

THE INTERSCHOLASTIC LEAGUER

Vol. 1

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No. 1



DELEGATES TO THE STATE MEET IN 1917, IN FRONT OF THE CAPITOL

THE INTERSCHOLASTIC LEAGUE OF TEXAS

By E. D. Shurter

The University Interscholastic League has always had as its basic purpose the training of pupils for citizenship. Starting with twenty-eight schools in 1911 and reaching a membership of 2,268 schools last year, the organization has taken its place in Texas as one of the most powerful influences for welding together all the schools of the State in one organization and subserving a common purpose. It is already a veritable juggernaut—a colossus rising to the proportions of Texas herself. It is, as Dr. Benedict, the genial Dean of our College of Arts, remarks, a "snowball," growing bigger and bigger as each year rolls around. The National Convention of University Extension Directors held in Pittsburg last April readily conceded to Texas the leadership in interscholastic organizations, both on the score of perfection in organization and in the number of people reached through its activities.

Consider for a moment the mere figures: 2,268 schools in the League last year; 165 county organizations, each with its quota of five officers in charge of the county work; 210 counties represented at the State meet; reaching, at a conservative estimate, 184,700 people in audiences gathered to hear the various local, county, district, and State contests in the literary events.

Can you beat it? Can you visualize the infinite possibilities with reference to good to the schools and the school communities in this State when every school in Texas (or even 2,268 schools) join in a State-wide organization, with the common purpose of promoting a healthy school rivalry and a community spirit. Verily, the County Superintendent of Dimmit County, was right when he said that two things had given a powerful impetus to the development of rural school problems in recent times, and those two things are, the million-dollar (now two million dollars) appropriation for the rural schools, and the Interscholastic League; the legislative appropriation gave the common

schools necessary material aid, and the Interscholastic League gives them the necessary "pep."

Cannot you, then, Mr. or Madam Superintendent or Teacher, do your part (even for selfish reasons, if you must put it on that ground), in seeing that the school or schools with which you are connected join now the State Interscholastic League?

Your attention is especially called at this time

VARSAITY'S PREACHER PRESIDENT



R. E. VINSON, President University of Texas

to certain changes made for this year. These are: (1) The establishment of a new Rural School Division in Declamation; (2) a change in the schedule of membership fees, proportioned to the size of the

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EDUCATION IN WAR TIME

By Robert Ernest Vinson

It gives me peculiar pleasure to be able to extend this word of greeting through the initial number of the *Interscholastic Leaguer* to the boys and girls of our great state who are now in the secondary schools, and to urge upon them the necessity for going forward in their efforts to secure an education. If there ever was a time in the history of this country when educated men and women were needed, that time is now, preeminently. The war imposes a task which sooner or later must reach every individual citizen of America, and it is not too soon to endeavor to face the situation which will confront us when the war is over, when new foundations must be laid, new buildings erected, and new plans of life formulated, to take the place of those which will have been destroyed. Already several of these matters stand out in prominence which deserve our present attention and which may to some extent form a beginning for our constructive thinking for the times of peace which are yet to be.

Among these, the first is the conservation of the resources of America. Development has been the watchword of American life. So abundant have been our resources in lands, forests, minerals, and animal life that as a nation we have become wasteful and extravagant, selfish and self-centered. We have failed to see that, while great, our resources are not inexhaustible, and that, if future generations of American citizens are to be permitted a degree of comfort at all comparable with our own, it must be through the exercise of the spirit of self-denial by the American of today for the conservation of American resources for future use. This the necessities of war are beginning to teach us.

Second is the matter of spiritual values, in the broadest sense of the term, which have lain dormant in the American mind, but whose development is absolutely necessary for the preservation

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THE INTERSCHOLASTIC LEAGUER

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(Application has been made at Postoffice at Austin, Texas, for admission as second-class matter.)

