



"Open House" Is "Big Hit"

WE THOUGHT you might be interested in the attached program of our "Open House" meeting, held for parents and friends of Austin High School on November 9th," writes W. W. Wimberly, Principal, Austin High School, El Paso.

"The interest and enthusiasm over this day's activities were far beyond our expectations. Our enrollment is something like 1,450 students, and during the day, we had at least 800 and possibly 1,000 adult visitors.

"The success of the day seemed to be more in the fact that every department put on a special exhibit and demonstration and advertised it thoroughly through students in that department for a period of at least two weeks. The day was such a success that students and teachers are already making definite plans to have a similar program next November."

Gladewater has organized for Interscholastic League work with the following local sponsors: Miss Lucille Nix, One-Act Plays; Miss Anne Spencer, Spelling; Miss Frances Bue, Extemporaneous Speaking; Miss Beatrice Hall, Girls' Debate; J. N. Shepperd, Boys' Debate; Miss Savannah Link, Declamation; James Hawk, Choral Singing and Music Memory; Miss Elizabeth Benson, Typing; Mrs. Louise Hick, Picture Memory; S. D. Phillips, Tennis; Miss Nena Mae Frazer, Girls' Volleyball and Girls' Playground Ball; Jake Hanna and Mr. Eury, Track and Field Events.

Words That Laugh and Cry

(By Charles Anderson Dana)

Editor's Note: It seems to us that this selection is susceptible of "sincere and effective interpretation" to an audience. We suggest that it be tried out as a declamation.

DID it ever strike you that there was anything queer about the capacity of written words to absorb and convey feelings! Taken separately, they are mere symbols with no more feeling to them than so many bricks, but string them along in a row under certain mysterious conditions and you find yourself laughing or crying as your eye runs over them.

That words should convey mere ideas is not so remarkable. "The boy is fat," "The cat has nine tails," are statements that seem obviously enough within the power of written language. But it is different with feelings. They are no more visible in the symbols that hold them than electricity is visible on the wire; and yet there they are, always ready to respond when the right test is applied by the right person. That spoken words, charged with human tones and lighted by human eyes, should carry feelings, is not so astonishing. The magnetic sympathy of the orator one understands; he might affect his audience, possibly, if he spoke in a language they did not know.

But written words: How can they do it! Suppose, for example, that you possess remarkable facility for grouping language, and that you have strong feelings upon some subject, which finally you determine to commit to paper. Your pen runs along, the words present themselves, or are dragged out, and fall into their places. You are a good deal moved; here you chuckle to yourself, and half a dozen of lines further down a lump comes into your throat, and perhaps you have to wipe your eyes. You finish, and the copy goes to the printer. When it gets into print a reader sees it. His eye runs along the lines and down the page until it comes to the place where you chuckled as you wrote; then he smiles, and six lines below he has to swallow several times

Reprinted by permission of *The New York Sun*, quoted in *Prose, Poetry and Drama for Oral Interpretation*, by William J. Farna, Harper & Brothers, N. Y., 1930, pp. 198-200.

(See—Words That Laugh—P. 3)

TEACHERS FORUM MEETS IN SEGUIN

All Educational Interests in Guadalupe County Cooperate in Enterprise

TEACHERS FORUM is the suggestive name of the teachers' organization of Guadalupe County, including the teachers of the Seguin schools, the Lutheran College, Wolters-Dixon Independent District, and all of the rural schools of the county.

Organization Simple
The organization is simplicity itself, officers including only those of president and secretary-treasurer. Meetings are by no means burdensome, twice a year only. One meeting is devoted to a general educational topic to which some person prominently identified with education in the State is invited for a short address, and afterward, refreshments. Every educational interest in the county cooperates. The second meeting is entirely social, beginning with a banquet and ending in various forms of social amusement. Dues are small, not to say minute. With the fine school plant of the Seguin High School at its disposal, home economics department, well equipped (by the way), and a comfortably, well-appointed and spacious gymnasium just across the hall, the social nature of the organization finds ample space, and surroundings that promote geniality.

League Editor Guest
The editor of the LEAGUER was a guest at the first meeting of the Forum during the current school year early in December, and had an opportunity to observe the organization actually functioning, as well as to participate in a preliminary dinner for about a dozen guests prepared by no less a distinguished chef than J. F. Saegert, Superintendent of the Seguin schools.

At this meeting Miss Sue Smith, principal of the Jefferson Avenue school, the teacher having the longest service in the Guadalupe County schools, was elected president for the current year, and Paul Fritz was elected secretary-treasurer.

Difficulties of Psychology

BUT it is not only the heavens which science has equipped with ropes, engines, and wheels. It has forged for this poor little human body no less an array of retrogradations, trepidations, accessions, recessions, and aberrations. To fit the movements they see in man, into how many parts, orders and storeys have they divided the structure of the mind? They make of it an imaginary thing. They paw, rip, place, displace, piece, and stuff it to their hearts' content, yet to this day they have not grasped it. Not only in reality, but even in theory, they cannot master it so that some sound or cadence does not elude their architecture, enormous as it is and plastered with a thousand false and fantastic patches.—Michel de Montaigne.

Veteran County in League Has Suggestions to Offer

(By J. V. Baird, Principal, Kaufman High School)

KAUFMAN COUNTY has been interested in the work of The University Interscholastic League since the beginning. Kaufman High School is a charter member of the organization and has taken the lead from the very start in the county in this work. Today Kaufman County ranks twenty-fifth in size among the two hundred forty counties which are members of the league.

