



Concerning the Picture Appreciation service last year, James Maddox, Superintendent of the Knippa Independent School District, writes, as follows:

"The service was grand and our students won first place in the county meet with a team grade of 98 per cent."

And Marie Carter, Principal, Joliet School, Caldwell County, writes: "I appreciate this service; it has been of much value to the pupils as well as the director."

Suggests Other Events In Typing Competition

(By Ava I. Humphreys, Daingerfield)

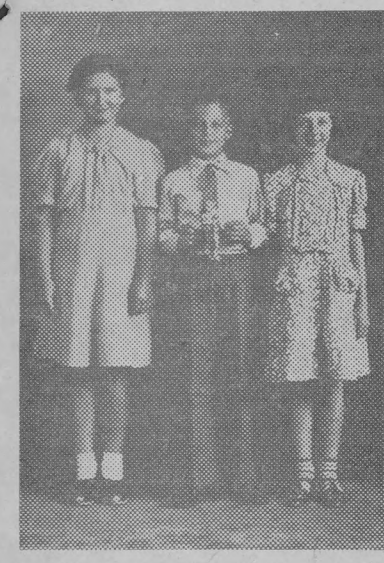
I suggest that in the typewriting tests a ten-minute typing be given with the same rules as the previous fifteen-minute test in the State Interscholastic Typewriting Meet.

In addition to this test, I suggest that setting up a business letter to be given using a carbon, that a test on the tabulation of numbers and a list of questions be asked similar to those on page 77 of the State-adopted text. I also suggest a test on rough draft. I would also add to the test tabulating of numbers.

My reason is that a fast typist might not be also to turn out a neat letter or be able to do the other things mentioned. I suggest that erasing be permitted on the letter and optional on the ten-minute timing.

A number of states are adopting the rules given above and to me they seem more practical than a fifteen-minute timing, and it also tests the student's skill better in typewriting.

Cyclone School Picture Memory Team



Lucille Green, Frank Green, Jr., and Pearl Engbrock

THESE bright-looking rural children compose the picture team of the Cyclone School in Bell County. This team won first place in the contest, making sixth consecutive year that Cyclone school has won this distinction in the Bell County Meet. Miss Emma Sell is the instructor in picture memory.

If there is no common national or social outlook, there will not be common action against the common adversary.—From the Autobiography of Jawaharlal Nehru.

DEBATE INSTITUTE

December 12 and 13

There will be two new features in this year's Debate Institute in Austin, in addition to the other events. For the first time since the Institute was founded, the High School debaters, and the public generally, will hear college girl debaters discuss the proposition as well as boys. The second new feature will involve the use of twenty-five critic judges, selected from the debaters and directors of the Institute, who will judge and criticize the High School debaters.

If you are planning to enter your teams for the Saturday afternoon debates, be sure to drop us a note, Remember the date—December 12 and 13. Full details will be available in the next issue of the LEAGUER

Volleyball Proves Fine Sport for Moulton Girls



Moulton High School Squad

Back row (left to right): Evelyn Machart, Mary Kresta, Evelyn Zimmerman, Glorine Schindler, Coach Clyde Jones, Dorothy Schacherl, Dorothy Machart, Helen Kubicek. Middle Row: Stella Wotipa, Marcella Mikulencak, Virginia Brune, Mary Nerada, Mary Wagner, Ella Brom. Front Row: Martha Okruhlik, Annie Novak, Capt. Hermina Novak, Elizabeth Barta.

THE Moulton High School volleyball team under the direction of Coach Clyde Jones enjoyed its best season in the history of the sport last spring. The team played 36 games, won 32 and lost 4. The team won honors in four tournaments including first place in the district meet at La Grange. The team will be practically intact this year as only two members were lost by graduation, and indications are that Moulton will have another strong squad.

Poetry Club Puts On Radio Program

Gaston High Organization Also Issues Book of Original Verse

(By C. W. Dawson, sponsor)

MEMBERS of The Gaston High Poetry Club have recently released 160 fifty-five page booklets of their own original verse which is encased in attractive covers bearing the printed title, "Throbs From the Gaston High Poetry Club."

Dedicated to the memory of a Gaston student who died during the school term, the booklets contain both serious and humorous varieties of verse.

Versified Prophecy
Adding to student interest in the booklet is an included versified prophecy which devoted at least two verses to every one of the school's 82 graduating seniors. "The Quiddnuss Say, a gossip column in verse, is another included section attracting student attention.

Since the two mentioned sections could not be sold separately for half price when the booklet supply was exhausted, the editors are pleased to feel that it was the booklet as a whole which was in demand.

During the vacation months, the club presented a series of half hour radio programs from Radio Station KGKB at Tyler. With the organization's president, Jack Suggs, acting as master of ceremonies and chief reader, the poetical group provided its own accompanists (members of the club) and broadcast its own poetry and some of the classics on twice-a-month 30-minute programs.

School Paper Helps
The school's paper, "The Devil's Delight," has assisted in giving

Paschal High School Club Studies Use of Slide Rule

REPLYING to an inquiry concerning the "Penta Slide Rule Club" in Paschal High School, Ft. Worth, Miss Charlie M. Noble, Sponsor, says:

"For several years I have conducted a fifteen-day Penta Slide Rule Club in both the fall and spring semesters. The club meets before school, from thirty to forty minutes each day, for fifteen successive days. In this short time the members get an understanding of how to use the slide rule to multiply, to divide, to find square roots, and to combine these simple operations.

Student-Teachers
"This is not a difficult test. It covers in a fair way what has been learned. Those whose grades fall in the upper one-fourth of all

recognition to the young poets; a full page is given for publication of the best poems written during each two-week period.

Officers for the past term were Jack Suggs, president; Martha Sanders, vice-president; Dorothy Helgeson, secretary and treasurer; Ena Louis McWilliams, reporter.

Clyde Watson served as the booklet editor. Other members of the club were Vance Wells, Virginia Tate, Harold Reel, Marjorie Johnson, Emilie Heinatz, Billie Jane Collier, Anna Ruth Colley, June Shockey, Vera Maxwell, Mayvee Franklin, Wanda Williams, Mary Brimble.

TOO SOFT FOR SPORTS

Famous Coach Laments Degeneration of Youth

MOST American boys are too soft, Coach Frank Leahy of Notre Dame said August 22, speaking at Daytona Beach, Fla.

"They're too soft nowadays for football, they're too soft for later life," said Leahy.

"Boys aren't proud of their physical prowess any more—or envious over the ability of one of their mates to knock them over on a football field," he continued. "When they get knocked down or fall down, they don't get up any more boiling with indignation and determined to drop somebody on the following play if it's their last act.

"No. They get up and look for the bench to be called out, and their thought is 'well, I didn't get hurt so bad that I can't go to the dance tonight.'

"Life is being made too easy for boys. When they want something from the drug store at the corner, they don't walk or run down after it. They hop in dad's car and ride. The result is their legs are soft and their bodies are soft and when they have to take a hard rap or two, they fold up."

Stagg Says Texas Football Is Tops

Veteran Coach Gives League Credit for Sports' Pre-eminence Here

"Venerable old Alonzo Stagg, whose 51 years as a coach entitle him to a few opinions, says Texas football is just about the best in the nation and he gives all the credit to the State's high schools," says an Associated Press dispatch dated Tyler, Texas, October 13.

"Show me a region with good high-school teams and I'll show you some good college teams. Why down here in Texas some of your high-school eleven could lick some of California's smaller college teams.

"I've watched Texas football closely. I know why the Southwest Conference is tops. The answer is all over Texas where high-school lads are taught football systems soundly. They have a keen spirit and their big objective is to win the State championship.

Junior Historians Announce Contest

Prizes Offered for Best Radio Script on Title, "My Community's History"

(By Dr. E. C. Barksdale)

MY COMMUNITY'S history" is the title of a new contest for eligible Texas high schools. The Junior Historian organization, the high-school division of the Texas State Historical Association, announces at the beginning of the school year, 1941-1942, a radio script writing contest among its chapters. The script is to be based on some phase of the local history of the individual chapter.

Contest Rules

A prize of \$15.00 is offered to the chapter presenting the best script. Second and third prizes are \$10.00 and \$5.00 respectively. Judges are to be Mr. Lloyd Gregory, Managing Editor, *The Houston Post*; Mr. Martin B. Campbell, Director of Radio Stations WFAA and KGKO; and Mr. Monte Kleban, Production Manager, WOAL.

The rules of the contest follow:

1. Any chapter of the Junior Historians in good standing is eligible to participate.
 2. Any Junior member or all Junior members of the chapter may assist in the preparation of the script.
 3. Sponsor assistance must be limited to coaching and suggestions.
 4. Eligibility rules of the University Interscholastic League will apply.
 5. The script submitted should be typed on 8 1/2 by 11 inch paper, using only one side of the paper.
 6. The program for which the script is prepared must not exceed 30 minutes in length. In other words, the script should be meticulously and accurately timed.
 7. Closing date for the submission of entries to *The Junior Historian*, University of Texas, Austin, Texas, is midnight, February 15, 1942.
- The Junior Historians compose an organization among Texas high schools devoted to the promotion of interest in Texas history and to the preservation of Texas lore, tradition and culture. Chapters and individual members engage in such projects as the discovery of old buildings and landmarks, search for old and interesting letters, the trace of the origin of

(See—Junior Historians—P. 2)

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"I've watched Texas football closely. I know why the Southwest Conference is tops. The answer is all over Texas where high-school lads are taught football systems soundly. They have a keen spirit and their big objective is to win the State championship.

"When these boys go to college they are ready for big-time play. They know the intricacies of Warner and Notre Dame formations. They are usually big and rugged. And a football letter means more to them than A-plus in Latin."

Texas has more than 850 high-school football teams competing in the University Interscholastic

Folk Lore Collector Returns to Teaching

DR. W. A. OWENS, collector of Texas folk lore in the Extension Division of the University, resigned in September to accept a position as Professor of English in the A.M. College, in which institution he formerly served as



W. A. Owens

instructor. While employed in the Bureau of Public School Extracurricular Activities, Dr. Owens did valuable collecting of folk songs, stories, customs, etc., recording much of this material on phonograph records. Among the more valuable recordings, so far as public schools are concerned, are a score of Spanish songs and stories, copies of which are available for Spanish teachers who wish to use them in their classes. A list of these records with suggestions for use of the same will be issued shortly.

Typing Contests "Make 'em Work"

Students Respond Favorably In Competitive Situations

(By Omar Kent)

I THINK the desire to win in County, District, Regional, or State causes the typing entrants to rise to heights unexpected, tapping resources of skill, strength and endurance of which they are otherwise unaware.* This competitive program causes many typing students to type forty words per minute where they would have been satisfied with the minimum of thirty, others to type fifty words per minute instead of forty, and the few better students to type over fifty words per minute.

