who in eyes and ears match me.

Whom shall my soul believe?" Three judges with widely different even in the fiercest contest, will

faith.

cent contest in which some of my own refuses the advantage of a technical- That which is an experimental labof the wife, husband, and child. In Knights of the Round Table. my opinion she read it beautifully the new school and believes in bold- diamond. ness and realism, will consider it sentimentality to the point of being saccharine. When the judges' decision was against generalized traits and transturned in, the women had each given fer of skills, it will be hard to conher first place and the man ranked vince the man on the street or the her ninth. What was my reaction? man in the bleachers or even the man Did I blame him for his decision? behind the teacher's desk that trans-Certainly not, he had as much right fer of attitudes is not possible, that to his opinion as I to mine. Those sportsmanship developed in sports three judges it seemed to me were will not carry over into business or judgment but their experiences and phases of education, be a real prepathis summer in Education with the the contest a director of plays came plane. up to me and said: "How under heaven could those judges place either mastery, self-reliance, and self-con-

heard?" Can we not in these contests get fulness, courage and alertness the inback to the real purpose of education, dustrial and commercial activities of that of training the child? Can we the nation. not realize that "the honor lies in the struggle not the prize?" Can we not to win, which elicit the uttermost on see that success in any field is a by- the playing field, are invaluable pat- School Teaching.—Mrs. Brockette. product and that the real purpose of terns for success in life's grim games. all endeavor is to create something The coach in Georgia had that faith lems of College Registrars.-Mr. fine for its own sake? Should we not when he exhorted his boys in an ele- Mathews. train students that sportsmanship is mental lyric:

hold of the imagination of the audi-Director General, J. A. Conway, Kress;
Debate, Wilburn Edelman, Tulia; Declamation,
Grace Stephenson, Happy; Spelling, Mrs. C.
B. Smith, Kress; Ready Writers, Gladys Trantham, Kress; Athletics, Chester Strickland,
Kress; Music Memory, Billie Barber, Tulia;
Picture Memory, Mrs. C. C. Welker; Arithmetic, Victor Harmon, Tulia; Story-Telling,
Grace Sorrenson, Kress. ence, the cast that creates the characus train the students of Texas to play the game fairly, to foster high

Memory, Mrs. James Warren, 600 Henderson Street, Austin; Story-Telling, Mrs. Malcolm Holcomb, Austin; Three-R, Mrs. Anna Scott, Manor; Rhythm Band, Mrs. Lenora Spier, Austin, Austin; Company of the Lone Star be able to reconcile rugged individual excellence with maximum individual excellence with interpretations. maximum individual excellence with ing. the highest group welfare, and know - ATHLETICS maintaining strong unimpaired na- _Mrs. Allen. tional units in effective international

sentative of a cause, even to the point

when he says, "I am the team," "the

team is myself," when the good name

and honor of the school are his own,

when for its and their sakes, he im-

Nowhere else in the educational

social ideal of subordinating the indi-

in a cause, the balancing of leader-

ship and followership and the success-

Moral Values

Transfer Values

The psychical patterns of self-

As I have taught you

Dig your starting holes

Into the straightaway

Look straight ahead

Think only of the goal.

With all the power

To the finish line:

to run, boy. It's a short dash;

Deep and firm; Lurch out of them

That is in you;

Run straight;

Save nothing—

Run high;

And finish

Run hard:

molates himself.

statement."

game.

fellowship. Even so, experience in competition tonio). without bitterness, within prescribed rules, for a cause higher than self, Junior High School.-Mr. Portwood will not be without value in the (San Antonio). Sport is not warfare. A golfer for process of sublimating the profit mosport challenges and plays not his tive to social justice and group Miss Peck. enemy but his friend. Where and

welfare. when temporary conditions make the The ideals and ethics of sportsmanfriendship relation impossible, athletic ship carry over into business. The relationship should be suspended. "play fair" of athletics becomes the Guest-friendship and camaraderie are 'square deal" of industry and comthe sports-ideal; playing hard, to the merce. Striking indeed is the fact, limit, for the sake of the guestfrequently noted, that "the vocabuopponent and expecting no less from lary of sports becomes the terminolhim or them, but rivalry without ogy of ethics" in the mart and cancor, competition without bitterness forum-"good sportsmanship," "don't patrick. or vindictiveness, even as lawyers foul," "don't hit below the belt," "not clash one hour in the court and fratgood cricket," "team work," "pull toernize the next at the festive board. gether," "play the game," "hit the The paramount social value is the line hard," "take it on the chin," "fair