The purpose of these articles is to offer those who have the responsibility of this work in their counties a few suggestions that the writer has learned through directing this work in Kaufman County over a period of years. I shall briefly discuss the organization, financing, awards, routine announcements, selection of judges, and suggest a few hints to save time, in directing a league program.

The Kaufman County Interscholastic League organization is simple and in line with current prac-

NEW PRESIDENT ADDRESSES ASSN.

Speech Teachers Urged to Act on Inspiration of State Convention

(By Miss Yetta Mitchell)

NOW that the calm after convention has come, let us remind ourselves that the inspiration received at a Speech Association will fade and die unless we assume our share of responsibility of putting definite constructive and practical ideas into working form.



Miss Yetta Mitchell, Trinity University, President, Texas Speech Association.

I am sure that the past convention in Houston will go down in history as a very helpful meeting to us all. Dr. Harry C. McKown's address brought new encourage-

(See—New President—Page 3)

CONFERENCE ENDS TWO-DAY SESSION

Emphasis Thrown on Teaching Democracy in Closing Hours of Final Session

(Minutes by Dorothy Wooten Jones)

LEARNING to live in a democracy was the keynote of the concluding session of the First Annual League Conference on Extracurricular Activities held at The University of Texas, May 8, during the last State Meet of the League. E. B. Comstock Principal of North Dallas High School, elaborated the following thesis:

IX
If a democratic form of government is to persist, people have to learn how to live in a democracy. The idea and plan of pupil participation in school government through such agencies as the home room and the council is a laboratory for practice in democratic living.

Class work, Mr. Comstock said, does not train students for de-

(See—Conference—Page 4)

vice over the State, I believe. However, I shall sketch for your method. Sometime during the first few weeks of the school year the county superintendent holds a teachers meeting in the auditorium of Kaufman High School. The teachers in the independent school districts are asked to attend also if they care. In this meeting a few minutes is taken to allow the teachers to select the interscholastic league directors for the ensuing year. After the football season, usually the first week in December, the director-general calls a meeting of those directors who have a vote. At this meeting the date is set for the spring meet, the place for holding the meet, the question of awards settled, how the meet is to be financed, how the judges are to be selected, what is to be done about concessions, and other necessary routine details.

Installation Plan for Meet
Participation in the Kaufman County meet is so large that several days are used to run the events off instead of the old system of crowding the meet into one

(See—Kaufman County—Page 4)

COMMENCEMENT III. CLASS DAY, CLASS SERMON, ETC.

(By Mary Hyman, English Teacher, Stephen F. Austin High School, Bryan, Texas)

THE other activities of the commencement season have not been guilty of as many evils as the graduation exercises. Class Day has usually been the students' day, but care must be taken to make the history a real record of "successes and failures" of the class. "A frivolous 'History' is out of keeping with the dignity of the class."* The will and prophecy will be in lighter vein, but never rough and crude.

Class Sermon
The class sermon is usually a part of commencement week. It is always dignified. The speaker, chosen by principal or class, or by rotation among churches in the community, should be one who can rise to the dignity of the occasion and leave something worthwhile in the minds of the graduates.

A few other points concerning the activities may be interesting. Since honor graduates are no longer automatically speakers, how to recognize their accomplishments is a question often asked. Several plans seem popular:

1. To star their names in alphabetical list.
2. To place their names at top of list.
3. To list all honors on separate page.
4. To announce names from platform.

Last year I heard a principal worrying about the terminology to use in preparing the printed programs.

Correct Nomenclature

McKown gives these guides:
1. The term *Commencement* should be applied broadly to series of programs—as "Commencement Season."

2. Baccalaureate should not be used in high school programs. "Senior Vesper Service," "Senior Matin Service," or "Senior Sermon" should be used.

3. "Graduation Exercises" is the term to use for final program.
4. "Promotion Exercises" should be used for seventh grade or junior high school—never commencement. I found only two or three Texas

*Fretwell, E. K., *Extracurricular Activities in Secondary Schools*.

(See—Commencement—Page 4)

PROGRAM
THE DEBATE INSTITUTE
On
BICAMERALISM VS. UNICAMERALISM
Sponsored by
THE FORENSIC COUNCIL OF THE UNIVERSITY OF TEXAS
January 14-15, 1938, Austin, Texas

JANUARY 14, FRIDAY
8:00-10:00 A.M. Registration, Union Building, Room 301.
(NOTE: Be sure to register for your debates at this time.)
11:00-12:30 P.M. Hogg Memorial Auditorium. An Address by Dr. O. Douglas Weeks.
Subject: "The One-House Legislature."
1:00-2:30 P.M. Luncheon, Union Building. An Address by Dr. C. P. Patterson.
Subject: "A Defense of Bicameralism."
4:00-5:00 P.M. First Round of High School Debates.
(NOTE: Be sure to get your copy of the "Debates Schedule," Union Building 301, and go directly to the Building and Room assigned to your debate.)
8:00-9:00 P.M. Garrison Hall 1. A Debate by The University of Texas Debaters on the One-House Legislature.

JANUARY 15, SATURDAY
10:00-12:00 M. Hogg Memorial Auditorium. An Address by Dr. Joe Ray.
Subject: "Debating the Unicameral Question." General Discussion.
1:00-2:00 P.M. Luncheon, Union Building. General Discussion by Dr. Joe Ray.
Subject: "Is Unicameralism Practical?"
2:30 P.M. Second Round of High School Debates.
(See your "Debate Schedule" for the Building and Room assigned to your debate.)
4:00-5:00 P.M. Third Round of High School Debates.
NOTE: Be sure to register Friday morning in Union Building 301. Secure your luncheon tickets (50¢ per person) at the Registration Desk. If you intend to participate in the debates, be sure to register for this activity Friday morning, in Union Bldg. 301.