The Interscholastic Leaguer here and now makes its initial bow to the schools of Texas. The editor has long had in mind some medium of communication with the schools other than the League bulletins which are annually distributed. The associate editor suggested the name of the publication. How do you like it?

It is the hope and expectation of the editors of the Leaguer that this paper will further stimulate the work of the League in all its phases, including supplementary and affiliated projects that are being developed by the University Extension Department for the people of the State, and that through the columns of the Leaguer the teachers and pupils in the schools may find an opportunity to record their opinions and ideas with a view of the common good, for we want the contagion of every school belonging to the League to spread to every other school in Texas.

"Democracy On Trial"

In a comparatively quiet, and certainly non-sensational, way, what will in years to come prove to be the most important work of this war is now going on: The American people are being counselled regarding education. The work is being done by college presidents throughout the land in matriculation addresses to this year's, somewhat depleted, quota of undergraduates. Woodrow Wilson, college president first, President of "These United States" second, last week took his place among these counsellors and addressed a letter of instruction "To School Officers" from the White House.

To the extent that these messages are not only read, but studied and taken to heart, ultimate and lasting victory in this war may be hoped for. In one of the most remarkable of these addresses, President Hadley of Yale, said:

"Democracy is on trial * * * If the members of a democracy can use judgment as well as impulse in the management of public affairs, it will stand; if they cannot use judgment in the management of its affairs, the democratic ideal must give way to the monarchical ideal * * * The application of intelligence to social problems is a fundamental necessity of all government. Without it, patriotism is wasted; without it Christianity is profitless. This, gentlemen, is the high calling for which you are preparing yourselves—the calling of the citizen whose patriotism is guided by judgment, whose religion is vivified by common sense."

The foregoing paragraph illustrates what to us seems to be at least one unadulterated good attributable to war and a state of war; it challenges everyone and everything. Here we have a challenge to our most fundamental concepts regarding government and religion. The terms of survival and the terms of destruction are pitted over against each other, and the individual is presented with the inevitable CHOICE! And so it is in these turbulent times that individuals everywhere are daily challenged to choose. Choose they must. Therein lies the good of war.

Perhaps the most direct challenge of all is to our concept of war itself. What is war? What does it mean to us? Most of us, when we think of "war" connote powder and bullets, bayonets, uniformed troopers arrayed against each other, machine guns, explosions, struggle, bloodshed, misery and honor, and all the rest that go to make up final appeal to the arbitrament of force. May this be all wrong? Turn the shield of argument.

War is not the clash of force at all. Such a clash is but the outward expression of war; behind the clash of force is something which causes and directs the clash of force, an ideal. What the powder is to the sped bullet, the ideal is to the slain soldier. Ideals are clashing today, and today we have war. The clash of force is merely a concomitant. Democracy has run afoul of Autocracy, and straightway soldiers march, guns bellow, death and destruction run riot.

Just as the clash of force may not be the real clash, so the victory of force may not be the real victory. Imagine American arms completely triumphant; picture every Boche disarmed and every German village in command of khaki clad officers. Would that be victory? Would the world then be safe for Democracy? It may be seriously doubted. The thing which made the Boche aim his gun and fire, which made him invent and use the hellish poisonous gases, the mainspring of his action remains as strong as ever. Perhaps it is even intensified by the sting of defeat, memory of the struggle, and echoes of his "Song of Hate." What next must be done after we have conquered them by force? Would anyone decree wholesale destruction,—Herod-like,—in order to eradicate this hidden enemy? Certainly not; that would be Nietzscheism in extreme.

Democracy must supplant Autocracy, honestly and upon its merits. So absolutely upon its merits that it will be accepted by the defeated Boches over whom we hope and may reasonably assume to achieve an early victory of force. Western Civilization must be made really superior to German Kulture. In the clash of ideals merit alone must win the ultimate victory, however the case may be with the victory of force. Burke's "argument" in his speech On Conciliation With The American Colonies here blocks the efforts of combined nations,—not because it is the argument of Burke, but because it is true, that "Force is temporal. Force impairs the object."