esson of coöperation in teamplay, field and no favors," etc. group loyalty, fusing the individuals In the success of any New Deal, of nto the solidarity of the group, any socializing process, the socialwherein each, identifying himself with moral ideals and practices of sportsthe whole, feels himself the repremanship will play a large part.

Spectator Values

But is this for the five per cent mary Grades.—Miss Littlejohn (Kent Reserve, Ohio). only, the participants? How about the S.C., Ohio). ninety-five per cent of the students who are spectators and the larger Art in the Primary Grades .- Mrs company of adult spectators? Any Ward. value for them?

process is taught so vividly the vital Wholly apart from the wholesome Murray. outdoor preoccupying, diverting recrevidual to the group, submerging self real play activity, emotional, exciting, S.C., Ohio). exhilarating; wholly apart from the ful coördination of an effort to achieve school morale welded by its teams and Measurement. individual excellence along with ab- games; wholly apart from the comsorption in a purpose greater than munity solidarity and pride in its one Art in the Intermediate Grades .and only unifying interest, its schools, Mrs. Ward. and most of all in the play life of The moral objectives and values are familiar but worthy of "periodic re- these, the spectator value is chiefly in his vicarious participation in the "Fair play" is Sportsmanship in game for the spectator, student or tration of the Public School Curriceight letters. Therein rules are no adult, via imagination, actually ulum.—Mr. Ayer. longer limitation but become expres-"plays," even frequently loses weight sion. They are not merely the rules during the game, identifies himself of the game but "my" rules, with with the team which is more than his which the player, by discipline and representative, it becomes himself, free espousal, has become in inner with the resultant anxiety and strain accord rather than by which he is in crises, joy in victory, disappoint-

manship. ter, he respects the rights of oppon-Why does competition always draw, ents and loyally accepts the official arrest, fascinate and hold specas a part of the rules, indeed of the tators? Because of the emotional and imaginative participation with the Baldwin. Out of this there should here de- contestants, an emotional cathartic, velop, as strikingly has developed in incidentally, of high value to a C. T. Gray. England, a high sense of honor which, nervous system.

Transfer also? Assuredly. Therein experience may have developed as sooner lose the game than win by un- are attitudes and atmosphere of widely different taste and in render- fair advantage, trickery or subter- sportsmanship imbibed and inhaled ing honest judgment differ in good fuge, which scorns to "go as far as by the onlookers. The drama educates the law allows," or as the officials and inspires; similarly, but more so, May I give an example from a re- can be circumvented, and often even does the athletic contest.

tudents participated. The first ity. The heights are reached in that oratory for the participants becomes speaker read a poem filled with senti- sense of chivalry in the common serv- a demonstration laboratory for the ment about the home; the relation ice of sports, surpassing that of the spectators, where they observe in action desirable traits, habits, and In our school system about the only practices, admire his qualities of and when she had finished I said to practical training in social-moral re- manhood and personality - a real myself, "The two women who are lations is in extra-curricular activi- course in Character Education, in judging will not get away from the ties, and among these the best labora- manners, ethics, and sportsmanship. effect of that sentiment, but the man, tories for character education are the For the playing field is a microcosm, who happens to be a modern poet of gridiron, the court, the field and the with elements common to all life, a laboratory for adult education, whose lessons infiltrate naturally and unob-However psychologists may rule trusively.

(EDITOR'S NOTE .- Having shown in foreg

(Continued from Page 1)

each case to the left of the title: First Term

301. Introduction to Educational of those girls ahead of Miss So-and- trol will fit readily into both the daily Psychology .- Mr. LaGrone, Mr. Gard-

So, who gave the best reading I ever round and the emergencies of busi- ner. 305. An Introduction to Education. ness, and leaven with poise, resource-314. Child Psychology.—Miss Bull-

brook. 216. Vocational Guidance. - Mr. Adams.