Far West Hereford Gets Set for League Contests

THE Interscholastic League local meet has been organized in Hereford city schools, according to a report in the *Hereford Brand*. The events have been allotted to the teachers, as follows: Mr. J. Cleveland Baker, Jr., debate, one-act play, declamations and essay writing; Mr. J. Paul Morgan, extemporaneous speech and tennis; Miss Lora Fay Clemons, spelling, girls' volleyball and girls' baseball; Mr. G. A. Syms, track and field, number sense; Mrs. Levi, music memory, fifth, sixth, seventh grades, picture memory, fourth and fifth grade spelling; Mrs. Bruce, spelling, sixth and seventh grade choral singing, tiny tot story telling, and Mrs. Brown, story telling and coloring.

The Original KKK

WHEN a group of ex-Confederate officers met in Pulaski, Tennessee, in 1866, and organized a secret society the name of which they adapted from the Greek word *kyklos* (meaning circle), their idea fell like seed upon a hospitable soil. Even Southern gentlemen of the finest fibre donned the white hood of the Ku Klux Klan, burned the fiery cross, beat up hoodlums who had been burning cotton gins and assaulting women, and generally terrorized the rowdies—black and white—who were denying them an opportunity to reestablish themselves as respected members of a lawful community.

The original clan did not last long. It fell largely into the hands of adventurers whose irresponsible lawlessness gave it a bad repute; and after a few years the Southern whites had so far regained their local power that there was no longer any defensible pretext for such an extra-legal force. By 1872 the Klan was on its way out. For more than 50 years it was only a memory.—Frederick Lewis Allen, quoted in *Magazine Digest*, Toronto, Canada.

SOME of our educators tell us that the object of education is to fit the student to the contemporary scene or to the scene that will be contemporary ten or twenty years from now. But since we do not know what the world will be like in the years to come, we cannot prepare students for any particular set of circumstances. There is, then, only one course open to us. We must frame a program that will prepare young people to take care of themselves under any circumstances.—Robt. M. Hutchins.

They Win No Tournaments But They Have Lots of Fun



Bridgeport Volleyball Team

HERE is a group of all-round girls. Not only can they play volleyball well, but they excel in other activities also. Our correspondent in Bridgeport furnishes identification and information, as follows:

Standing, from left to right: Lola Pearl Nall, declaimer, choral club, and sophomore; Mr. E. O. Rogers, coach; Lois Thomas, sophomore and choral club; Odessa Morehead, moved to Amarillo, Texas; Lanette Warren, senior, debate, choral club, dramatic club, probably the best all-round girl athlete in the county; Tommy Hoard, speller, choral club, sophomore. Seated, from left to right: Pauline Robinson, senior, speller, and choral club; Laverne Hartsell, senior and dramatic club; Velda Hudson, senior, debate, and choral club; Audrey Pike, senior, choral club, shorthand; Vaudeene Jones, freshman, speller, valedictorian of class last year; Irene Easley is a member of the team but could not be with us at the time the picture was made. She is a senior and a member of the choral club.

All of the girls are members of the choral club except one. They are looking forward to the big Choral Singing Meet at Sherman, as well as to our own county meet.

E. O. Rogers, coach, says: "Although these girls have won no tournaments they have given keen competition for a number of good teams that did. They play the game because it is good sport and one of the best games for girls. This team is composed of debaters, spellers and declaimers. This makes them the best all round team I have seen in my experience to coach out of fifteen teams."

"We began physical education in our new gymnasium on the first of September and it is hoped that we will be able to compete with our stronger neighbors within a few years."

"It is generally believed that Wise and Wichita counties have the strongest volleyball teams in the State. I heartily agree with the league that volleyball is a better game for girls than basketball."

(See County Officers—Page 4)

"Aristocracy of Service"

DR. FRANK PIERREPONT GRAVES, President of the University of the State of New York and Commissioner of Education, in his address at the installation of a Phi Beta Chapter at The Pennsylvania State College, among other ponderable remarks, said:

"It would seem as if the creation of an 'aristocracy of service' rather than an 'aristocracy of brains' were demanded as the goal of higher training. Even the most gifted youth has no natural right to the advantages of a college education, since the only justification for his receiving opportunities of which others have been deprived is that of a larger return to society.

"He could not well expect to receive this special attention as a reward for an ability for which he is not himself in the least responsible. He should be taught that such a privilege has been given him in order that his development may contribute liberally toward social welfare."

One hundred and fifty years ago it took nine farmers to feed ten townsmen. Today, such is the advance of mechanization one farmer can feed twelve townsmen.—*Countryman*, Idbury, Oxfordshire, England.

Writer Urges Point System For Extracurricular Work

(By Geo. W. Kelly)

WHAT is our present plan of recognizing extracurricular activities? We really do not have an organized plan in many of our schools. We sponsor athletics, put on a few plays each year, and enter most of the events in the County Interscholastic League. I do not think that we have analyzed our local situation to find out its possibilities. I suggest that before introducing a point system of recognizing extracurricular activities, we take the following steps:

1. Through teachers meetings discuss extracurricular activities—sell the teachers on their value.
2. Appoint a committee of teachers to study these activities and formulate definite aims, values, and objectives to be attained.
3. Have teachers analyze our local situation and decide on what we can do.
4. With the help of teachers, form a definite plan of organiza-

(See—Point System—Page 4)

RUSH REPORT OF COUNTY OFFICERS

170 Organizations Already Listed. See That Your Own County Is Reported

COUNTY officers are being elected each week-end, but they are not being reported promptly in all cases.