No Chance to Cheat

In typewriting contests, the point-honesty of performance—hardly needs to be mentioned, because the typist himself is responsible for his performance, and I can see no way for the teacher to do the student's work for him.

Most students take typewriting their junior year in high school and the ages of typewriting students range from about fifteen years through eighteen years. This causes most of the entrants to be nearly the same age and usually classified as juniors or seniors, scholastically. I think that the competition is fair according to ages and scholastic standing and representation in the county, but I do not think it is fair for individual winners from sparsely settled counties to have to type against a team of three at District for the district meet by default. Last year in our District, the individual winners of Gaines and Andrews Counties (Bi-County), were three students—one from Seminole, Texas, the second from Seagraves, Texas, and the third from Andrews, Texas. These were classified as individual winners from the Bi-County Interscholastic League meet. They seemed to feel that they had a good chance to win against individuals from other schools, even though these schools were larger, but when some of the entrants found that Odessa,

*This is concluding installment of Miss Kent's discussion of typing contests. First installment of which appeared in this issue.—Ed.

Soon, however, this Superintendent was replaced by a man who is a strong believer in athletics. In turn he sold the idea of athletics to the school board and I was elected athletic coach for the school. Only two or three of the boys had played football before, but we had a fairly successful season.

Football Brings Transfers

With the bringing in of football we gained many transfers from other schools, and many that had transferred out returned to our district. During the season a live school spirit was built up and in turn our school population is growing. We need not fear now that our school will decay.

SMALLER SQUADS LESS EXPENSIVE

6-Man Football Solves Many Problems in Fall Sport for Little Schools

(By Hugh Dunagan)

THE UNION RIDGE school had elected a superintendent that was opposed to athletics. A new and beautiful building was built in this community and the building of a gymnasium was left off. He influenced the school board against the hiring of an athletic coach. In two years the enrollment had dropped until many had made the prediction that soon there would be an empty building at Union Ridge and school would transfer to Gilmer.

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For the future we have begun sodding a regular field in place of the pasture we played on last season. We also have great hopes of interesting the people of the community and the school board to a degree that within the year we will have a lighted football field. Hence, I believe that in many cases six-man football is the salvation of the small school.

13 in Travelling Squad

The usual size of the travelling squad of the six-man team is thirteen.*

In my own particular school our travelling squad consists of twelve men. The average cost of outfitting a boy ranges between eight and twelve dollars. Prices of equipment vary all the way from four dollars to twenty-six dollars. Most coaches do not have very much money to outfit their squad hence they try to get by as cheaply as possible. The effort toward false economy by the buying of very cheap equipment has resulted in many injuries, to which reference will be made later. In our school it cost about twelve dollars each to outfit the boys. We raised the money to buy these suits by calling the community together for a box-supper. At this box-supper various individuals pledged money to the team while others pledged farm products. After the game is set up and the squad outfitted, it should become self-supporting as soon as possible.

Few Lighted Fields

In Texas half the fields are sodded and about one-fifth are lighted.*

*Evidently Mr. Dunagan is not superstitious.—Ed.

Director Discusses Interpretation of Article VIII, Section 7

(By R. J. Kidd, Athletic Director)

THERE HAS been some discussion among member schools regarding the application of Article VIII Section 7 to "B" team games. This question has arisen because of the increasing number of "B" teams and scrub teams participating in inter-school football and basketball games.

"Scrub" Teams

Throughout the State many schools in addition to their League contests sponsor a regular schedule of inter-school games for as many as three separate and distinct teams. One team may be known as the "gold shirts," another as

(See—6-Man Football—P. 4)

(See—"B" Squad—P. 4)

County Meet Officers Are Reported and Plans Made

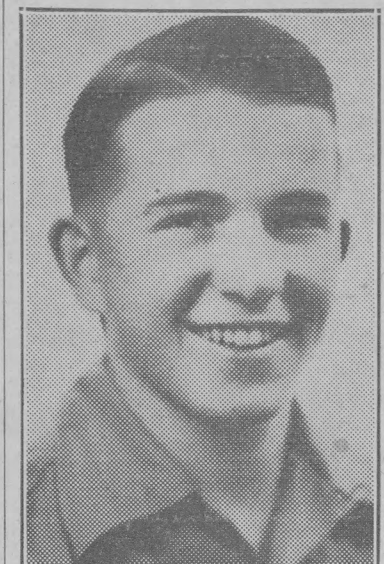
Many Counties Represented in the "Early Bird" Organizations

Good Idea Backtracks

WALTER WANGER, the movie producer, needed a sunrise scene at a desolate place near the sea for a film. He assigned his camera crew to get that sunrise shot, but for six days the weather was poor and the morning hours were bleak. . . . "I've got an idea," the producer suggested, "if you can't get a good sunrise tomorrow, shoot the sunset. And then we'll just reverse the film." The cameraman did that and succeeded in shooting a glorious, perfect sunset. Wanger was delighted, reversed the film and inserted the shot into his picture. At the first preview, however, the scene was cut. For while the effect was that of an ideal, colorful sunrise—it also showed the waves going out into the sea, and the gulls all flying backwards!

Extemp Winner Becomes "Governor"

HIS EXCELLENCY, Bill Owen, 15-year-old Governor of the American Legion sponsored Boys' State held in Austin last summer, is one of the League's staunch



Bill Owen, Highland Park High School, Dallas

est supporters. Bill was elected Governor of the model state set-up by the one hundred and thirty boys sent to Austin by Legion posts all over the State.

Bill, the son of Mr. and Mrs. Reagan Owen, of Dallas, is a junior this year at Highland Park High School and plans to represent his school again this year in League contests. He won second place in the Extemporeous Speaking contest at State Meet this spring.

In addition to having participated in some five or six League contests since he was in the third grade, Bill is an Eagle Scout and a champion drummer. This year he was elected representative-at-large to the school student council.

Says Bill, "The League has meant more to me than any other phase of my school activities."

Eligibility for "B" Squad Games

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(See—6-Man Football—P. 4)

(See—"B" Squad—P. 4)

Rule Changes and Topics in Extemp

Sponsors Should be Familiar With Revised Rules for This Season's Contests

(By F. L. Winship)

THERE WERE TWO changes made in Extemporeous Speaking contests this year. The subject, or field to be studied, "National and Foreign Current Events," is the same as was used last season. The LEAGUER will carry each month general topics which may be used for the study of the question. Later, these topics will be divided into sub-topics for use in contest. No list of specific topics will be published until the final list for contest use is sent to Extemp Contest Directors. Current events from September, 1941, to April, 1942 will be included in the final list.

"Source Material"

Only two items were revised in the 1941-42 rules, League Bulletin No. 3824. The most important concerns "source material" described in a footnote to Rule 6. Source material is magazine, book, or newspaper matter. The whole or any part of such items may be taken into the preparation room in their original form. This means that typed, mimeographed, or hand written outlines, notes, speeches, or lists may not be taken into the preparation room by the speakers. This should clarify a point which previously caused some confusion.

Revised Judging Standards

The other item is: "The decision of the judge is final." This point needs very little explanation. The decision of a judge or judges may not be protested according to League rules. Teachers, students, parents, and administrators should accept the decision, and realize that participation is of greater importance than winning or losing. Every speaker in this contest gains something from the effort he has put forth which no judge can ever take away from the student regardless of the decision. It is again recommended that a good critic judge be used for all contests. Experience has proved this type of judging to have many advantages over the old jury plan where three judges, with little or no knowledge of the art of extemp

(See—"Extemp"—P. 3)

23rd Annual Breakfast And Section Meeting

THE twenty-third annual Breakfast and Section Meeting of the University Interscholastic League will be held November 21, 7:30 a.m., in the Houston Club, Houston. This is the "athletic year," and a speaker of national reputation has been secured for the occasion, Dr. Philip O. Badger, Vice-Chancellor of New York University, and President of the National Collegiate Athletic Association. The subject of his address is "Athletics: An Asset or Liability in Education."

In spite of the rising price of living, the plates for the breakfast are maintained at the old price-level, seventy-five cents, or six-bits apiece. The Houston Club is one of the most desirable places in Houston for a get-together, and a large attendance is expected. Reservations should be made in advance by sending 75 cents to Miss Willie Thompson, Secretary-Treasurer of the League, Drawer H, University Station, Austin, Texas. Only a limited number of tickets can be held out for sale at the door, and when they're gone, the door will be closed. So, if you want to be sure, send in reservation in advance. Arrangements with the Club, and its location on the ninth floor of Gulf Building, will preclude accommodation after the breakfast is over.

—Lyons in New York Post.



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ROY BEDICHEK Editor

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Vol. XXV OCTOBER, 1941 No. 2

ANNOUNCEMENT of the time and place and price of the 23rd annual breakfast and section meeting of the League will be found in another portion of this issue. On alternate years, the meeting is devoted to athletics, and this is an athletic year. As speaker, we feel that Dr. Philip O. Badger, Vice Chancellor of New York University, will do ample justice to the occasion. A large attendance is expected, and those who wish to be sure of a seat should make reservation in advance.

THE PRINCIPAL of a Mexican school tells us that the privilege of making a speech to the school is the strongest motivation he can offer the young Mexicans to induce study and practice of English speech. It is a custom of the school to spend part of each Friday afternoon hearing the addresses of those pupils who have done the best work in English. One afternoon a pupil chose to harangue his hearers concerning the dangers of conquest by Hitler.

"Heetler," the young orator shouted, "wants to conquer us. He has millions of airplanes, millions of tanks, millions of men..." At this point a heckler interrupted, "How do you know how many?—did you count 'em?" "How do you know he doesn't have that many?" fired back the speaker, "did you count 'em?" And proceeded with scarce a break in his fiery call to arms.

At the close of the speech a resolution was offered condemning Hitler to be hanged. One speaker objected that hanging was too good, too humane a method of disposing of the dictator. One advocated boiling, another staking in an ant-bed. Each faction was vociferous, and the Principal finally had to interpose with the authority of a dictator to prevent the session from breaking up in a riot.

DEBATE DIRECTORS and debate-squads are beginning early this year, judging from the demand that has been made on the League's stock of material on the Education Equalization question. We have had to limit two of the volumes available to one set per school, and even at that it appears that the supply of Volumes I and II of the debate handbook issued by the NUEA committee in 1934 will be exhausted within a month. These two books, the Handbook, Vol. I, and the Supplement, Vol. II, are being furnished postpaid for fifty cents apiece, or ninety cents for the two together. Only one set may be sent to any one school.