The will to win and the technique 320R. Some Functions and Prob-

Adams.

421a. Educational Organization. 25x. History of Education: Ancient and Medieval Periods.

ern, Texas).

western, Texas). 226H. Aims and Objectives of Part-Time Education .- Miss Murray. ciples of Teaching .- Mr. Baldwin, merly a dot on the map, is now the the hag, drizzled down to the audi-27a.i. Secondary Education: Prin- Mrs. Martin.

ciples of Teaching .- Mr. Hob Gray, Mrs. Allen. 27b. Student-Teaching.—Mr. Nel-

331. Methods and Materials of In- and Mary).

332. The Teaching of English in 244. Mental Hygiene.-Mr. ualism with unavoidable collectivism, the Intermediate Grades.-Miss Wall- Knight.

332T. Methods in Subjects Other Guidance.—Mr. Adams. both the philosophy and technique of than English in Intermediate Grades.

333. Administration of Junior High School.-Mr. Portwood (San An-

334. Materials and Methods in the

240, 340. The Pre-School Child .-242K, 342K. Problems of Student

Personnel for Advisors of Women.-Miss Gebauer. 244. Mental Hygiene.-Miss Bulbrook.

245K, 345K. Psychology of the Child Beginning School.—Miss Peck. 345L. Function and Use of Secondary School Libraries.-Miss Kirk- (Fort Worth).

247. Vocational and Educational Guidance.—Mr. Adams. 248, 348. The Teaching of the So cial Studies .- Mr. Baldwin.

248K. Adult Education. - Mr

249J. Supervision of the School Newspaper and Yearbook.—Mr. Red- C. T. Gray. 352T. Teaching Music in the Pri

353T. Teaching of Public School

254. Vocational Education.—Miss

354T. Teaching Music in Interme ation of watching a game, itself a diate Grades.-Miss Littlejohn (Kent

355T. Teaching of Public School

455a.i. Mental and Educational

259, 359. The Use of Visual Aids American Education.—Mr. Arro- February. its schools; wholly apart from all in Education.—Fee, \$2. Mr. Holland. wood. 260. Problems of School Support.

61a.i. Organization and Adminis-61b. Construction of the Public

School Curriculum.-Mr. Parker (Fort Worth). 262. Child Accounting.

465a.i. Administration of Extracurricular Activities .- Mr. Bedichek. 266. Educational Publicity.

367. Philosophy of Education: First Principles.—Mr. Robinson (Western 368. Secondary Education: Courses

of Study for High Schools .- Mr. 471a. Educational Statistics.—Mr

272K. Advanced Educationa: Psychology.-Mr. C. T. Gray.

373. History of Education in West ern Europe Since 1789 .- Mr. Arrowood.

473Ka.i. Contemporary European Education.-Mr. Robinson (Western 474Ka. Psychology of Arithmetic

375. Survey Course in Modern Methods of Teaching.—Mr. Crawford (Southern Cal) 276. Advanced Vocational and Edicational Guidance.-Mr. Adams.

376T. Directing Study.-Mr. Hob 377T. Problems in Elementary Ed-

ucation.—Mrs. Martin. 378T. The Teaching of the English Language.—Miss Parker.

283, 383. Seminar in Educational Administration. - Mr. Ayer, Mr. Parker, Mr. Leonard (William and Mary), Mr. Schorling (Michigan). -SUMMER COURSES ondary Home Economics.—Miss Mallory.

288, 388. Experimental Problems equally capable of rendering fair citizenship, and, along with the other only the courses which will be offered in Education.—Fee, \$2. Mr. Holland. 393. Seminar in Home Economics tastes were widely different. After ration for life on a more efficient number of the course appearing in Education .- Miss Mallory, Mrs. Woodhouse (Director, Institute of in their respective communities." Women's Professional Relations).

> Second Term 301. Introduction to Educational Psychology.—Mr. Gardner. 305. An Introduction to Education. 314. Child Psychology.

317. An Introduction to High- School Teaching-Mr. Baldwin, Mr. ing today. We have used the pictures the specimen were presented for in-Hob Gray.