Only those appearing below have come in so far. It is impossible for the State Office to keep county officers informed unless their names and addresses are reported.

In addition to those appearing in the October, November, and December LEAGUER, the following county organizations have been reported:

Bailey County

Director General, W. C. Cox, Muleshoe; Debate, Stella Jackson, Muleshoe; Declamation, Frances Stewart, Baileyboro; Extemporaneous Speech, Martin Shuttlesworth, Circle Rock; Spelling, Ruth Light, Muleshoe; Ready Writers, Laura Pullen, Enoch; Athletics, G. M. Daugherty, Bula; Music Memory, Mrs. Ira D. Sexton, Goodland; Choral Singing, Mrs. Claude Gailman, Muleshoe; Picture Memory, Mrs. Carrie Lee Bishop, Sudan; Arithmetic, F. O. Boone, Muleshoe; One-Act Play, Revington Reed, Muleshoe; Typewriting, Miss Robbie Foster, Enoch; Shorthand, Addie Bell Fort, Muleshoe; Story-Telling, Mrs. B. Wallace, Muleshoe; Journalism, Mrs. Blanche Gentry, Muleshoe; Rhythm Band, Lois Wren, Baileyboro.

Borden County

Director General, R. H. Robertson, Gail; Debate, Zack Jagers, Rt. 1, O'Donnell; Extemporaneous Speech, Mrs. Epha Shields, Knapp; Spelling, Mrs. Marybob Hale, Gail; Ready Writers, J. F. Adkins, Gail; Athletics, T. M. Cash, Rt. 1, O'Donnell; Music Memory, Mrs. J. D. Mitchell, Gail; Choral Singing, Juanita Parker, Rt. 1, O'Donnell; Picture Memory, Mrs. Sammie Pierce, Rt. 1, O'Donnell; Arithmetic, T. M. Cash, O'Donnell; Rhythmic, Mrs. J. F. Adkins, Gail.

Bosque County

Director General, Joe G. Potter, Walnut Springs; Debate, T. S. Whitlock, Kopper; Declamation, O. E. Pierson, Clifton; Extemporaneous Speech, M. I. Spratford, Cranfills Gap; Spelling, Hannah Hof, Clifton; Ready Writers, Beatrice Pierce, Valley Mills; Athletics, Omer Lee Hix, Morgan; Rural Schools, Mrs. Clara F. Richards, Meridian.

Calhoun County

Director General, H. A. Westerhorst, Port Lavaca; Debate, M. I. Thum, Port Lavaca; Declamation, L. B. Canton, Port O'Connor; Extemporaneous Speech, J. H. Glasgow, Seadrift; Spelling, J. C. Tomlinson, Long Mott; Ready Writers, A. W. White, Port Lavaca; Athletics, W. F. Gerner, Port Lavaca; Music Memory, Elsie Wilson, Port Lavaca; One-Act Play, M. I. Thum, Port Lavaca; Rural Schools, Kenyon Browning, Olivia; Rhythm Band, Maurine McMurphy, Port Lavaca; Picture

HOW happy I should be to hear someone tell me about the manners, air, and looks, the daily life and common talk of my ancestors! How closely I would listen! Truly, it takes an evil nature to despise so much as the portraits of our friends who have gone before us, the cut of their clothes, and the fashions of their arms. Of my predecessors I have preserved the writing-desk, seal, and breviary, as well as a peculiar sword they liked to use. And I have not chafed from my study the long staffs my father always carried in his hand. If my posterity is of another mind, for which others have been deprived of a larger return to society.

"He could not well expect to receive this special attention as a reward for an ability for which he is not himself in the least responsible. He should be taught that such a privilege has been given him in order that his development may contribute liberally toward social welfare."

Any way, my father hit upon the following expedient. When I was still at nurse and before my tongue was loosed in speech, he placed me in charge of a German who knew nothing of French, but was deeply versed in Latin—he has since died, a well-known physician in France. The man was brought, at great cost, expressly for the purpose; and he had me continually in his arms. He was aided by two other scholars, of lesser learning, who looked after me and came to his relief.

None of them spoke to me in anything but Latin. As to the rest of the household, it was an unbreakable rule that neither my father nor mother, manservant nor maid, should speak anything in my presence but such Latin words as they had scraped together in order to prattle with me.

The harvest was astonishing. My parents learned enough Latin to understand it, and to speak it well enough for ordinary purposes, as did the servants who were closest about me. In short, we Latinized it at such a rate that it overflowed into our neighboring villages, where many Latin names for workmen and tools took root and may still be heard.

As for myself, I was over six years old before French or Perigordian meant any more to me than Arabic. Without artifice, books, grammar, rules whipping, or tears, I had by that time learned to speak as pure a Latin as my teacher himself. For I had no means of confusing or spoiling it with another language. If, for example, they wanted to test me with a theme, schoolfashion, what they gave to others in French for translation, they had to give me in bad Latin, to turn into good.—*The Autobiography of Michel de Montaigne*.