The League handbook, prepared this year by Dr. Joseph M. Ray, Professor of Government, North Texas State Teachers' College, contains a wealth of material, much of which is, of course, later and more up-to-date than the volumes above mentioned. There is no limit on the number of copies any one school may order. This 281-page bulletin is sent postpaid, four copies for a dollar. Each pupil trying out for debate should have his own individual copy. One valuable section in this handbook is devoted to opinions and arguments of outstanding educational leaders right here in Texas—men and women whom we all know and respect. Quotations from "Hearings Before a Subcommittee of the Committee on Education and Labor, 75th Congress, on S. 1313" contain much material not formerly available on the question. Quite exhaustive bibliographies appear in these volumes, and also the address of organizations from which free publications may be secured. Adequate preparation for this debate will give directors and pupils a clear view of the peaks and depressions of educational opportunity occurring in the United States, as well as an orderly presentation of the remedies which are offered by our most competent authorities in the field.

Kansas "Thumbs Down" on National Meets

TEXAS IS NOT the only State in the Union in which school administrators are finding the rage for national meets and festivals embarrassing. Kansas schools in 1939 voted as follows on National Regional and also on college sponsored music festivals:

	Larger Cities	Smaller Cities	Total
Do you favor the present plan of administration of National Regional festivals?	Yes 14	66	80
Do you favor such a festival as an important part of the Kansas high school music festival program?	Yes 22	72	94
Do you think such an event has sufficient value to warrant expense, loss of time and travel hazard?	Yes 15	64	79
Can the same value be realized from similar events within the State?	Yes 12	215	227
Would you favor the National Regional set-up if school administrators were represented on the government board?	Yes 18	66	82
Is there a real need of further modification of our music program to combat outside pressure?	Yes 60	169	229
Most favorable plan:			
Keep present festival plan	Yes 24	81	105
Discontinue College Invitation festival and substitute National Regional	Yes 12	13	25
Discontinue both National Regional and College Invitation festivals and substitute state festival	Yes 31	93	125
Discontinue all festivals beyond the present district festival and emphasize it	Yes 38	84	122

It is very apparent from the answers given that a great majority of the schools favor a purely State festival. In short they are coming to what the athletes contests came to years ago—abolition of national tournaments, meets and competitions of all kinds.

NOTE.—The above table is copied from the Kansas Activities Journal, Nov., 1939.

AS THE Germans occupied France they created a great scatteration among French books, thought to be of a subversive character. Romain Rolland's greatbooks were, of course, among the first to go. Even Hitler's "Mein Kampf" was barred, since it contains some reflections upon what the German Dictator intends to do to France that he thinks it just as well to withdraw from public consumption since otherwise what he does will not have any news value. But this book burning in France has had a curious effect upon the French reading public. Libraries and bookshops report that demand for French classics has hit a new high, among which the best seller is Montaigne's *Essays* written in 1588.

I have lived, nominally, fifty years, but deduct for the hours I have lived for other people, and not for myself, and you will find me still a young fellow.—Charles Lamb.



PICTURE APPRECIATION

II. CORRELATIONS

HAVING aroused the interest of practically all the pupils in the grade, I turned my attention to correlating picture-study with English, geography, history, reading, and music. In English we made art booklets, using the miniature pictures that came in *The Instructor* magazine. We also used the art material that explained the picture and told something of the artist's life. This gave variety to the material furnished by the University and gave the pupils more pictures and artists to acquaint themselves with so as to have a broader knowledge for the "Unfamiliar Picture" test. This work also gave the pupils practice in written composition work through an enjoyable activity.

Use Maps and Bulletin Boards

In geography the children enjoyed locating the countries on the World Map which were the homes of various artists. Many of the selections for the '40-'41 contest were painted or sculptured by American artists. When we studied these pictures and artists, we located their homes on the United States map as to both their state and city. Our bulletin board was always filled with pictures or clippings which had something to do with our art study and which the children found in newspapers or magazines.

In the fifth grade, the history text is *The Story of Our Nation*. This study of the United States was correlated with the picture study very nicely, for many of the pictures on the memory list could be used in teaching the various periods in our nation's history; for example, *The Signing of the Declaration of Independence*, *Mount Vernon*, *American Gothic*, *Black Hawk*, *The Pioneer Woman*, *End of the Trail*, *Indian Harvest*, and *The Alamo*.

In the various fifth-grade readers there were also stories that correlated well with the picture study. I remember there were stories about *Taj Mahal*, *Joan of Arc*, *Notre Dame Cathedral*, *Christ of the Andes*, *Discobolus*, and *The Colosseum*. I think the children learned to classify their selections in the contest as to painting, sculpture, or architecture better from their reading period than from their art period.

The Christmas Pictures

Christmas time furnished an excellent opportunity to bring music into the art appreciation study. We studied the paintings from the list, *Christmas*, *Madonna of the Harpies*, *Madonna of the Chair*, and *The Immaculate Conception* as well as many other Christmas paintings. We found that many of the paintings could be used with certain of the Christmas carols. From this correlation developed our part of the Christmas program which all the elementary grades presented. We discovered that one of our fifth-grade girls really had creative art ability. Incidentally, she was also one of our most alert contest competitors. For our Christmas program she did a colored chalk drawing of a manger scene while another child read the Bible story of the birth of Christ. Still another pupil played softly on the piano *Silent Night*, *Holy Night*. The other pupils of the class formed a choir and sang various Christmas carols. We have a slide-machine projector in our school. We borrowed the set of Christmas Masterpieces from the Visual Aids Department here at the University and flashed appropriate pictures on a screen while the choir sang. I believe it was the most meaningful and the most highly complimented Christmas program I have ever had the privilege of helping present.



Adventures of a G-Man, by L. C. Procter, Beckley-Cardy Company, Dallas, 218 pp. Price \$1.50.

In this book by an author well and widely known in Texas as an efficient and thoroughly professional superintendent of schools, we find the pulp-magazine attitude towards crime challenged and neutralized by an effective line of attack, i.e., by counter-propaganda. The life of the criminal is dangerous, and many writers and preparers of movie-script capitalize this danger in such a way as to make the criminal appear a hero in the minds of children and of the more childish adults. We had a few years ago a perfect scourge of motion-pictures idealizing the criminal, but public sentiment finally drove the more crude exhibitions off the screen. Lately the movies have sneaked back the "modern Robin Hood" theme. A conspicuous example of this is the Jesse James picture in which lawlessness is motivated by a spirit of revenge against the railroads: as if it were good citizenship to "take the law into your own hands"! Mr. Procter, in a charmingly written story, shows that crime doesn't pay; and he carefully, though unobtrusively, debunks the heroic build-up of the movies and the pulps (in a desperate and disgraceful bid for the dime of adolescents) have given the criminal. Schools should certainly welcome this "counter-propaganda."

Tobacco and Health, Some Facts about Smoking, by Arthur H. Steinhaus, Professor of Physiology, George Williams College; and Florence M. Grunderman, Assistant in Biological Science, George Williams College, second edition, The Association Press, 347 Madison Avenue, New York, N.Y. Price 35 cents postpaid, 1941.

In the vast welter of cigarette- and tobacco-propaganda, it is refreshing and fills one with hope to pick up this little pamphlet prepared by careful scientists and published by the YMCA, an organization which can hardly be accused of having any ulterior purpose. Every school superintendent in Texas, should, in our opinion, see that several copies of this authoritative pamphlet are placed on the library shelves of the school.

The newspaper PM (which is one of the few newspapers in the country which takes no advertising) makes this summary of the findings of Steinhaus and Grunderman:

The Association Press of the National Council of Young Men's Christian Association has just published a 48-page pamphlet, *Tobacco and Health (Some Facts About Smoking)* which the tobacco industry isn't going to like. In 1939 this industry spent \$33,938,000 to sell cigarettes, cigars and tobacco.

A lot of nasty things about smoking are reported by the authors, Dr. Arthur H. Steinhaus, physiology professor, and Miss Florence M. Grunderman, biological science assistant, at George Williams College, Chicago.

Here are some of the things the authors report based on the findings of scientists throughout the world:

Sixty milligrams of nicotine, injected into the bloodstream, will kill a man. Smokers absorb 11.5 mgm. from one cigar, a like amount from five cigarettes. The body eliminates nicotine at a rate that prevents the accumulation of a fatal amount, although there have been cases of death by nicotine poisoning.

Non-smokers in a room absorb more nicotine from a slow, intermittent smoking by others than does a smoker from his own rapid, continuous smoking.

The smaller the butt, the greater the amount of nicotine. Smokers suffer from nose and throat irritations, coughs and frequent colds more often than non-smokers. One doctor found 180 smokers out of 300 suffering from heartburn. Symptoms of duodenal ulcers disappeared when smoking stopped. In patients with stomach ulcers, smoking on an empty stomach in-

creases stomach acid secretions, aggravates these ulcers. Smoking stops hunger. Smokers get cold feet because nicotine reduces circulation in hands and feet.

Blood pressure goes up during smoking. In certain forms of athletics where staying powers are required non-smokers fare better than smokers.

Sometimes vision is impaired among heavy smokers, i.e., amblyopia (partial blindness, pupil dilation, optic nerve inflamed). Smoking sometimes dulls senses. There are some grounds for view that smoking brings on cancer.

There is a great difference of opinion on the effect of tobacco on pregnant women, and on women nursing babies. Of 100,000 smokers age 30, 66,564 will reach 60. Of 100,000 heavy smokers age 30, 46,226 will reach age 60. "The 96-year-old who brags of his smoking career, is one of 46 per 100 heavy smokers who reached 60. We do not hear from the 20 whose careers were cut short by tobacco before they reached 60."

This is the closest the authors come to finger-pointing: "It remains with the reader to decide whether he will or will not regulate his life accordingly." The YMCA said no moralizing was intended. The pamphlet, which sells for 35 cents at all book stores and YMCA's, is intended, they insisted, "simply as an educational document."

A previous edition of the report was mimeographed for private circulation among Dr. Steinhaus' colleagues in physiology. He does not smoke.



Declaration List 10 Cents; Play List Free

Page 135 of the Constitution and Rules contains an error in that the statement "The bulletin is sent free to Texas teachers" should follow description of one-set play list and not the declaration list which is a bulletin of 44 pages and is priced at 10 cents per copy. The play list, a pamphlet of 12 pages, is free.



(By Roma Ann Scott, John H. Reagan Senior High School, Houston, substituting for Dr. DeWitt Reddick)

"Digging for news is like digging for angle worms. It pays to know where to dig. But no fisherman ever gets bait without bending his back. The fishing, like the writing, is the easiest part of the job, if your bait is good."

News Coverage Vital

Is the news covered adequately in your school paper? This is an important question for staffs which are beginning the school year. For papers may attain a good appearance, they may be attractively made-up; but if they fail to give all the news in your school, they have failed in their most important purpose—that of interpreting your school to its students and its community.

Just as adequate coverage is an important task, it is sometimes a difficult one. Lack of time is a big factor, and lack of organization is a big detriment.

So if you plan for a successful year, you'd better start off by laying the ground work. You'd better organize your staff in order that each reporter will know his exact duties and responsibilities.

It Takes Organization

In the first place, there's no room on an aggressive staff for the editor, managing editor, news and feature writers, copy-readers, headline-writers, and reporters who do not get their work in on time. For it takes an energetic staff, working together, to publish a good school paper. That's where the sponsor comes in, for organization depends upon the sponsor.