Ultimate victory, it would therefore appear, depends in final analysis upon "training for citizenship," the subject of matriculation addresses, the avowed purpose and aim of the University Interscholastic League from the beginning. The war has brought out these opportunities in bold relief; the response should be a strengthening of all forces which tend toward building up citizenship. In citing examples of how this difficult thing may be done, President Hadley said, "Every argument thoroughly analyzed into its last elements, is an education in getting the difficult kind of knowledge which is really worth while and which makes its possessor a safe guide to himself and to his country, instead of an unsafe one."

Through the League debates, we are attempting to accomplish this very difficult task among the boys and girls of Texas. The result of the effort will be determined entirely by the co-operation given by the teachers in the common schools. Remember, that "Democracy is on trial," and that not only as a citizen, but as a teacher, you have a deep obligation resting upon you now in the hour of trial.

R. L. S.

Notice the change in the membership fee for this year, and be sure to send in the correct amount with the name of the school, the name of the person sending the fee (the teacher) and the number of teachers in the school. Much time and trouble will be saved if the teachers read the new regulations before sending in the fee.

OFFICIAL ANNOUNCEMENTS

Matter appearing in this column is official and authoritative. Reference here will be helpful to all members having difficulty in the construction of the rules of the League. Experience has shown that the points that arise from year to year are easily classified, and that the same point arises with many different schools; by means of this column it is hoped that much time and bother will be saved.

Officials are urged to watch the announcements appearing here very closely, as such a policy will avoid complications and greatly increase uniformity.

An attempt will be made to answer in this column all questions concerning the League which have a general interest.

QUESTION: A football player who had neither trained with his team nor participated in any other contests, was used in a scheduled game for a few minutes only last season as a substitute for a wounded player. No other substitute was available at the time. Said player has played with his team three seasons prior to last season. Did the above playing constitute "participation" for one year within the meaning of the "four-year rule," and is said player, therefore, disqualified this year?

ANSWER: Yes. "Participation" is not limited in amount. The briefest time and the slightest performance is all that is necessary. If a player is "sent in" by the coach or other person in authority, he has then and there "participated" for one year under the rule.

This construction of the rule is in keeping with that made by most colleges and Athletic Conferences and is believed to be in accord with the best interests of amateur athletics.

County Organization

Let us get all the counties in the State organized for the League work NOW. We have had county officers reported for a large number of the counties in which institutes have already been held, but not from all such counties. Further, please remember that it is not necessary to wait for the county institute in order to get your officers selected and at work. Any superintendent or teacher interested in the League work should write the State Executive Committee and suggest good live teachers for county officers, and the State Committee will at once arrange to have officers named, either from the list suggested or otherwise.

County superintendents and teachers generally should see that at least an hour is set aside on the general sessions program of all institutes to be held during October, November, and December for the discussion of the Interscholastic League work and the perfection of the county organization. Some designated teacher should, at the same time, be authorized to receive membership fees, and let the membership fee for every school in your county be collected during the meeting of the institute. Send these fees to the State Chairman, with the name of the school (stating how many teachers are employed, the principal, and his post office address.)