(See—Point System—Page 4)



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ROY BEDICHEKEditor

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Vol. XXI JANUARY, 1938 No. 4

FROM all reports, the Speech Institute held at the Texas College of Arts and Industries, under the management of Miss Mildred Pecaut, December 11, was very helpful to the seventy speech teachers from the public schools who assembled there. Various phases of speech work were discussed by teachers who have had marked success in teaching speech in that section of the State. J. Howard Lumpkin, Director of Speech Activities, and T. A. Rouse, Associate Professor of Speech in The University of Texas, assisted in this program. We suggest that other institutions of higher learning take a like interest in the speech work of the public schools in the section immediately served. Indeed, several other institutions are already working in this connection. We have mentioned in previous issues the work of Baylor University, and we should like to receive accounts of similar activities undertaken by other institutions.

IT IS QUITE the thing now to excoriate Mussolini, Hitler, Kemal Pasha, and the Japanese military clique. They are thrice-damned in every paper and magazine you pick up. On the contrary, we think that the world owes them a debt of gratitude. They have reduced war to the ghastly reality that it is. They have taken the theory that nations have been acting on from time immemorial and pushed it to its logical, realistic conclusion. They have stripped the miserable institution of its sentimentality, robbed it of its glamor, catalogued it where it belongs at the head of the long list of diabolical iniquities which man perpetrates upon man. Chivalry, religion, patriotism and all the other high and holy trappings and disguises with which the institution of war has been tricked out have been shorn away by these desperate realists and the thing reduced to mass-murder for gain on a colossal scale of men, women and children. They have clarified our thinking by actual demonstrations. Let us thank them.

WE NEED not more laws but better enforcement. How often is that repeated, and yet the first part of it, at least, is pure nonsense. If we don't need more laws, why do we go to the trouble and expense of supporting ordinance-making city councils, state legislatures and the national legislature? Of course, we need more laws. Every time a practice develops that becomes a social abuse, we need a law for it. Every time the legal fraternity devises some way to circumvent an existing law to social detriment, we need a new law. So why keep parroting that nonsense about not needing more laws. It is coupled with a statement that is often true, "we need better enforcement." But that has its limits. If you enforced all the laws now on the statute books for one day the whole Nation would be turned topsy-turvy. However, that fool saying will go on and on and solemn heads will be wagged affirmatively every time it is uttered. Anatole France said, "If fifty million people say a foolish thing, it is still a foolish thing."

SAYS the editor of the *Wichita Post*: "At least one need has been developed by the protests in Interscholastic league football in this section—that is for some system that will eliminate such protests in the future. Obviously we cannot hope to maintain satisfactory relations between communities in the face of protests. The problem, then, is to provide a system that will make protests unnecessary, and still assure the eligibility of those who participate in interscholastic league contests. The present system is defective in that it encourages what amounts to almost a system of espionage. Enforcement of the eligibility is left largely up to what representatives of one team can uncover on another, and there is no limit to the period during which the disclosures may be made. Any effective system must, of course, prevent the participation of ineligible. That means that every possible effort must be made to uncover any ineligibilities existing, but it should be possible to develop some system that would be more satisfactory than that now employed."

All right. Out with it. Don't keep us in the dark. Shoot. We've been waiting for such a system and the invention of perpetual motion a long time.

ONE great lesson that children may learn by various extracurricular school activities, and of great importance in a democracy, is the obligation of the individual to the organization. By organization, the individual benefits. In exchange for this he must make some sacrifices. If he cannot conscientiously support the decision of an organization, his remedy is to resign from it and do his fighting on the outside. To participate in an organization, and then obstruct the operation of some plan which the organization has adopted is unfair, and a species of sabotage. It is sometimes defended on the theory that "the end justifies the means." This is a very dangerous principle. A modern instance supporting the truth of this statement may be found in current news from Soviet Russia. The old revolutionists in the pre-Kerensky days were drilled and perfected in sabotage. Sabotage is, of course, wrong, but the old revolutionists argued that the end justified the means, the end in this instance being overthrow of the Czaristic regime, which was finally accomplished. The Revolution had its day, but there remained the dissidents with their old training in sabotage. What more natural, then, that this method should be used against the

very party that had instructed them in it? So now we find killings right and left by the present government for the crime of sabotage, and an empire disrupted at a time when Germany is threatening it from one side and Japan from the other. To preach sabotage to any faction is to preach national suicide. And ten times more dangerous is this diabolical doctrine in a country whose life revolves about the machine, as ours does.

AMONG the many contests held annually under the auspices of the University Interscholastic League, the one in Picture Memory stands out on account of its amazing growth during the past few years, and for the adaptability of its material to the work of extracurricular art clubs in the grammar grades. It is based on the ability of the pupils to recognize by sight and identify the artist and nationality of fifty classical selections. This sort of recognition test lends itself easily to a competition, and it is as a competition that perhaps the most successful results have been attained.

The child has a natural interest in pictures, but his natural selection of pictures is often such as to cause the judicious to grieve. His sensitive imagination will take any old chromo and invest it with a glory known only in that far-off child-world which few grown-ups can reconstruct with any accuracy. We hear stories of the tiny tot in pioneer days having a secret horde of pictures clipped from advertisements or torn from patent-medicine containers or cigar-boxes, which, in a way, satisfied his artistic cravings. The school child of today is put to no such primitive devices. His natural love of pictures is encouraged by sympathetic teachers, and examples of the world's greatest, in excellent reproductions, are supplied in satisfaction of his yearning for pictorial representations. The practice is to seize upon this natural interest, before it grows cold, so to speak, and direct it in such a manner that the child's life is permanently enriched by an appreciation of artistic work which appeals not only to childhood but continues throughout later life. Identification of a given picture seems to be a simple thing, and it is, but identification of a large number requires close attention to the details of the various selections. Comparisons are made, different methods of attaining an effect are studied, and the amazing variety of the subjects of art is a constant refreshment and stimulation to further study.