Now suppose your staff is organized and has functioned fairly well through your first issue. Check that issue. List the news sources which you have covered. Place this alongside the ones which you have omitted. Just how good was that first issue, after all? Not so hot, you say—so let's get down to work.

Is your staff keeping a "future book"? If not, it's time to make one. Look in the files in the corner cabinet and draw out last year's model. It will help greatly in preparing the new one. Then check with your principal and assistant principal. Reread last year's papers. Consult your calendar for holidays and anniversaries. Check

your athletic schedule and publication dates. Think ahead during the year. At what times are various departments most active? Be sure to include the P.T.A.'s yearly calendar as well as assembly programs already planned. Jot down any ideas or brain storms which enter your head as you survey the year from a news angle. Special issues may originate in this manner.

You plan, you think, and then you plan and think again. Your futures book is complete. Your advertising staff is working. And it's time for your second issue!

What About That Assignment Sheet?

The ever-necessary assignment sheet! The backbone of news coverage for every single issue.

Mimeographed assignment sheets hold the advantage. Be sure to include reporter's name, assignment, and deadline. Divide the sheet into news, features, and editorials, art work and photography, and sports. Use a separate sheet for advertisements.

Hold a meeting of the managing editor and news editors. Have them discuss every phase of news coverage in your school, in and out of the campus. Divide your coverage by departments. Select a group of ace reporters. Tell them they are your ace reporters. Give to each the responsibility of covering one (or more) department. Give them a day in which to track down their news angles. Call a meeting the following day during your regular staff period. Then, after hearing their suggestions, let the managing editor, who has not been idle, make his assignment sheet and place it on the bulletin board. Feature editors should confer in the same manner; as should editorial writers with the editor-in-chief; and the sports writers with their editor.

The finished sheet should then be approved by the editor in conference with the sponsor before it is placed on the bulletin board.

Each on His Own Responsibility

Let your department reporters know that they are responsible for success or failure in covering all the news from their departments. If possible, place reporters in the department in which they are most interested. If a certain department overflows with news, give your reporter the aid of one or two lesser experienced staff members. He digs up the news; they write the smaller stories. Feature angles may be handled by the reporter in charge; or they can be turned over, by him, to the feature editors.

Advantages of having one reporter responsible for each department—administration and school offices are included as departments but are usually handled directly by the news editors with the managing editor taking the principal's office—are such that reporters will become familiar with their beats; they will know which stories appeared in last issue and which stories' merit follow-ups; they can more successfully contact department heads and gain the confidence of teachers in an effort to enlist their continuous aid.

A sense of small rivalry will follow among your department reporters, each trying to insure coverage comparable with that of other departments. Reporters suggest pictures from their beats. Background material begins to appear, and class room activities find their place in the school paper.

Check on your reporters. Are they bringing in the news? If not, demote your reporter. Organization ceases to function when deadlines are not met. For copy reading becomes lax and headlines are written too hurriedly for attractive display.

After Publication, What?

Your copy is in. Now to the printers. Proofs are read, the paper is made up, your page proofs are checked, and the paper is put to bed.

Comes next day. The papers are delivered. Staff period rolls round. A day or two in which to take things easy? Not for the hard-working staff! News coverage must be checked—and checked by the assignment sheet and futures book. Did your editors overlook a good lead in the futures book? Did your reporters fail to turn in an assignment? Is every department represented? If not, why not? What about that Glee Club program over KPRC tomorrow? Why was it not covered? Have you heard any complaints or criticisms?

Get out your merit sheet. Which reporters rate stars this week? Stars in the school reporter's life correspond to a raise in salary for reporters on daily papers. The pride in a job well done. Every reporter will feel that pride if he has been made to feel his responsibility. And the editors—they, too, are proud of this issue, or else come to them the realization of failure—inadequate news coverage.

It's Not Interesting, so—

Let's remember, however, that a school paper may attain adequate news coverage only to display such news in a hum-drum fashion. Remember the fisherman? The bait is necessary, be it good or bad. But the best bait catches the greatest number of fish. And good presentation assures the greatest number of readers.

So go into the background for your bait. Don't feed your fish the same bait done up in the same manner, the year round. It grows uninteresting. Dress it up in a new way. Get those little-known facts. They're harder to obtain, but more interesting to read. Make your stories interesting even if it takes several attempts to get your information.

When it comes to news coverage, go after those angle worms. It pays to know how to dig.



The answers in this column are in no sense "official interpretations." Only the State Executive Committee is competent under the rules to make official interpretations, and the State Committee's interpretations appear in the Official Notice column of THE LEAGUER. These are answers to inquiries which are made in the course of routine correspondence with the State Office.

Question: In the present Constitution and Rules of the Interscholastic League, page 15, Article VII, Section 2, a rural school is defined as "a school with not more than four teachers." So far all is definite. But the rub comes in as we continue reading—"and cannot qualify as a high school under Section 1, above."

Section 1 leaves a loophole for five-teacher schools to participate in the League as a rural school, because these schools claim their high school grades (sometimes 9, 10, 11, under the 12-grade plan) are taught by fewer than two teachers or the equivalent thereof. One of the two teachers may teach one class in the lower grades.

Now, I don't think it is quite fair for a one- or two-teacher school to have to compete against a five-teacher school. There are just any number of our smaller schools that would welcome a definite statement by you, concerning the above, in the new Constitution and Rules.—E. F. Mayer, Fayetteville.

Answer: You will notice that no school with more than four teachers is eligible to compete in the Interscholastic League rural division. This is true as the rule stands at the present time. For classification in League competitions for school of the kind you describe, see Paragraph "b," page 118.

There has been a good deal of difficulty since the State has been changing from the 11- to the 12-grade system in the classification of various schools. We are hoping now that the system will become stabilized and hence we can adopt our rules in order to make fair competition.

"TYPING"

(Continued from Page 1)

with a team of three, would be entered, they almost gave up.

Reclassification of Schools

I hardly know how this situation could be remedied. Some plan might be worked out as in football, where class AA schools would have their respective interscholastic league meets and class A, and B, theirs. This would cause the competition to be more equalized I believe, and eliminate this fear that contestants of little towns have of larger towns.

I think that the social value that is derived from these contests should be mentioned. The contestants go to new places, make trips that are educational within themselves, meet and associate with other contestants. Often they are defeated by superior performance, but this superior performance causes them to return to their school and practice more and more to see if they can make the rate which the winning contestant made at the County, District, Regional or State meet.

Typewriting teachers who have entrants will usually help grade the contest papers, and during my short experience with this activity, I have found all helpers to be competent in judgment.

In conclusion, the Interscholastic League Typewriting is a great motivating device which may be used in teaching typewriting much more effectively.

"How did poor old Jim die?"

"E fell through some scaffolding."

"Whatever was 'e doing up there?"

"Being 'anged."—Tatler, London.

—Jr. Historians—

(Continued from Page 1)

names of local creeks, hills and other physiographic features, the study of the lives of distinguished citizens of the locality, trips to points of historic interest and to the State convention and other first-hand participation in the preservation and revelation of Texas history.

The magazine of the society, "The Junior Historian," represents a bold and unique experiment in scholarly publication. Edited by members of college faculties in the State, it is the only magazine of its kind in the United States written almost entirely by Texas high-school students. The magazine furnishes an outlet in print to young historians for their ideas and discoveries in the field of Texas history and folklore.

Each local chapter of the Junior Historians has a faculty sponsor, a lay sponsor, a president and other officers, a charter and a pin.

While not a part of the Interscholastic League, the Junior Historians are sponsored by the Texas State Historical Association, with the cooperation of The University of Texas and other colleges. Inquiries about membership in the organization and about the radio script contest may be addressed to *The Junior Historian*, Garrison Hall, The University of Texas, Austin, Texas.

—SLIDE RULE—

(Continued from Page 1)

Several have more expensive slide rules and use them in Trigonometry. They are encouraged to use their slide rules whenever they want to in any mathematics or science class. I have found this the best way to teach a sense of number values to high-school students.

"Boys in Annapolis, Rice Institute, The University of Texas, Carnegie Tech, and Stanford University, who were Penta members have written back to the club to keep up the slide rule work because they have found their high-school knowledge of the slide rule very helpful.

Requirements

"The requirements for the slide rule contest at Paschal High are as follows:

1. Membership in the Penta Slide Rule Club—this membership is limited to students in Solid Geometry, Trigonometry, Algebra 4, and Advanced Arithmetic.
2. Dues—ten cents each.
3. Own a slide rule. (Ten-inch slide rules are bought at Woolworth's; white faced, scales A, B; C; D; and K).
4. Attendance at least 13 of the 15 days of slide rule work.
5. To take the competitive examination in use of the slide rule.

Three slide rules, \$1.50 each, are awarded for the three highest grades made on the test."

100 Participate

One of the pupils who qualified as a student-teacher in the club, Mary G. Foulks, adds the following, giving the student point of view:

"We have just begun our activities for this term. Over one hundred students are taking the course which is sponsored by our Penta Club. We begin with simple operations such as multiplication and division; and after the student has learned to use his rule, we teach more difficult work such as complicated problems involving pi, squares, square root, cubes, and cube root. The majority of the club learn only these operations, but the advanced instructors can teach the use of the trigonometric and logarithmic scales on the rule.

"Student teachers supervise groups so that each person taking the course has individual attention. The student teachers are those who have taken the course before and have gained sufficient knowledge for using the rule. We work thirty minutes every morning before school for about three weeks, and at the end of that time we take an examination to see how we rank. The three highest on the examination win slide rules."

The "Four Freedoms"

1. Freedom of speech and expression everywhere in the world.
2. Freedom of every person to worship God in his own way everywhere in the world.
3. Freedom from want, which in world terms, means economic understandings which would secure to every nation a peacetime life for its inhabitants.
4. Freedom from fear, which, translated into world terms, means worldwide reduction of armaments, to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor.—Franklin D. Roosevelt.



TEACHERS' GUIDE TO GOOD PLAYS
 LAST MONTH the plays new to this library were listed for your convenience. Some of the three-act titles are reviewed this month. If you wish to examine any of these plays, as many as ten will be sent upon receipt of your request.

It is not too early to suggest that directors wishing to read plays on the prescribed list should get their requests for examination copies in early. We have only two copies of some of the new plays. We cannot get additional copies from the publishers because they are published in London, and transportation to the United States is uncertain these days. May we urge that you begin your contest play reading early this year. Also, don't forget to read the revised one-act play lists found in League Bulletin No. 3824. Your superintendent has a copy. All of the plays reviewed below are three-act plays.

Too Busy to Work, by Lawrence Worcester. Baker. Non-roy. 6m5w. 50c. This comedy is about television and the difficulties our hero has in getting his station under way. A variety of characters move through a great deal of exciting action. The lines are short and snappy and the cast is well balanced. One interior setting.