Grusendorf.

25y. History of Education: Modern Period.-Mr. Grusendorf.

Stoker (C.I.A.). School.-Miss Parker.

230. Psychology of High-School sage, Franklin. Subjects.-Mr. Adams.

241. Public School Supervision.-Mr. Gist (Humboldt S.T.C., Cal.).

247. Vocational and Educational 250, 350. Rural Education.-Miss

Blanton.

Measurement.

251, 351. Administration and Supervision of Rural Schools.—Miss creativeness, and cooperation. Blanton.

252. Education of the Spanish-Speaking Child.-Mr. Manuel.

455a.i. Mental and Educational Measurement.—Mr. Manuel.

Exceptional Children.—Mr. Knight. boldt S.T.C. Cal.).

curricular Activities.—Mr. Bedichek. good results. 367K. Philosophy of Education.-Mr. Robinson (Western Reserve, Ohio).

-Mr. Hob Gray.

473Khi Contemporary European

274. Psychology of Reading.—Mr. Douglas.

376T. Directing Study—Mr. Craw- well as of the director. ford (Southern California). 279. School Building and Equip-

ment.—Mr. Pittenger. Mary).

Stoker (C.I.A.).

- MUSEUM —

(Continued from Page 1)

of Texas Centennial half-dollars which is now in progress, the campaign being under the direction of the board of directors of the Memorial the Texas Legislature which mantled it was so. the shoulders of the Board of Regents with this authority.

Many exhibits will be ready to be moved into the museum immediately Mexia News the following article deupon its completion. The University scriptive of the dramatic club's ac-Centennial Exposition will build all tivities: of its exhibits to be shown to Centennial visitors from June 7 through December 1, with a view to moving them into the Museum immediately upon completion of the first unit.

Museum fund, either directly to the fund, or by the purchase of Texas the entire state.

Texas Centennial coins," Mr. Jester

the country inquiring as to the coins. manner. "And although we expect to receive many substantial subscriptions to the Texas Museum fund, we deem and visualizing the scene and actions that it is an opportunity every Texan but Monday afternoon marked the should appreciate in that we are

VISUAL AIDS —

(Continued from Page 1)

216. Vocational Guidance. — Mr. adequately express to you the pleas- victims of the more or less "amateurure and profit our children have had ish" artists. After extensive experi-317. An Introduction to High- from the Ferris pictures I am return- ments with the various grease paints, as a basis for reports in history class, spection. Marion Brown exhibited 421b. Educational Administration. themes for English and reports for Sibyl Butler as a mountain girl with 25x. History of Education: An oral English. Incidentally, geography a ruddy complexion, but with a still cient and Medieval Periods.-Mr. and research reading have been ruddier nose. LaVerne McGowan motivated.

25y. History of Education: Mod- 25z. History of Later European walks the deck of the Serapis-and est acclaim. With sunken cheeks, ern Period .- Mr. Ullrich (Southwest- and American Education .- Mr. we go to the reference set to learn hollow eyes, crow-feet around eyes, 25z. Later European and Ameri- 226, 326. Secondary Education: her parlor, makes a flag, while Wash- posture, and a grey outlook on life, can Education, Mr. Ullrich (South Teaching English in the High ington, holding a child, becomes a live, this worn-out hag rated as the best friendly character to little children make-up production. 27a.i. Secondary Education: Prin- who live today. Philadelphia, forhome of Independence Hall, the place torium wherein freshmen were prac-27b. Student-Teaching.—Mr. Nel- where the committee prepared the ticing. On her appearance, mouths Declaration, the home of the dear old popped open in surprise and eyes

239. Sociological Foundations of are excellent influences for any child; with her?" The answer came back Education.—Mr. Leonard (William and in our smaller schools, where in a pectoral tone: "She's emacitheir value cannot be overestimated. "Wha-what is that?" And the ten-They fill a felt need and are, assured sion was broken so the Spotlight Club 243. Psychology of the Elemen-ly, another step toward equal educa- patted itself on the back in appreciatary School Subjects .- Mr. Douglas. tional opportunity for all."