It is hardly sufficient to hand a busy teacher half a hundred selections and ask her to present them to her class. The League has undertaken to supply certain helps that have proved practicable in enlisting and holding the interest of the children, and all of these "helps" are adaptable to use in art clubs in those schools which do not care to participate in the regular League contests. Each year the League issues a bulletin of sixty to a hundred pages in which each picture is treated appreciatively in language a fourth- or fifth-grade child can read and understand. Interesting biographical data concerning the various artists are also included. This bulletin is used in many schools as a supplementary reading text. Another bulletin addressed particularly to teachers is also available, giving suggestions concerning the teaching of art appreciation. Printed test sheets are issued in connection with this work, which enable the teacher to test the class out and grade the results in a few minutes. A sample test-service on so-called "unfamiliar pictures" has been found to be an excellent device for wider study of pictures. Under this plan, the very finest reproductions of famous pictures are loaned to a given school for a week, and then returned for further circulation. In this way children are brought into touch with a great variety of pictures and artists, including those of every nationality that has in any way distinguished itself in this field. Thousands of pictures are circulated through the Sample Test Service each year.

Those interested in the rules and regulations of the Picture Memory contest will find them in the current edition of the Constitution and Rules of the League, and the bulletins mentioned above are more particularly described in Appendix V of the same publication.



Picture Memory
The first edition of the picture memory test-sheet omitted "Russian" from the list of nationalities. There is one Russian picture among the selections. In order to be logical, since this year a Mexican picture has been introduced, we drop the word "American" to designated artists of the United States, and substitute for "American" which would logically include "Mexican" and insert the words "United States" in its stead.

Choral Singing, Rule 7
Eliminate sentence beginning "The teacher of each choir," etc., to harmonize with last paragraph of rule which prescribes a pupil-director.

Typing and Shorthand
Typing and shorthand rules have been revised since the issuance of the 1936-37 Constitution and Rules and are now issued in separate pamphlet form. This revision is official and supplants pp. 62-66 of the Constitution and Rules, and is sent free on request.

Spelling List
"Garret," page 7, column 2, current Spelling List is misprinted. Observe Instruction 3, page 42, of the Constitution and Rules in this connection.

Music Memory Rules, p. 46
Eliminate from list of selections "Dost Thou Know that Sweet Land" and "Land of Hope and Glory."

Debate Question
Attention has been called to omission of formal statement of

drill methods until the facts are fixed firmly in mind, but such procedure is meaningless and lacking in vitality. The teacher can secure maximum results only when she uses a method which causes the memorizing to become merely a key for opening a door to a fund of beauty and knowledge.

Distinguishing Characteristics
Instead of merely remembering that a certain artist painted a particular picture, lead the child to find the characteristics which distinguish the work of this artist from that of any other. For example, we know that Botticelli was particularly fond of painting filmy veils. The child can be led to recognize the artist's handling of these so that wherever he finds this characteristic he will immediately associate it with the proper artist. Often this ability can be developed to the point where children will recognize the artist upon first sight of a picture.

Fra Angelico was famous for his beautiful angels which are so distinct in character that they can easily be identified as his work. The decorative treatment of the folds of drapery as well as the brilliant, well harmonized color have never been equalled by any other artist. Raphael's madonnas have a sweetness of expression and delicacy of modeling achieved only by himself. Murillo's chubby cherubs appear in all of his later pictures.

The Landscape Pictures
In the field of landscape Corot's feathery trees and Rousseau's decorative treatment offer distinct contrasts, while Van Gogh's broad and vigorous brush strokes unerringly proclaim his individuality. Chavannes and Guerin use the close harmony of color and tone that we have come to associate with mural painting. The difference in subject matter and composition distinguishes the work of one of these artists from that of the other. Easel pictures which have similar characteristics were painted by Whistler.

Even limited experience with the paintings of Grant Wood make the student so familiar with the charm of his expression that any other picture by this artist is recognized as such at a glance. Rivera brought us beauty in solid forms and sturdy structure which is almost startling to the novice.

The Wider the Study the Better
Building up associations like the ones mentioned above requires a broad field of experience with pictures. The farther teachers and students extend themselves into the study the more fascinating and meaningful the experiment becomes. The information gathered need not be technical, but may consist of those facts gained by individual observation. Children will delight in discovering hitherto unmentioned characteristics of each artist studied. Some of them will enjoy making lists of characteristics by means of which their favorites can be recognized.

the debate query in the Debate Bulletin. The title of the bulletin: "Texas Legislature: one house or two," states the query. The formal statement of the same is given, however, in the usual place, page 29, Constitution and Rules, as follows: "Resolved, That Texas Should Adopt a One-House Legislature."

Art. VIII, Sec. 13
In last clause "(2)" read "higher class" for "accredited" school.

Debate
Attention is called to a slight change in Rule 4, p. 30, Constitution and Rules. Time of entry for debate is decided by the County Committee. It may elect to have a tournament at the county meet, and in such case entries must be in, according to the provisions of Article IV, Section 6, ten days before the date set for the meet. In case a round robin is determined, of course, a schedule is made out by the Director of Debate, subject of course, to approval by the county committee.



BUILDING PICTURE ASSOCIATIONS
THE Picture Memory contests provide opportunity for leading children into a field of activity which extends far beyond the value to be derived from the mere committing of facts. Of course it is possible to provide the child with lists of pictures, artists, and countries which produced them, and then proceed with

headlines, interesting editorials. Improvements possible: Occasionally meeting stories have weak leads.