Johnny Comes Marching Home, by J. C. McMullen. Baker. Roy. \$10. 6m5w. 50c. The scene of this dramatic mystery-comedy is laid on the coast of Southern California. A family feud develops concerning the disposal of a house on a point of land reaching into the ocean. There is a bank robbery, lost jewels, and other complications which are untangled by a Japanese valet. Tense, exciting, a great deal of action. One simple interior setting. All characters but two are in their early twenties.

Double Date, by Kurtz Gordon. Baker. Roy. \$10. 7m7w. 50c. A college comedy with a cast of young people. All about a girl who aspires to be chosen Queen of a Winter Carnival. There is a confusion of dates, college politics, and young jealousy which might be typical of some schools. A Cinderella is finally selected as Queen in this bright modern play.

America's Boy Friend, by Richard H. Wilkinson. Baker. Roy. \$10. 6m4w. 50c. Nonsensical farce about Hollywood. An actor becomes a Robert Taylor overnight. His producer tries to renege on the contract. Despite the innocence of the actor about business affairs, he manages to hold his own with the movie moguls. There is heart interest and other complications, including a screwball author, which combine to make this genuinely funny. Is played with one simple set.

Singin' Bill, From Blue Ridge Hill, by Henry Rowland. Baker. Non-roy. 6m6w. 50c. This is not a hill-billy comedy despite its title. An old man clears up a number of misunderstandings about a visiting author, her secretary and himself. There is also a young preacher who plays an important part in the proceedings. A one-set show.

My Cousin from Texas, by Pete Williams. French. Roy. \$10. 6m5w. 50c. This should be a "natural" for Texas high schools. There is about to be a marriage when a stranger arrives. He says he is a cousin from Texas. Things get more mixed up until there are three "cousins from Texas." It's funny farce, to be played with one interior. Two colored servants have some good lines. The cast is well balanced.

The Lady Killer, by William A. Kimball. Baker. Roy. \$10. 4m9w. 50c. Rodney Neal loves Cynthia Alden. She doesn't love him. A "helpful" friend of Rodney decides to make him over into a lady killer. The women flock around and a Countess snores Rodney. Anabelle, a cousin of Cynthia, gets him out of the mess only to fall in love with him herself. It requires only one set in which to work out all the troubles of poor Rodney.

She's Got Everything, by Frank Vreeland. Longmans. Roy. \$25. 6m5w, extras. 75c. This is a dramatization of the movie of the same title. Ann Sothern and Gene Raymond played the leads in the motion picture. It can be done with one set. A girl is left a large debt when her father dies. She falls in love with a rich coffee plantation owner, only to find that she thinks she is after his money. Of course, it works out well in the end. Good lines and many crises mark this

"IMMORTAL WORDS"

The new paper PM (New York) publishes in one corner of the second page of each issue a short quotation headed "Immortal American Words." In the issue of March 24 under this caption appears the following: "Our American author, Winston Churchill... wrote in 1899 in *Richard Carvel*, 'Ere I regained my health the war for Independence was won. I pray God that time may soften the bitterness it caused, and heal the breach in that noble race whose motto is Freedom. That the Stars and Stripes and the Union Jack may one day float together to cleanse this world of tyranny.'"

DECLAMATION HINTS

LISTED BELOW are speeches which should make excellent senior declamations if they are cut to meet the legal time limit. All of these are taken from "Vital Speeches." Copies of this magazine can be secured from your local news stand or by writing to the City News Publishing Co., 33 West 42d Street, New York City. Individual copies cost but 15c each, and there is a low subscription rate for schools. "Vital Speeches" is easily the outstanding publication of its kind. Not only does it serve as an excellent source of declamation contest material, but is indispensable for use in any progressive speech class. It is also suggested as a valuable aid in the study of current events, the subject to be used for Extempo Speaking Contests this year. We recommend it highly, and predict that many of the winning senior declamations this year will be taken from its pages.

Do not fail to read the revised 1941-42 declamation contest rules found in Bulletin No. 3824. There is a prescribed list of poems for junior declamation and only these may be used in contest this year. The list will be sent upon receipt of 10c in coin, not stamps, to any declamation teacher.

The list of recommended speeches follows, all appearing in "Vital Speeches":

The Place of the Layman in Public Education, by Mark M. Jones. March 15, 1941, issue.

What America Expects of Today's Youth, by Admiral Harold R. Stark. March 15, 1941, issue.

How Strong Is America? by Merryle S. Rukeyser. March 15, 1941, issue.

A Teacher Speaks on Patriotism, by Hector L. Belisle. March 15, 1941, issue.

Let's Face the Facts, by Dorothy Thompson. March 15, 1941, issue.

Brotherhood, by Harold E. Stassen. March 15, 1941, issue.

Address to Canadians, by Wendell L. Willkie. April 15, 1941, issue.

The Deserter, by W. J. Cameron. May 1, 1941, issue.

The Power of Spiritual Force, by President Franklin D. Roosevelt. May 15, 1941, issue.

What Next for America—In Industry? Henry I. Harriman. June 15, 1941, issue.

Dark Hours in Our History, by Robert M. Hutchins. July 1, 1941, issue.

The Purpose of a University, by Lord Halifax. July 15, 1941, issue.

The New Wilderness, by George V. Denny, Jr. July 15, 1941, issue.

The Worth of Our Past, by Felix Frankfurter. July 15, 1941, issue.

Creative and Defensive Science, by Watson Davis. July 15, 1941, issue.

Academic Freedom, by Daniel L. Marsh. August 1, 1941, issue.

The Significance of Independence Day, by Wendell L. Willkie. August 1, 1941, issue.

The Ultimate Fountain of Courage, by Harold W. Dodds. August 1, 1941, issue.

The Next One Hundred Years in Probation, by Sanford Bates. August 1, 1941, issue.

Our Republic: It Must Be Preserved, by Josiah W. Bailey. August 1, 1941, issue.

When Night Prevails, by Thomas H. Briggs. August 1, 1941, issue.

Pacifism—A Flight from Reality, by Alfred Grant Walton. August 15, 1941, issue.

Advice to Young Men Entering Business, by Frederick W. Nichol. August 15, 1941, issue.

Definition of Faith

I REMEMBER Edwin Montagu, who later became Secretary of State for India, often visiting "The Magpie and Stump." He was an old Trinity man and was then Member of Parliament for Cambridge. It was from him that I first heard the modern definition of faith: to believe in something which your reason tells you cannot be true, for, if your reason approved of it, there could be no question of blind faith.—From the Autobiography of Jawaharlal Nehru.

Two psycho-analysts met. Said one to the other: "You feel fine. How do I feel?"—American Medical Association Journal.



THIS month we review some books which we believe are outstanding in their respective fields. It is hoped that the Speech and Drama teachers in Texas colleges and public schools will take advantage of the opportunity to examine these books and to keep abreast with the new writing which is being done by leaders in Speech. The Drama Loan Library has over 300 books dealing with every phase of Speech and Drama. Any of these may be borrowed for examination at no cost except postage both ways. Let us hear from you if we can serve you.

A Primer of Stagecraft, by Henning Nelms. Published by Dramatists Play Service, New York City, N.Y. Price, \$1.25.

Mr. Nelms asserts in his preface that almost nothing in the book is original. Original or not, *A Primer of Stagecraft* is a highly useful book about the construction of scenery, tools to use in making it, methods of painting, and how it should be assembled and shifted. The language used is simple and direct, yet it gives an unusually clear picture of what to do and how it is done. The illustrations are exceptionally good. Each one is ingeniously contrived so that it may be used to illustrate a number of different points. The book is comparatively short, 158 pages, but it is so well organized and so carefully written that it covers the subject of stagecraft adequately. It is recommended for a text in either college or high-school classes in elementary scene design, or as a reference text for director or technician. It is interesting reading for anyone seriously concerned with the problem of making and using scenery. The book is well printed on good paper, and there is a complete index. Mr. Nelms and the Dramatists Play Service are to be congratulated upon getting out so valuable a book.

The Stage in Action, by Samuel Selden. Published by F. S. Crofts & Co., New York City, N.Y. Price, \$2.75.

The author of this book needs no introduction to teachers and directors of drama. His work is well known in the theater. He has divided his newest book into two parts. The first takes up the dance and music and the part these arts play in the development of the actor. In the second part, the author discusses the work of the director as he uses music and dancing in the production of the play. Throughout the book, he emphasizes the importance of building a production which will stimulate and divert the audience.

Much of the first part will be new to many directors even though it describes and labels what some of them have been doing more or less unconsciously for some time. Obviously, music and the dance have an important but neglected function in acting and play production. Mr. Selden brings to mind the value and importance of these arts as they concern drama. He describes methods for making shows more exciting and entertaining for the audience by striving to combine all of the arts in drama.

The discussion of specific practice in directing is of especial interest to all directors, but particularly to the beginning director. Such points as exits, entrances, crosses, composition, picturization, and rhythm are described sensibly and thoroughly.

The illustrations are well chosen, and the photographs are beautiful and useful. There are many worthwhile references to actual scenes from good plays which the author uses to drive home important points. F. S. Crofts and Company does its usual excellent job of printing and binding. The book makes good reading, and the better director and actors will not miss reading "The Stage in Action."

First Christians in India

We also visited, along the backwaters of Malabar, some of the towns inhabited chiefly by Christians belonging to the Syrian churches. Few people realize that Christianity came to India as early as the first century after Christ, long before Europe turned to it, and established a firm hold in south India. Although these Christians have their religious head in Antioch or somewhere else in Syria, their Christianity is practically indigenous and has few outside contacts.—From the Autobiography of Jawaharlal Nehru.

For the sword outwears its sheath And the soul outwears its breast.—Byron.

CONTEST VALUES

(By C. W. Whitten, Editor The Illinois Interscholastic)

ALMOST every department of the modern high school is either directly or indirectly taking part in some form of contest work. Contests range in scope from those which are strictly intramural to those of national calibre. There are contests in agriculture, art, athletics, classics, commercial subjects, industrial arts, home economics, music, science, speech, and others of greater or lesser importance.

The number of contests held in these subject matter-fields varies from the annual or occasional meet in such fields as industrial arts or home economics to one or more per week as in the case of athletics. They range in emphasis from the more or less friendly "get together" to the "do-or-die for Old Siwash" struggle or the battle for a State or national championship title.

Sane Philosophy

In a large majority of our schools there is a sane educational philosophy which guides these various contest activities. In these schools the officials who are responsible for conducting these activities regard them as tools to be used in attaining desirable educational outcomes. In a few schools, however, the predominant philosophy is that of some over-ambitious, contest-minded, championship conscious teacher or department head, or principal. In these schools sleepless nights and frequent headaches are the only rewards of the conscientious teacher who may clearly recognize the real value of contests when conducted in keeping with sound educational principles, but deplores their exploitation for purely personal or institutional prestige.