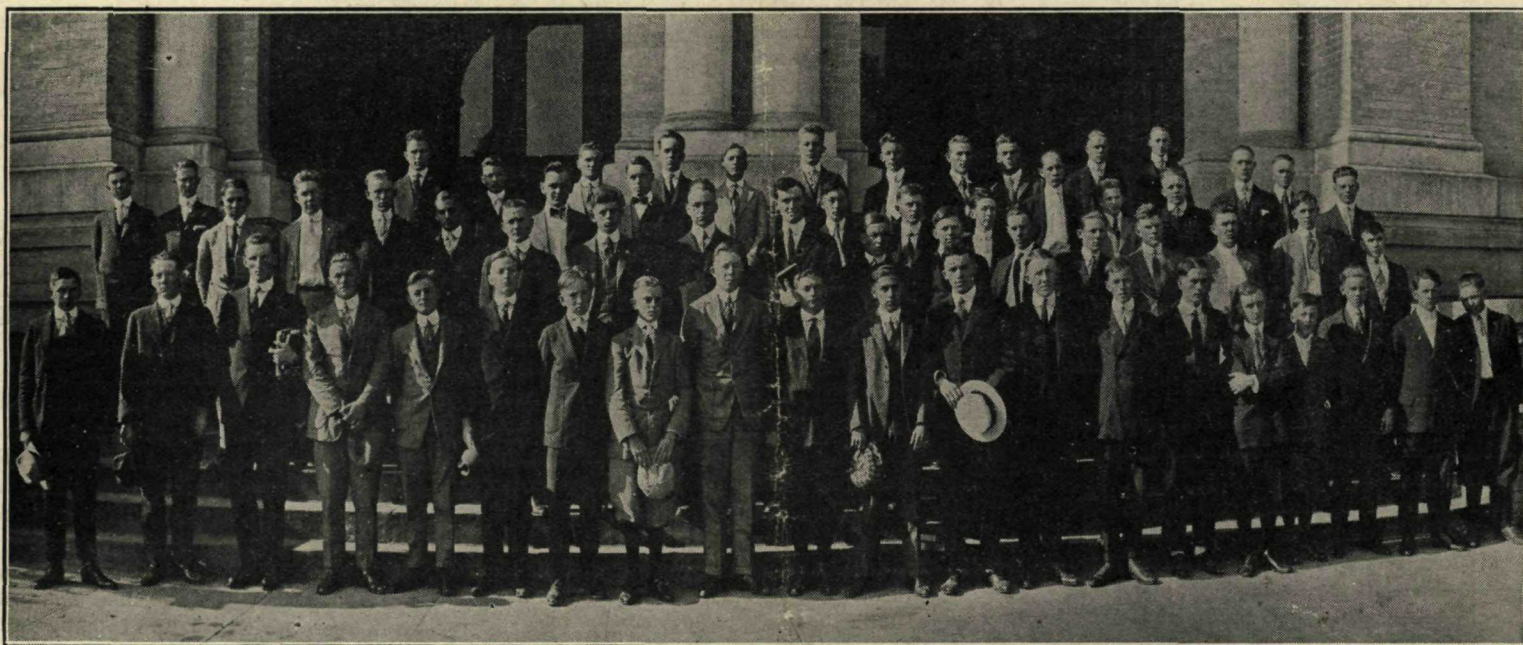
At this writing, three counties in the State have definitely reported 100 per cent enrollment in the League for this year. This record is, as stated elsewhere, unprecedented. Cannot your county do as well?

City Districts

Remember that the larger cities of the State are now grouped in districts by themselves. Each of these cities should immediately form an organiza-

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DEBATE QUESTION AND BRIEFS



DEBATING TEAMS AT THE STATE MEET, 1917

QUESTION FOR THE INTERSCHOLASTIC LEAGUE DEBATES 1917-18

✓ EXPLANATORY NOTE

A special word of explanation is due relative to the question selected for this year's debates as stated below. With a view of having a question of live, present interest, we first announced the subject of Compulsory Military Training, and prepared a bulletin containing considerable material thereon. With the march of events in connection with our part in the great World War, and particularly the passage of the Espionage Bill, it developed that this question, on the score of general policy, should not be used during the continuance of the war, since certain arguments on the Negative side might easily be brought forward which the Federal Government does not desire in public discussion at the present time.

We were therefore compelled, at the eleventh hour, to change the question, and after careful deliberation it was decided that we would try this year a question that would bring out more original or first-hand treatment than has been the case heretofore. In fact, a great many teachers have complained that we furnished the students too much material for the debates. On the question we have selected, there is little or no printed matter, but it is a question on which every student has some sort of opinion, and it will afford an opportunity, with the outlines that follow as a general guide, for each student to organize and elaborate his own argument.