The Breckenridge Dynamo—Strong points: headlines, makeup, news-story form. Improvements possible: Some editorials are very good, but some are too preachy. Study the I.L.P.C. pamphlet on editorial writing.

Terrell Hi-Life—Strong points: forceful, ragged-edge headlines; good news coverage. Improvements possible: Some of the news stories contain editorial expressions of opinion; editorials could be made more interesting through use of special forms discussed in I.L.P.C. pamphlet on editorial writing.

Dalhart Hi-Times—Strong points: lively, newsy spirit; good headlines. Improvements possible: Most of the weak points of this paper are probably due to lack of space. Some of the news stories could be more detailed. An editorial in each issue would help to round out the newspaper.

White Deer Bucks Tale—Strong points: very complete news coverage of the school (in some issues the high school students furnish half of the stories for the entire paper); use of many student names. Improvements possible: greater variety in headline type (experiment with some of the type used in the ads); use fewer stories beginning with "The."

Spearman Lynx—Strong points: excellent means of bringing the high school before the citizens; completeness of news coverage; Edwin Reed's column, use of many student names. Improvements possible: Leads on some of the news stories should be strengthened; run one editorial in each issue and try to make it interesting and vital.

Canyon Eagle's Tale—Strong points: exceptionally good sports stories and sports coverage during the fall, makeup, headlines, editorials. Improvements possible: Too many stories begin with "The," thus tending toward monotonous sentence structure.

Cooper Bulldog Barks—Strong points: good editorials (why not have one in every issue?), well-worded headlines, use of many student names. Improvements possible: By using some of the type used in the ads, the staff could work out a more attractive headline schedule. News stories of meetings and speeches should contain in the lead the most important things done at the meeting or said in the speech. Some news stories contain editorial statements.

The Moabette Outlook—Strong points: neat appearance, good makeup, well worded headlines, use of student names, good news stories. Improvement possibilities: Long columns of names and personal should be broken up by some type device to provide contrast. Large initial letters, if available, would improve the appearance of the editorial column if used at the beginning of each editorial.

Get on Exchange List
Several other papers in the I.L.P.C. are published as a part of the local newspaper; but we have not been receiving them on exchange. If the staff of any of the above papers do not know how to effect the suggested changes, drop me a note and I shall be glad to explain further in a letter.

Staff members of each of these papers can learn some helpful things by studying the others. Why not put all of these papers on your exchange list? Lack of help has made the I.L.P.C. slow with its criticisms this year. We are hoping, however, to be able to give criticisms in January and February to all who wish them. If you want your paper criticized, let me know.



Rim of Christendom: A Biography of Eusebio Francisco Kino, Pacific Coast Pioneer, by Herbert Eugene Bolton. The Macmillan Co., New York. Pp. 644. \$5.

THIS comprehensive and well-authenticated story of that hard-riding Padre on Horseback, that explorer, cattle-king, mission-builder, Indian diplomat, astronomer, cartographer, and historian, Father Kino, by Dr. Bolton, a former professor of history of The University of Texas, adds immeasurably to our information concerning the spread of culture in our Southwest.

In 1684, just when LaSalle landed his colony in Texas, Kino was with the first expedition which ever reached the Pacific Ocean by crossing California. With Admiral Attondo he crossed the Vermilion Sea to found missions in "the Great Kingdom of the Californias," writes Kino, "is the largest island which the Orb contains."

Ship-building had been a common enterprise on the west coast since the days of Balboa, despite claims to primacy in this industry by New England, asserted until it is believed by historical "boosters" of the Atlantic seaboard. Attondo's little fleet was built on the Sinaloa River, near the little town of Bama, where Cabeza de Vaca after his hike from Texas parted from his Pima followers. Supplies for the expedition were assembled at the little port of Chacala near Campostela, whence Coronado a hundred and forty years before had set forth to conquer the Seven Cities. The King of Spain, whose agents expended some \$250,000 on fitting out the expedition, received regrettably small returns in pearls, amber, gold, silver, or souls saved. Nor were any permanent settlements effected on the peninsula. The episode ended with a pirate-chasing voyage to protect the treasure-laden Philippine galleon returning from Manila to Mexico, however. And the young priest learned much that was to prove useful to him in his later career.

The charm of Dr. Bolton's narrative lies in its sprightly and vivid language and its wealth of well-selected and veridical details regarding the manifold abilities of the good padre, his lovable self, and the Indian. Stout of heart and strong of limb, he lived in the saddle for long periods. Once he rode 1,100 miles in 35 days; another time, 250 miles in 3 days, preaching and baptizing in five villages as he went. Yet, after only four hours sleep, the fifty-five year old padre was up and hard at work the next morning. "Building a mission was not all a matter of pious emotions," says Dr. Bolton. "There was hard work to do. The missionary often wielded ax, spade, or trowel, swung a lasso, applied the branding iron, or cinched the girth of a groaning mule." In Pima Land (Arizona today) Kino built beautiful Dolores, Mother of Missions, and by his loving services won forever the loyalty of the Pimas. These Indians (whose expression of negation is *pim*, hence their name) stood between the Spanish settlements and the fierce Apaches. Brutal Spanish captains attempted to discipline or cow the Indians by mass murder or enslavement, but they always rose again in bloody rebellion, and mission churches blazed over the heads of martyred priests. Kino's Dolores was always spared. His was the rule of love, and in his role of peacemaker he was more potent than a garrison of soldiers. Indeed, the philosopher can derive from this documented historical narrative a generalization which the materialistic historian is slow to accept, viz, that love is mightier than the sword, that Jesus really conquers, while Caesar desolates and destroys.