Overemphasis

It is unfortunate for our schools that many clear-thinking, fair-minded administrators who definitely recognize the necessity for and the benefits derived from the right kind of contests have come to regard the administration of these activities as a major educational problem. So much of a problem have contests become that many school men are asking if the values derived from them are worth the cost in time, money, and worry. Some have asked if the same values cannot be obtained in some other way. Some schools have experimented with the intramural program in athletics, the festival in music and debate, the play-day in girls' athletics. In New York the Public High School Athletic Association has promoted a the emphasis on interscholastic competition in athletics a part of the regular physical education program. These and other attempts have been made to lessen the emphasis on interscholastic contests. The efforts of school administrators in this direction have met with varying degrees of success and failure. As we, in Illinois,

(See—"Contest Values"—P. 4)

"Spot" Writing

DID YOU notice the example of "spot" writing in the last issue of the LEAGUER? If not, turn back to page 2 of the September issue, especially if you are interested in the journalism editorial writing contest. There you will find a good example of high-school editorial writing produced "on the spot" and under pressure. Practically all editorial writing, by the way, is produced under pressure. Mildred Nebenzahl, of Mercedes High School, chose to comment on the statement made during an assembly meeting of the "Clearvale High School" to the effect that "high-school students plunge into so many things that they never do anything well." She elaborated this statement, as follows:

"A crew of men were digging wells for some farmers. Since they each had two or three wells to dig, they dug them rather rapidly and not very deep. Of course, they did have the job done in abundance but not in thoroughness.

"The same idea of depth in application to activity was said to be lacking in high-school students by Mr. Malcolm Kirby, local business man, when he spoke to Clearvale High School assembly. He said, 'High-school students plunge into so many things that they never do anything well.' They spread themselves too far out and do not go deep enough."

"Perhaps if each student would make choices of what activities would help him most in the pursuit of his life after school, then concentrate on those, our wells would not be shallow and unsubstantial but deep and thorough."

The Speech Arts In Texas Schools

THIS column belongs to the Texas Speech Association for discussion of speech problems and news concerning the Association, its members, or its work. Communications should be sent to The Interscholastic Leaguer, Drawer H, University Station, Austin, Texas.

Speech Conventions—State and National

THE dates for the meeting of the Texas Speech Association meeting are November 20-22. All meetings will be held in the Rice Hotel in conjunction with those of the State Teachers Association. President Emory G. Horger of T.S.C.W. will announce the program in a short time and a copy of it will be printed in this column.

This is an important year for Speech in Texas and the Association needs and deserves the aid and backing of all Speech teachers. Only 140 of a possible 500 Speech teachers in the State belong to the organization that has done so much to further the interests of Speech. The great advances in Speech in Texas have come largely as the result of the work of members of this organization. Dues are only \$1.50 annually. These go to pay expenses of speakers brought to convention, distribution of publicity, and small incidental expenses necessary in the administration of the Association. No officer receives any financial remuneration for his services. Membership in the Speech Association is the least that professionally-minded teachers can do to show their willingness to contribute to the support of the organization.

Some high schools and a few of the colleges and universities of Texas have 100 per cent membership. Unfortunately, there are some colleges and a rather large number of public schools none of whose Speech and Drama teachers have joined the Association. Three years ago the National Speech Association was invited to come to Texas for its annual Convention. The fact that a large percentage of our Speech teachers did not belong to the State Association was one of the main reasons why the invitation was not accepted. Your profession needs your support. J. Clark Weaver, Secretary, T.S.C.W., Denton, will be very happy to send you a receipt for your dues if you will send them to him. Better still, come to the Houston Convention and pay them there.

The program for the third annual Texas Drama Conference to be held at Austin, May 8, 9, 1942, is already under consideration. Make plans now to attend the Interscholastic League State Meet and this important conference. Students and teachers interested in drama are cordially invited.

Mr. and Mrs. L. G. Griffin, of Rosenberg, attended the summer sessions of The University of Texas, registering for courses in drama.

Mrs. Ula Bickers, director of Drama at Lamar High School, Houston, took her cast for *Mooncalf Mufford*, which won second place in the 1941 State One-Act Play Contest, to Bloomington, Indiana, for the first annual National One-Act Play Tournament. The cast was placed in Class A and was one of two among fourteen casts in that class to receive a superior rating. This is a well deserved honor for Mrs. Bickers and the members of her cast.

Jakey Wood, of Marathon, and Virginia Wade, of Sinton, spent the summer at San Marcos doing work in the drama department of S.W.T.S.T.C.

Conde Hoskins, formerly director of drama and speech at Nixon and Milby High School, Houston, has accepted a graduate assistantship in the Speech Department of The University of Texas.

Don Irwin, director of Drama at McAllen High School, writes that he plans to open his season with Wilder's famous play, *Our Town*. Last year Mr. Irwin and Superintendent Gregory of McAllen sponsored the first Speech Conference to be held in the Valley. It was a pronounced success and scores of students and teachers were benefited.

If you have news concerning your work, we shall be happy to print it in this column. Such items as new courses, play bills, summer work, promotions, departmental growth, and personal items make interesting reading. Send such notes to the INTERSCHOLASTIC LEAGUER, Austin.

The time for Speech and Drama Conferences, clinics, and festivals is not too far away. Last year meetings of this type were held in Albany, McAllen, Kingsville, Odessa, Denton, Austin, Pasadena, and Sonora. These affairs are of the greatest value to the

hundreds who attended. All of them were of a very practical nature, and teachers and students alike took away much that will be useful in their work. If information concerning the establishing of a conference is desired, address inquiries to the Director of Speech Activities, Interscholastic League, Austin.

"EXTEMP"

(Continued from Page 1)

speaking, attempt to select the best speaker.

Important rule changes made last year should also be noted. Judging standards were revised. They make an excellent guide for teachers as they train their speakers. The time limit for speaking was shortened to eight minutes. A minimum limit was set, and any speaker using less than four minutes of his time is disqualified. Actual source material may be taken into the preparation room by the speaker, if used according to instructions. Topics are now announced by the Director of the Contest rather than by the speaker.

Extemporaneous Speaking is the most valuable of all Speech contests. No other type of Speech contest has so great a carry-over value into present and later life as does this one. Through a Speech class, or a Speech Club if there is no Speech class, interest is easily aroused and maintained. A series of inter-class or intra-class contests is of great value in bringing about large scale participation. Not only do students gain from the study of current events, but they also get practice in speaking. Let it be urged that teachers start early to prepare for this contest. It is a comparatively easy one to win because too few of the thousands who enter make sufficient preparation in time to be effective for county meets. The current war tends to increase interest in current events. Boys are especially concerned about the war. Some of the best work in the history of the contest is expected this year.

Finally, another change, found in Article VIII, Section 12, now allows students to compete in One-act Play and one other Speech event. Previously, members of a play cast could not compete in any other Speech event. This rule was revised to allow talented students an opportunity to show their abilities in more than one Speech contest.

Extemp Topics

The address of *Newsweek* was changed to 152 West 42d St., New York City. The publication *Events* has changed its title to *Current History* and its address to 157 Chambers St., New York City. Both publications are excellent sources of information about current events.

The first group of topics for study follows:

"The War in Russia since September 1, 1941."

"Sporting Events in the United States since September 1, 1941."

"Activities of Anti-War Groups in the United States since September 1, 1941."

"The War in the Far East since September 1, 1941."

"Naval Warfare since September 1, 1941."

"Aerial Warfare since September 1, 1941."

"Labor Strife in the United States since September 1, 1941."

"Rising Costs of Living since September 1, 1941."

English Ruling Class

ONIONS CAN be eaten leaf by leaf, but you cannot skin a live tiger paw by paw; vivisection is its trade, and it does the skinning first. . . .

If there is any country where the privileged classes are simpletons, it is certainly not England. The idea that tact and amiability in presenting the Labour party's case can hoodwink them into the belief that it is their case also, is as hopeless as an attempt to bluff a sharp scullion out of a property of which he holds the title deeds. The plutocracy consists of agreeable, astute, forcible, self-confident, and, when hard pressed, unscrupulous people, who know pretty well on which side their bread is buttered, and intend that the supply of butter shall not run short. . . . If their position is seriously threatened, they will use every piece on the board, political and economic—the House of Lords, the Crown, the Press, disaffection in the Army, financial crisis, international difficulties, and even, as newspaper attacks on the pound in 1931 showed, the *émigré* trick of injuring one's country to protect one's pocket.—Professor R. H. Tawney, quoted from the Autobiography of Jawaharlal Nehru.

I know not what death is—it may be a good thing, and I am not afraid of it. But I do know that it is a bad thing to desert one's post, and I prefer what may be good to what I know to be bad.—Socrates.

Texas High School Coaches Association--News and Notes

The Texas High School Coaches Association conducts this column through its correspondent, Mr. Harris. Officers of the Association are: Eck Curtis, Breckenridge, President; Harry Stiller, Corpus Christi, Vice-President; Bryan Schley, Secretary-Treasurer.—Editor.

(By W. C. O. Harris, 3001 Cockrell St., Ft. Worth, Texas)

PLANS ARE being formulated by the officers and directors to make our association a greater influence in school life than it has been hitherto. The constitution has been revised and the name changed so that all phases of high-school athletics and physical education can be included within the scope of our organization's activities.

Since the majority of our membership has the responsibility of coaching more than one sport, it was deemed advisable to broaden the field of progressive promotion. Football, in all phases, will be promoted by the association. To forever squash the charges of over-emphasis of football, which incidentally, had little basis in most of our high schools; and to sponsor and promote a complete, well-rounded, wholesome program of sports in our public high schools, the efforts of the association have been irrevocably dedicated.

Rule Changes during the past few years have materially speeded up the game and led to less hazardous for those engaged in the game. The American Football Coaches Association, The Texas High School Football Coaches Association and other organizations have directed much interest toward safety measures in football with fine results. More boys are playing the game and fatalities and serious injuries have been materially reduced by the efforts of these organizations in cooperation with the National Rules Committee.

Much valuable statistics has been tabulated by our insurance committee headed by P. E. Shotwell, Longview, working with the officials of the Interscholastic League. Only last year a very fine insurance plan was made available to all member schools at a very small cost. Many schools insured their players under the plan and the majority were highly enthusiastic over the benefits derived therefrom.

Selection of Secretary Deferred
The Board of Directors, in a called meeting in Dallas, Texas, September 21, voted to defer selection of a Secretary-Treasurer until more information could be secured about those who have applied or have been recommended for the position. The board accepted the recommendation of the finance committee and voted to invest \$3,000.00 in National Defense Bonds.