At the end of the year I shall be glad to get a report from teachers regarding the results of their experience and observation on a question of this character as compared with the larger public questions that we have been debating.

Cordially yours,

E. D. SHURTER,
State Chairman.

✓ The question for Interscholastic debates of 1917-18 is as follows: *Resolved, That Rule 1 in the debating rules of the University Interscholastic League should be amended by omitting the word "male"; so that girls may participate in the League debates upon equal terms with boys.*

AFFIRMATIVE BRIEF

✓ Introduction

The changed status of woman in modern industry, society, and government has brought her into competition with man in many lines of endeavor. The process of readjustment is still going on, with the great World War giving the movement a marked momentum, and this has raised the question as to whether or not the girls in schools belonging to the Interscholastic League should be allowed participation in debating, on equal terms with boys. It should be understood that the present rules of the League would stand, except the single change denoted in the above statement of the question. In other words, the debating team would continue to consist of two members from each school, and if the boys won out over the girls, the debating team would consist of two boys; if one girl in the school could win a place on the debating team in competition with a boy, such school might have a team consisting of one boy and one girl; or, if two girls could win places over the boys, the two members of the team from such school would consist of girls only.

The question appears to resolve itself into the following four main issues:

1. Is the proposition inherently sound, on the score of elemental justice?
2. Is the proposed change desirable?
3. Is the proposed plan practicable?
4. Is the proposed change the best plan for admitting girls to the League debates?

Argument

- I. The proposition to admit girls to the Interscholastic League debating contests on equal terms with boys is inherently sound, on the score of elemental justice, for

- A. The primary purpose of the League organization, as the Constitution states, is to prepare pupils for citizenship, and girls need training in argumentation, debating, and public discussion the same as boys, for

1. Women need, in the first place, just as much as do men, training in the science and art of argumentation and debating, since this is a primary requisite for citizenship if one is to perform his or her duty in community and civic life.
2. Women are now called upon far

more than formerly, and will be called upon more and more in the future, to assist in the solution of community, State, and national problems, particularly as to those problems where the interests of women and children are involved,—such, for example, as the problem of sanitation, pure milk and food supplies, and community betterment in various and sundry ways.

3. Regardless of the suffrage, women must be prepared to participate in public discussion and debating before audiences of various sorts, such as educational meetings, schoolhouse gatherings, women's clubs, etc., etc.

- B. It would be in keeping with the co-educational idea which is embodied in our public school system, for

1. Our educational system supposedly insures "equal opportunities to all, special privileges to none."
2. The debating contest is the only one among the League's literary contests in which the girls do not have equal opportunity with the boys.
3. Girls are entitled to equal rights in the debating contests, for
 - a. They have equal intelligence, equal responsibility, and equal interest in the success of the school.
4. Since the League organization is supposed to offer equal opportunities to all the pupils in all the schools, it is manifestly unjust to confine the debating contests to boys alone, and the burden is upon the Negative to show why the girls should be excluded.

- II. The proposed change is desirable, for

- A. It would add to the general interest in the League debates, for

1. The girls in school generally outnumber the boys.
2. A large number of teachers have for some time urged this change, and the same is true of other State organizations such as the Federated Women's Clubs.
3. It would stimulate the interest of teachers and vitalize the class work, for

- a. The mixed classes in English, for example, could then study the League question as a regular class exercise.
4. It would give not only increased but unified interest in the debating contests to both boys and girls, for
 - a. It would stimulate the interest in the contest on the part of all the pupils in the school, whereas now the girls have little or no interest.