The Indians were often touching in their simplicity. At Casa Grande on the Gila, three headmen of the village came and embraced Kino and all his company, inviting them to their home, where the Indians dwelt in two files to welcome the visitors, bringing them water and bread made of mesquite beans, because the maize harvest had failed that year. Kino preached and baptized nine children, although says the padre "at first they were afraid of the horses and the soldiers, because they had never seen any before." On another occasion Kino was given a scalp by a chief from the Colorado River. It had graced the pate of a neighboring ponzo, or Indian priest, the only one who had opposed Kino's teachings. Hence the hair-raising, says Dr. Bolton.

Near the end of his busy life the tireless padre discovered that California was not an island and that the Gila emptied into the great Colorado. With all his exploring, however, he did not neglect his spiritual charges, for there were really not enough missionaries to meet the demands upon them. "Bands of gayly bedecked heathen chiefs went repeatedly to Dolores to beg for fathers to go to live with them and teach their people," says Dr. Bolton; "from the west and the north there was an almost constant procession on the trails that lead to Kino's door. Some came on horseback. Most of them trudged pigeon-toed on foot, carrying their bows and arrows. They brought presents for the Black Robe—curiosities, the fruits of their lands, especially the blue shells. Sometimes whole families came scores of miles, the women carrying their infants slung on their backs. 'Padres y españoles' was a constant refrain on the Pima tongue."

Time, money, and talent have not been scant in the making of this memorable story of the Southwest. Dr. Bolton, a former president of the American Historical Association, now head of the Department of History and Director of the famous Bancroft Library at the University of California, ransacked the archives of Mexico, Peru, Spain, Italy, Germany, Bohemia, Holland, and France in his search of material. In person he traced Kino's life from its beginning in the Italian Alps, to Ger-

many, where he was educated, to Spain, Mexico, and from there over the trail on the Sonora-Arizona-California border, to the Gila and the Colorado and over the Sonora Mountains to the Sierra Madre. The book, a masterpiece of printing, is illustrated with facsimiles of old maps and pictures taken by the author while tracking down this pioneer of civilization whose "one burning ambition was to save souls and push outward the Rim of Christendom."

Lillian Greer Bedichek.

Biological Survey of the East Texas Big Thicket Area, by H. B. Parks, V. L. Cory, and others. Sponsored by Sam Houston State Teachers College, Texas Agricultural Experiment Station at College Station, The East Texas Big Thicket Association (R. E. Jackson, President, Silsbee), The Forest Committee (J. R. Keig, Chairman, Beaumont Chamber of Commerce) and The Texas Academy of Science (Don O. Baird, President, Huntsville). 51 pages, issued in 1936. The price of this pamphlet is fifty cents, but by mentioning the LEAGUER a copy may be obtained for thirty cents, ten copies in one order for \$2.50. Address, Don O. Baird, Huntsville, Texas.

WHO in West Texas has not heard of the Big Bend? Who in East Texas has not heard of the Big Thicket? And who is there in Texas who shouldn't want to know something about both of these interesting regions? Any examination to qualify one for the title of "Texan" must include a number of questions to test the candidate's knowledge of both the Big Bend and the Big Thicket.

The original "Big Thicket" comprised some three and a half million acres stretching from Grimes County to the Sabine River, its southern edge skirting the coastal prairies, and its northern boundary line slicing across Walker, Trinity, Angelina, San Augustine, and Sabine counties. It pioneer times all Texas east of the Brazos River was referred to as the Big Thicket, but settlements encroached and whittled it away, until now all that is left, and much of that sadly mutilated by civilization, lies within the limits above designated. Really, the Big Thicket is known now locally as an area still further restricted. The proposed "Reservation" covers only about 425,000 acres located near the center of the original area.

In criminal news the Big Thicket figures chiefly as a hideout for bad men, but to the nature-lover it means a virgin forest rich in native growths and animal life undisturbed by the "descent of man." The institutions and agencies listed above have done a creditable piece of work in listing and partially describing the flora and fauna of the region. It pretends to be only a preliminary survey, a sort of ground plan intended as a service to those wishing to make more detailed studies. A large part of the bulletin is devoted to lists of the mammals, birds, reptiles, amphibians, fish, mollusca, and plants. The plant-list is quite lengthy, including some 1,500 different species.

A Panorama of State Legislatures, by Arthur Holland, Member of the Texas House of Representatives. Paper cover, 32 pages, The Art Shop, Temple, Texas. Price, 75 cents per single copy; ten or more copies in one order at 60 cents per copy.

THIS pamphlet is what its name implies, a "panorama," or survey, of State legislatures. It contains much valuable general information for high school debaters interested in the present debate query. However, affirmative or negative will look in vain for specific argument, supporting one side or the other, as the author chooses to make this essay informational rather than argumentative. This is not to say, however, that pros and cons will not find here a field from which to choose material which suits their respective purposes. It is especially rich in material devoted to the personnel of State legislatures, and tends to show that State legislatures have been the proving ground for some of the most distinguished statesmen that this country has produced.

WHEN people spoke of old man Sawter they said he even jumped the gate to save the hinges. We fellows in grammar school got lots of laughs out of that and the night he looked across the room and out the window and saw Bob Davis, his neighbor, sitting on the lawn where it was cool, reading the paper by Mr. Sawter's light. "Em-peru, for God's sake, pull down that shade," Mr. Sawter yelled. "There's Bob Davis out there reading by our light."—David Brown in *Southern Review*, Louisiana.