The Board of Directors, after long study, voted to set up a fund to assist players incurring permanent injuries from participation in football. A committee was appointed by President Eck Curtis to draw up the provisions and to set the conditions under which the association would extend aid to a player. Roughly, the plan is to pay a boy who becomes permanently disabled from participation in football, and whose head coach is a member of record (September 21, 1941, and of September 1 in succeeding years) a sum not to exceed one thousand dollars (\$1,000) payable in ten monthly installments for medical aid and hospitalization. A sinking fund of two thousand dollars was set aside to provide for this worthy cause. This fund should grow from year to year and eventually greater aid may be extended to the boys injured permanently by participation in the grand old game.

Motion Picture of 1941 State Meet
Track coaches will be interested to know that a motion picture was made of the 1941 State High School Track and Field Meet. The picture is available to schools and

may be secured by writing to the Visual Instruction Bureau, Division of Extension, The University of Texas, Austin, Texas.

The film includes the finals in every event and should be a valuable aid in coaching track. Schools that had contestants in the final track events should be interested in showing the picture to their student body and track squad for the coming season.

Mac Miller was recently elected by the membership of Region 2 as Director of the High School Coaches Association for 1942-1943. Mr. Miller graduated from Daniel Baker College, Brownwood, in 1931, and has been coaching at Brownwood High School for the past ten years.

Proposes Senior Softball Division

Writer Declares This Is the "Most Popular" of All American Sports

(By Supt. O. M. Walker, Bullard, Texas)

WITH STATEMENTS published in the last issue of the LEAGUER in mind, the reader can easily see how every community in the United States is in some way connected with playground ball. It is inexpensive and it is played after school days are over. It may be used as recreational activity so long as the player is able to "trot" the bases. It is one of the few sports that may be used in later life to an advantage. Even business firms are now employing men and women who can represent the firm in a playground ball league.

5,000,000 Players

The business men themselves use the game for recreation. The following is a partial list of famous business and professional men who are playing or have played playground baseball: Babe Ruth, Jack Dempsey, Gene Tunney, Lowell Thomas, Dale Carnegie, Secretary of the Treasury Henry Morgenthau, Jr., Thomas Dewey, and countless others like you and me. Last year 72,000,000 people watched 5,000,000 other players play over 2,000,000 games between 500,000 teams, according to E. D. Mitchell in "Sports for Recreation." Nearly every school in the United States sponsors some contest of playground ball.

Playground ball requires skill in order to master the game but still it is a very desirable contest without skilled performers. In so far as participation is concerned I feel that Texas would score one hundred per cent since all of the high-school students have played the game in the elementary or junior high schools. In East Texas I feel certain that under the proper supervision every high school in that section would put a team into the league.

Personal Mention
Clyde Gott succeeds Lee Mitchell as Director representing Region 6. Clyde established an enviable record as an athlete while attending Southwest Texas State Teachers. He graduated from Southwest State in 1934. His coaching record has been little short of phenomenal. In seven years his teams have won three Regional Championships. Hull-Daisetta High School, his first coaching job, accounted for championships in 1936-1937 and his Smithville team came through in 1940. Mr. Gott recently moved to San Antonio, and now coaches the Luther Burbank High School in that city.

Roland Balch, for several years coach at McLean Junior High School, Fort Worth, has resigned to become Athletic and Recreation Director at the Wichita Falls Air Corps Training Field. Bob Jordan, a T.C.U. man, has succeeded Mr. Balch.

Ralph Dorsey has accepted a position with the Texas Employment Service. He has been succeeded by Jack Billingsley at Jennings Junior High, Fort Worth.

Importance of a Symbol
ONE FEATURE of these early months pained me greatly. This was the hauling down of our national flag by various municipalities and public bodies, and especially by the Calcutta Corporation, which was said to have a majority of Congress members. The flag was taken down under pressure from the police and the Government, which threatened severe action in case of noncompliance. This action would have probably meant a suspension of its municipality or punishment of its members. Organizations with vested interests are apt to be timid, and perhaps it was inevitable that they should act as they did; but nevertheless it hurt. That flag had become a symbol to us of much that we held dear, and under its shadow we had taken many a pledge to protect its honor. To pull it down with our own hands, or to have it pulled down on our behalf, seemed not only a breaking of that pledge but almost a sacrilege. It was a submission of the spirit, a denial of the truth in one; an affirmation, in the face of superior physical might, of the false. And those who submitted in this way lowered the morale of the nation, and injured its self-respect.—From the Autobiography of Jawaharlal Nehru.

To Keep Record Straight
1. Football eligibility blanks due in State Office.
2. Game reports and injury blanks are to be sent in each week.
3. Basketball acceptance due in State Office by November 15.
4. Be certain that your basketball district has been organized and reported to State Office by November 15.
5. Complete details on Basketball Plan will be found in Constitution and Rules.
6. Copy of rural basketball plan is now available and will be sent to anyone interested on request.
7. Last day for deciding football district championship is November 29.

Agreed upon at least two days before the contest. It would probably be better to have an approved list of umpires to select from.

It is my opinion that it would be wise to use the sixty-foot bases and the twelve-inch ball to speed up the game and to make the game more spectacular to the spectators.

Further readings recommended on softball:
Farrell, Vincent, *Softball as I See It*, Journal of Physical Education, April, 1940.
Mitchell, Elmer D., *Intramural Athletics*, A. S. Barnes and Company, New York, 1925.
Mitchell, Elmer D., *Intramural Sports*, A. S. Barnes and Company, New York, 1939.
Official Softball Guide and 1941 Playing Rules, American Softball Association, Chicago, Illinois, 1941.

Old Controversy Breaks Out Again

Is Present College Generation Better or Worse Than In "Good Old Days"?

DR. ROBERT A. LAW, writing in the Wofford College Journal, takes another writer (Dr. Louis B. Wright) to task, who declares that the present generation of college students have put away childish things and ascended a plane of living and thinking much higher than in the good old days of 1916-1920. He regrets that he cannot agree:

"Dr. Wright recalls that students of his generation frequently boasted that they did not 'crack a book' before taking a test. Students in 1916-1918, he remembers, spent many hours watching football and baseball practice, and learning yells to cheer the team to victory, while dormitory conversation was confined to 'athletics, girls, and occasionally an argument about religion.'"

Not Much Change
"I really wish I could see college students transformed as are in Dr. Wright's vision. If our American institutions of learning were more definitely centers of intellectual interest than they now are, I think this would be a better nation. But my judgment is that the present college generation, despite its outward respect for Phi Beta Kappa, contains many who boast that they never 'crack a book,' depending on their natural wits to pass all courses. In fact, I have heard deans of women complain that even their delicate charges were sometimes guilty of such feckless behavior that their attention, thus still held in my neighborhood, marked by no less raucousness than used to be the case, but by the increasing development of new techniques on the part of yell leaders and 'majorities.' Of the present trend of dormitory conversations I cannot speak with first-hand knowledge, but I have reason to believe that the college and religion are still major topics. Human nature has not greatly changed in the past twenty years."

Continuing, Dr. Law calls attention to change in attitude of students in high schools:
Edge Taken Off 'College Spirit'
"But the most startling change in America since the World War has been in our high schools. Not only have they doubled and trebled their attendance, thus adding tremendously to college enrollments, but they have adopted a great many extracurricular activities that formerly belonged to the college alone. Three of the most important of these are debating, athletic sports of various kinds, particularly football, basketball, and track, and social organizations closely imitating the college Greek letter fraternities, though seldom so named. Moreover, high-school administrators have formally encouraged all these extracurricular activities, have given them direction, and persuaded pupils to engage in them, sometimes to the detriment of classroom study. The 'hurry' element, the 'rush' factor, that is, the 'get to college' girls who cannot play football, the shouting and the tumult that once differentiated 'college spirit' from all other enthusiasms, are now found even in the smaller high schools. Because high school graduates have already passed through this stage, they are less emotionally stirred by cheers for the team when they get to college. Hence the decline of interest in college football."

Modern Student Better Prepared
"More mature, more sober, possessed of more initiative, the modern college student certainly is, compared with the Wofford student of my day or Dr. Wright's later day. His interests are wider, his life more comfortable, and, possible, he is happier. Photograph records bring him more speed and hot music; he attends more movies and fewer stage shows. This I judge, not only from observation as a college teacher, but from opportunities arising to the parent of three children who have passed through college, and of one daughter still in high school. All four children, like other students, I am convinced, have been better fitted by their education to go out into a realistic world and fight their own battles than I was at a corresponding age."

Inner Calm
What an uproar of gunnery! Self-defense recalls a forgotten phrase to mind—the words of Petrarch, the great Swiss educator: "Education for inner calm." We need something else beside the cult of restlessness, the ethical glorification of work. The revolution of nihilism is restlessness exalted into a doctrine—"creative unrest."

We need creative calm; we need composure, not distraction. We need a limit of activity. This war is about inner limitations, not outer frontiers.—Herman Rausing.

KGKO, Fort Worth, offers Rand McNally maps to listeners so that they may follow the course of war. Last week a Texas listener wrote in: "Please send me one of your Sally Rand maps showing rugged contours."—Time, Chicago.

"Contest Values"

(Continued from Page 3)

face the task of formulating the policy which will govern the activities of all contest groups it is especially fitting that we should give careful attention to the question, "What emphasis shall we place on our contests and what educational values can we hope to obtain from them?"

Part of School Program

By and large Illinois school people regard our contests as an important part of the school program. They look upon them as being typically American. Probably in no other nation in the world could athletic teams, music organizations and debating teams enter so freely into contests such as are held in and between the schools in America. This is especially significant when we examine the make-up of the membership of the competing groups. These teams and groups are composed of boys and girls of almost every known race, religion, and creed. Yet, notwithstanding the heterogeneous nature of these groups, week after week they meet on the field or in the school to vie with each other in friendly rivalry. They know no race or creed, they accept the individual for what he is. Here as in no other way our young people may learn the give and take of the American way. Here, under the rules of the game, they have the finest possible opportunity to develop the rugged qualities so essential to substantial citizenship. Here, if the ideals of good sportsmanship and fair play are nurtured, lies the opportunity to teach the qualities so essential to wholesome citizenship.

Life Is Competition

Successful school people look upon the contest as a means of developing certain traits or qualities which cannot be so easily developed in any other part of the school program. To these people certain experiences in life are stimulated in the contest. They realize that life as it is lived, practical everyday life, does not follow a smooth course. Life "in the full" consists of being active, alive, alert; of honorably seeking and striving for personal and group improvement; in being considerate, courteous, chivalrous; in being strong, self-reliant, trustworthy; of being responsible, reliable, respectable; of accepting defeat without whining yet everlastingly "coming back" until the fight for an ideal or principle is won; in being loyal to an ideal or a personality yet respecting the loyalties and ideals of others. These are a few of the qualities of which life is made. When the contest is used toward the development of qualities such as these it has value. When the emphasis is purely on winning the game or in defeating an opponent the educational value disappears.

It is not always an indication of superior ability to be crowned a champion. It may indicate only that the opposition is weak. On the other hand, if competition with a worthy opponent stimulates the competitors to put forth the best they have within them, to emerge from the contest finer, bigger, better boys or girls regardless of whether a medal or championship has been won, the competition has been worthwhile.