-CHOICE OF PLAY-

(Continued from Page 1)

It is rather obvious that I have placed the emphasis on suitability,

Some of the satisfying and striking bits from plays that I recall out of six years of directing a tournament for high schools are: blue sky through folds of drapery in a fan-455b. Mental and Educational tasy; authentic costumes from a comedy-drama of the Nineties; some 256. Individual Differences and ten or twelve figures moving in artistic patterns in a symbolic allegory; 258. Administration of the Ele- a truly funny and well-timed farce: mentary School.-Mr. Gist (Hum- a stirring, rich voice in a genuinely tragetic story. There are so many 61b. Construction of the Public kinds of objectives to be achieved in School Curriculum.-Mr. Parker a good play that one does not need to think only in terms of the tragic, 465b.i. Administration of Extra- the melodramatic, the shocking for

Perhaps one of the means by which attention could be brought to the importance of wiser play choices would 369. High-School Administration. be the increased ranking or grading of this item on the judges' score 471b. Educational Statistics.-Mr. sheets. Instead of counting fifteen or twenty per cent choice of play the tournament committee might change Education.—Mr. Robinson (Western the value to twenty-five or thirty per cent and specify the quality which determines suitability.* But far better is the desire for the best growing 474Kb. Psychology of Arithmetic. out of the demand for the players as

The most convincing argument that play contests do stimulate the participating group in play selection is 283, 383. Seminar in Educational the fact that many of the schools pro-Administration.—Mr. Parker (Fort duce on their own stages all the plays Worth), Mr. Leonard (William and which have been on the tournament program. This is another compelling 384. Education in Texas.-Mr. reason why the care and attention devoted to this part of the project 394. Seminar in the History of deserves consideration. - Lagniappe,

> *Interscholastic League schedule assigns 25 per cent to choice of play.

- MEXIA -

(Continued from Page 1)

that this student actually imper-Museum, which has been created by sonated the old, old woman. But

> Of late years Mexia has been missed from this work, so we note with great pleasure in a recent issue of the

> > League Cast Chosen

The Spotlight Club held its regular monthly meeting last Wednesday and announced the members for the Interscholastic one-act play. Two of the Opportunity will be given every actors from last year's dramatization citizen of Texas to subscribe to the returned to capture the love-interest leads, those two being Sibyl Butler and Murray Person. Marion Brown, Centennial half-dollars. The half-ex-stage manager, has returned actor dollars are now being sold at 314 for a striking portrayal of hill-billy banks in 236 Texas towns, and Beau-preacher who refuses to join in the ford H. Jester, general chairman of holy bonds of matrimony the young the Coin Campaign, and Harry D. back-woodsy couple. Jeff Coulter, Cross, who is directing the campaign, Sam Cox, father of Mandy, Sibyl are now making plans to extend an Butler, is conducting a fued with Dick active campaign to every section of Coulter, Murray Person, that dates back to the great-grandpaps of both "We feel that it is an opportunity men. Ma, Yvoone Frazier, ailing wife for people to be able to buy these of Preacher, completes the cast that plans to bring further laurels to the said. "It is rich in history, and their high school by its dramatic ability. value is being realized throughout the The entire play centers around the entire Nation, for daily we receive arrested marriage developments for orders and letters from all parts of Dick and Mandy in a hilarious

Heretofore the group has been familiarizing themselves with the play first rehearsal minus the aid of books. bringing this campaign direct to them Preliminaries completed, steady development has begun and high hopes have sprung toward championship.

Short Course in Make-Up In aftermath to the regular meeting was a short course in make-up. Sibyl Butler, John L. Bates, Nellie ant Valley School: "I wish I could Ruth Dupuy, and Linnie Hight were showed John L. Bates as a Jap, fairly "For our whole group, names have recognizable. Linnie Hight, victimbecome live people. John Paul Jones ized by Virginia Hartzell, won highof his unhappy life. Betsy Ross, in skin scarred with wrinkles, drooping

In order to prove her superiority. bulged in bewilderment, when some-"The lovely coloring and noble faces one piped, "Wha-what is the matter children are often starved for color, ated!" Again someone stammered, tion of its members.