B. It would stimulate the literary society work in the schools far more than is the case under the present rule, for

1. It would establish a healthy rivalry between boys' and girls' debating clubs.

C. It would equalize the advantages on the part of the various schools belonging to the League, for

1. Under the monopoly held by the boys according to the present rules, many schools are compelled to send a debating team of mediocre ability, or else none at all. The same school may have one or two girls who, if permitted to enter the contest, would furnish the school a far better team.
2. Particularly at this time, many of the smaller schools cannot enter the debating contests unless the girls are permitted to represent them, and the present rule is an unjust discrimination against such schools, for
 - a. All schools should have equal opportunities, and this is impossible unless girls have equal opportunities with boys.

III. The proposed plan is practicable, for

A. It involves no change from the present rules except the single one of allowing girls in a school to join the boys in the preliminary competition for places on the school's debating team.

B. The contention that the admittance of girls would "kill the Interscholastic debates" or would "kill the interest of the boys in debating" is specious argument, for

1. If debates held in connection with class exercises in many schools show that girls out-class boys in oral argumentation, the mere substitution of a girl for a boy here and there—or even of all girls for boys—in the Interscholastic League debates could hardly "kill" such debates.
2. If a boy's interest in debating is killed because he is outclassed by a girl, or because he is called upon to debate with or against a girl, he is a "dead one" anyway, for
 - a. He lacks the quality of sportsmanship that good citizenship requires.

3. The argument that whenever a girls' debating team is matched against one composed of boys, the judges will always render a decision in favor of the boys, is fallacious, for

- a. This only impeaches in advance the honesty and impartiality of the judges.
- b. The argument has been disproved in actual practice.

C. The plea that girls should not be allowed to travel long distances for the purpose of debating with or against boys, is of no force, for

1. They leave home to engage in other contests.

2. Parents and school authorities will always see that there is due oversight of these contests.

D. Interscholastic debates in other states have been successfully conducted under the proposed plan, for

1. Interscholastic organizations in the following states offer boys and girls equal opportunities of winning places on the debating teams: California, Colorado, Georgia, Kansas, Minnesota, Nebraska, New Jersey, North Carolina, North Dakota, Oregon, South Dakota, Utah, Virginia, Washington, Wisconsin.
2. Texas is the only state (so far as the editor of this brief can discover) which discriminates against girls in the Interscholastic debating rules.

IV. The change proposed offers the best plan for admitting girls to the Interscholastic League debates, for

A. It is a better plan than having teams of three each, and requiring that at least one member of each team shall be a girl and one debater a boy, for

1. This plan is only an arbitrary arrangement to meet the objection that has been urged of boys by themselves debating against girls by themselves.
2. A large number of the smaller schools could not furnish three pupils for a debating team.
3. The plan is undemocratic. The only just way is to award places on the debating team representing the school to those pupils—be they boys or girls—who take highest rank in the preliminary contest.

B. The plan proposed is better than an entirely separate debate for girls, for

1. The establishment of another debating contest is wholly impracticable, for
 - a. We already have all the contests that the county, district, and State committees can handle.
 - b. The method of conducting elimination contests in debating, which limits a single preliminary contest to only two debating teams at a time, renders the establishment of a separate contest in debating far more impracticable than separate contests for girls in other lines, such as declamation.
2. In case an additional debating contest were found to be possible, it should be a contest among the smaller common schools rather than a separate contest for girls.

Conclusion

Since the proposed change in the Interscholastic League debating rules is inherently sound, on the score of elemental justice, because girls need training in declamation, debating, and public discussion in preparation for citizenship the same as boys, and to discriminate against the girls in the debating contests is manifestly unjust; and since the proposed change is desirable because it would add to the general interest in the League debates, stimulate the literary society and class work in the schools, and equalize the advantages offered to the various schools belonging to the League; since the proposed plan is practicable, because it involves only a single change in the present rules, would increase the interest in the debates generally, and has been tried successfully in

other State interscholastic organizations; and since the proposed change is the best plan for admitting girls to the Interscholastic League debates,—

Therefore, girls should be admitted to the Interscholastic League debates upon equal terms with boys.