—STAGG—

(Continued from Page 1)

League. They play nearly every week from the middle of September until the last of November. In February or March they drill 30 days in spring training in preparation for the next fall.

During the summer these lads work in the oil fields, harvest wheat, haul ice, all with one objective—to gain weight. It's not uncommon for any one of them to get a football after a day's work and practice on their passing and punting.

Stagg lounged comfortably in Tyler's beautiful high-school gymnasium and continued his observations.

As he talked, three Tyler high-school stars walked by. They were in a heated argument over a certain play they were to use the next week—oblivious to everything except their assignments.

"That's what I mean about Texas football," Stagg concluded. "Those huskies are eager to learn the game. They'll be stars on some college team soon."

—6-Man Football—

(Continued from Page 1)

lighted for night play. Undoubtedly, nearly all coaches of six-man football would like to play their games at night. Because most of them have a limited school budget they just content themselves with liking the idea. In some schools there is doubtless no hope, but some have the opportunity and just don't have the drive to get them. In these places many of the men in charge of athletics have not ex-

"B" SQUAD

(Continued from Page 1)

"yannagins" and a third as "B" squad. The "gold shirts" participate in a junior high-school League, the "yannagins" have a schedule with the Conference B schools in the area and the "B" team participates against Conference A teams or "B" teams in other Conference AA schools. In several instances member schools have requested permission to enter two teams in League play, one to participate in their regular conference and the second to participate in a lower conference.

Some League members are insisting that ineligible may be used in "B" team and scrub team games for the reason that such games are not scheduled by the League and have no bearing on League championships. These teams are sponsored for the benefit of those boys who for one reason or another are not members of the regular squad.

Other members are insisting that ineligible may be used in each school participating in an inter-school "B" squad or scrub team game must be eligible under Article VIII. This group points to the introductory paragraph of Article VIII and Section 7 of Article VIII.

History of Art. VIII, Sec. 7

For the information of both groups this article will review the introduction of Section 7 into the eligibility rules. This section was first incorporated into the Constitution and Rules in 1938 as an announced rule to become effective for the first time in 1939.

Prior to the inclusion of Section 7 in the eligibility rules many schools were using ineligible players in non-conference football games and in basketball games prior to the beginning of League tournaments. In basketball especially, schools were using ineligible in their high-school teams and establishing an impressive record by winning invitation tournaments and defeating schools using only eligible players. The minimum penalty was forfeiture of the game for such violations and since many of the violations occurred outside the county, district or conference in which a school was participating, the local executive committee in many instances took no action against the school.

Article VIII, Section 7, became effective for the first time in the 1939-40 Constitution and Rules and immediately schools began questioning our office regarding its application to the various "B" teams and scrub teams sponsored by the school. Such questions as these were submitted for opinions: (1) A school uses an ineligible player in an inter-school "B" team game. What penalty shall be assessed against the school? (2) Can the executive committee declare the "A" squad ineligible for district honors because ineligible boys were used on "B" squad games? (3) If a "B" squad of Conference AA school uses an ineligible player against Conference B team what committee should take jurisdiction? (4) Can a "B" team be assigned to a regular League district for competition?

Test Case
Finally, in January, 1940, a basketball eligibility case involving Article VIII, Section 7, was submitted to the State Executive Committee for an opinion. The school in question had a varsity basketball squad that was eligible in every respect. The school also sponsored several "B" teams that scheduled inter-school basketball games with the smaller schools in the area. These "B" teams in no way entered the regular League play-off or made any claims for League honors. The regular team's eligibility for county championship was questioned because the school had permitted an ineligible boy to play in a "B" team inter-school game.

After considering carefully Article VIII, Section 7, and the facts submitted the Committee offered the following interpretation to Section 7:

Glaucock County
Director General N. P. Taylor, Garden City; Debate, Junia Mingo, Garden City; Declaration, Mary Elizabeth Steele, Garden City; Extemporaneous Speech, Keith Appleby, Garden City; Spelling, Owen T. Loyd, Garden City; Ready Writing, Saugusta Lokhart, Garden City; Athletics, E. C. Blankenship, Garden City; Music Memory, Ruth Johnson, Garden City; Picture Memory, Nelson R. Link, Garden City; Typewriting and Shorthand, Edna Mae Hammonds, Garden City.

Gonzales County
Director General A. O. Bird, Gonzales; Debate, Mrs. Lenora Weinst, Nixon; Declaration, Juanita Colner, Nixon; Spelling, Flo W. Northam, Wadley; Ready Writing, Christine Dean, Leavelle; Athletics, Reagan Nesbit, Smiley; Music Memory, Osa Mae Hester, Nixon; Picture Memory, Mrs. W. D. Moody, Beyer; Three-R, G. E. Bradley, Gonzales; Number Sense, W. A. Bryant, Harwood; Typewriting and Shorthand, Mary Ruth Harris,

plored every avenue of approach. Not many people ever think of calling in the community to help. The little school of Valer, Ill., did this very thing and all organizations helped and they got their lights.

Within the next year with the aid of the community we hope to have our playing field lighted. This will make it complete as we will have our field sodded completely by August.

Mr. Dungan will continue this discussion in the next issue of the LEAGUER.—Ed.

Guadalupe County

Director General L. C. Liston, Seguin; Debate, Paul Fritz, Seguin; Declaration, M. E. Ruel, Marion; Extemporaneous Speech, R. D. Kingsbury, Spelling, Mabel Patterson, Seguin; Ready Writing, Mrs. Sallie Johnson, Schertz; Athletics, Robt. A. Sussman, Schertz; Music Memory, Mrs. Eugenia Jones, Seguin; Band, Mrs. Geo. F. Kieffer, Seguin; Picture Memory, Mrs. Lois Culpeper, Seguin; Three-R, Roy Coors, Kingsbury; Rural Schools, Max Weinst, Seguin; Number Sense, G. J. Lantz, Kingsbury.

Hays County
Director General Fred Kaderli, San Marcos; Debate, Yancy Yarbrough, San Marcos; Declaration, Arthur Hayes, San Marcos; Extemporaneous Speech, T. Sledge, Kyle; Spelling, M. B. Tiley, Dripping Springs; Ready Writing, Mary Dodson, San Marcos; Athletics, Milton Jowers, San Marcos; Music Memory, Ruth Craft Jones, Kyle; Picture Memory, Mrs. Eva S. Owens, Wimberly; Three-R, Mrs. G. C. Herrin, Mt. Sharp.

Hockley County
Director General Ray D. Brown, Levelland; Debate, G. L. Johnson, Levelland; Declaration, Mrs. Carol Gustafson, Sundown; Extemporaneous Speech, H. Cooper, Whitthart; Spelling, Oliver Burk, Anton; Ready Writing, T. E. Beard, Sundown; Athletics, J. C. Hays, Levelland; Rural Schools, J. C. Salzer, Levelland.

Lee County
Director General Walter B. Williams, Dime Box; Debate, Wright, Glendon; Declaration, Eleanor Fletcher, Giddings; Extemporaneous Speech, Myrtle Evans, Lexington; Ready Writing, Mattie Everett, Dime Box; Athletics, Cody Kieck, Dime Box; Music Memory, Mrs. W. H. Hillegeist, Lexington; Picture Memory, Mrs. C. H. Spencer, Dime Box; Three-R, E. H. Haiman, Dime Box; Ready Writing, Floy McGreger, Giddings; Typewriting and Shorthand, Golda Batson, Lexington; Choral Singing, Sydney Caffel, Giddings.

Limestone County
Director General H. O. Whitehurst, Groesbeck; Debate, D. F. Knox, Keesee; Declaration, Mrs. A. Holmes, Dime; Extemporaneous Speech, Mrs. J. Bates, Mexia; Spelling, Mable Fowler, Tuscumans; Ready Writing, Evelyn Foley, Marka Athletics, Mrs. M. G. Moore, Groesbeck; Music Memory, Mrs. Lela McGowan, Mexia; One-Act Play, Hubert White, Groesbeck; Picture Memory, Mrs. W. B. Reiden, Thornton; Three-R, Mrs. Gladys Kay, Groesbeck; Rural Schools, L. L. Benning, Groesbeck; Music Memory, Mrs. A. Brice, Mexia; Typewriting and Shorthand, Billy Bob Newman, Groesbeck.

Jim Wells County
Director General L. V. Hightower, Bea; Debate, Debeaux, R. H. A. Alice; Declaration, Miss Willian Seidel, Orange Grove; Extemporaneous Speech, E. M. Hays, Orange Grove; Spelling, A. H. Schaefer, Orange Grove; Ready Writing, Irene Dunlap, Rt. 2, Alice; Athletics, Mrs. Mary Steele, Alice; Picture Memory, Ann Morgan, Alice; Three-R, Murry R. Thormalin, Alice; Rural Schools, C. A. Thormalin, Alice.

Motley County
Director General H. A. Wallace, Florent; Debate, C. W. Giescke, Rosaring Springs; Declaration, Zona Beth Faulkner, Rosaring Springs; Extemporaneous Speech, C. G. Rankin, Whitehat; Spelling, Roy Whiten, Florent; Ready Writing, Clarice Whiten, Florent; Music Memory, Mrs. C. M. Bird, Matador; One-Act Play, Bernice Grundy, Matador; Typewriting and Shorthand, Mrs. Frey, Matador; Three-R, A. Z. Hays, Jr., Whitehat; Rural Schools, W. O. Carrick, Whitehat; Music Memory, Mrs. M. E. McKenzie, Matador.

Presidio County
Director General and Director of Debate, J. Greig, Marfa; Declaration, R. B. Beaver, Marfa; Extemporaneous Speech, Frances Lewis, Presidio; Spelling, Mrs. Beatrice Lewis, Presidio; Ready Writing, Gladine Bowers, Marfa; Athletics, L. Martin, Marfa; Music Memory, Ray W. McDonald, Marfa; Picture Memory, Frances V. Hogue, Marfa; Picture Memory, Mrs. Clarence Morrow, Presidio; Rural Schools, Anne Loveland, Marfa; Arithmetic, Will Ann Wheat, Marfa; Spelling, Mrs. Thorton, Marfa; Music Memory, Mrs. Gladie Bowers, Marfa; Athletics, L. Martin, Marfa; Music Memory, Ray W. McDonald, Marfa; Picture Memory, Frances V. Hogue, Marfa; Picture Memory, Mrs. Clarence Morrow, Presidio; Rural Schools, Anne Loveland, Marfa; Arithmetic, Will Ann Wheat, Marfa; Spelling, Mrs. Thorton, Marfa; Music Memory, Mrs. Gladie Bowers, Marfa; Athletics, L. Martin, Marfa; Music Memory, Ray W. McDonald, Marfa; Picture Memory, Frances V. 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