NEGATIVE BRIEF

Introduction

The debating contests of the University Interscholastic League have been operated for the past seven years, with boys only as contestants. The original idea was that boys most needed this sort of training, and that the use of mixed teams would not only militate against the boys but would result in other disadvantages that more than overbalanced any advantages that might accrue by the participation of girls. After seven years of successful operation under this plan, we are now asked to change to an untried scheme and fly in the face of public opinion in Texas. The proposition, therefore, demands very serious consideration before such change is decided upon, and the burden is upon the Affirmative to show that the change proposed is necessary or desirable. The Negative contends that the proposed change cannot be justified, that it is unnecessary, undesirable, impracticable, and is not the best plan for admitting girls to the League debates.

Argument

I. The proposition to admit girls to the Interscholastic League debating contests on equal terms with boys cannot be sustained on the ground of abstract justice, for

A. Girls do not need to participate in public debates in order to give them such training in argumentation as may be needed for their part in the duties of citizenship, for

1. All necessary training in this line can be secured from class and literary society work in schools.
2. Texas is still a long way from committing itself to the idea that women, like men, are to function as public speakers, and the change proposed only encourages this idea, notwithstanding the fact that public sentiment is opposed to it, evidenced by the lack of woman suffrage in this State.

B. It is not a question of abstract justice, but one purely of expediency, for

1. There are many school activities in which boys and girls do not, and should not, participate on equal terms, for

a. This is true even of the League declamation contests.

b. There is no more reason why girls should join the boys in their debates than they should enter the boys' contests in tennis or track, or join a boys' military company.

II. The proposed change is undesirable, for

A. It would decrease the influence of the League and the interest in the League debates, for

1. For the present, at least, it is far more important that boys, rather than girls, should receive this kind of training.
2. Boys will be very backward in debating against girls.
3. There is a constant tendency for boys to leave school earlier than girls, and the former not only need training in debate the more, but they

also need the added stimulus of this contest to keep them interested in school work.

B. The argument that it would equalize the advantages on the part of the various schools belonging to the League is fallacious, for

1. No one school ordinarily enters all the contests, each school entering such contests as they respectively desire.

C. Participation of girls in mixed debates is contrary to public sentiment in the South, and particularly in Texas, for

1. The South as compared with other parts of the country is still conservative in its attitude of chivalry toward women.

2. School officials and patrons in Texas will be generally opposed to such an innovation.

III. The proposed plan is impracticable, for

A. It is inevitable in Texas that judges will tend to favor the girls, and this tendency will not only keep many boys from entering the debates, but will practically exclude private schools having no girl students.

B. Only a comparatively few girls will be interested in entering these contests, and these few will retard or drive out a large number of boys to whom the seven years' development of the League's work has brought such widespread interest.

C. It is too difficult to carry girls through to the State meet, for

1. Chaperones are necessary, and this necessitates trouble and expense, not only in attending the district and State meets, but frequently in traveling long distances, either by rail or automobile, to attend the county meets.

2. Since the University lacks sufficient dormitory accommodations, it is practically impossible properly to look after more girls than the other contests already bring.

3. It is a generally accepted fact that girls have not the necessary mental qualifications in the way of logical reasoning to enable them to debate with boys.

4. Girls should not be subjected to the nervous and physical strain incident to a series of debating contests.

5. There is no proper standard for judging the efforts of girls in public speaking along with boys, for

a. This is recognized by the establishment of entirely separate contests for girls in declamation.

D. The argument of precedent or experience in other states is of no force in the present discussion, because

1. Our League organization has been developed in accordance with conditions in Texas, and these may be very different from conditions in other states.

2. Even if Texas stands alone as to the development of its interscholastic organization with reference to mixed debating teams, that is no good argument for making the change proposed at this time.

3. Texas is recognized all over the United States as the leader both as to organization and as to the number of schools participating in Interscholastic League activities.

IV. Even granting, for the sake of argument,

that girls should participate in the public debating contests of the League, the change proposed is not the best plan to accomplish this purpose, for

A. A better plan would be to have teams of three each, revising the present rule as to the time allotted to each speaker, and requiring that at least one member of each team shall be a girl and one of the debaters a boy, for

1. This plan would obviate the very grave objection that boys have of debating against girls, for

a. There would always be at least one girl on each team.

2. Any school that can now furnish a debating team of two boys could certainly furnish one girl to add to such team.

3. This plan would give the boys the same opportunity they now have, for

a. It would still be possible for two boys to win places on each debating team.

B. An entirely separate debating contest for girls would be better than the change proposed, for

1. This is the plan that is followed in the other public speaking contests of the League, and has proved entirely satisfactory.

2. Both boys and girls as well as school officials and the general public would prefer this plan.

3. The argument that there would not be time to pull off the elimination contest is untenable, for

a. A separate set of judges could be conducting the girls' elimination contests at the same time with that of the boys.

Conclusion

Since the proposition to admit girls to the Interscholastic League debating contests cannot be sustained on the grounds of abstract justice, because girls do not need to participate in public debates in order to qualify them for their duties as citizens, and because the question is not one of abstract justice but one purely of expediency; and since the proposed change is undesirable, because it would decrease the influence of the League and interest in the League debates, and because the participation of girls in mixed debates is contrary to public sentiment in the South, and particularly in Texas; and since the proposed plan is impracticable, because judges will invariably tend to favor the girls in awarding their decisions, and only a comparatively few girls will enter these contests and these few will retard or drive out a large number of boys, and it is impracticable to carry girls through to the State meet on account of the necessity of traveling and accommodations generally, and because the argument of precedent or experience in other states has no application to conditions in Texas and to the genius of our State Interscholastic organization; and since, even granting, for the sake of argument, that girls should participate in the public debating contests of the League, either of at least two other plans is better than the one proposed,—

Therefore, girls should not be admitted to the debating contests of the University Interscholastic League upon equal terms with boys.

Each Director in each county should take it upon himself to see that the County Officers for his county have been sent in to the State Chairman, E. D. Shurter. Some counties are careless about this and thus a great deal of letter writing and delay is caused.

FORMER WINNERS AND WHAT THEY ARE DOING

By Ernest May



The "King Bee" of the Interscholastic League office is shown in the miniature picture to the left. That "boyish" expression first attracted Dr. E. D. Shurter's attention when Ernest May came down from Weatherford to the state meet in 1915 as a member of the winning debating team for that year.

Ernest entered the University two years ago without funds but with lots of ability and high ambitions and has remained here ever since, his presence becoming more and more indispensable the longer he stays. He has been Student Assistant both years, and "let Ernest do it" has become almost a byword in the Extension Department. With all his outside duties, he has made an enviable record as a student, and just to show the Leaguers what a "Big Leaguer" can do, we introduce Ernest as the permanent editor of this column.

R. L. S.

Francis J. Lyons

Frank Lyons is one of the first products of the University Interscholastic League. Away back in 1911, when the League was in its infancy, Frank was a member of the debating team from the El Paso High School. In the final debate in Austin he and Edward Freeman defeated Frank Young and Theodore Willis of Honey Grove.

In the fall of 1912 Frank entered the State University. There he grew yet more proficient in the art of public speaking. In his first year he was awarded honorable mention in the annual Freshman Declamation contest for the prize offered by Dr. E. P. Wilmot. In 1914, having previously defeated all comers in Texas and the Southern States, he went up to Lake Mohonk, New York, and won the National contest in Peace oratory, conducted by the Carnegie Foundation. Frank's friends used to say that not only was he the best speaker in the United States, but had there been a world contest he would have won that. The subject of his winning oration is "Education for Peace."

While Frank was in the University he was active in student politics. In his second year he was a



member of the Student Council, the judicial branch of Varsity's system of self-government. At the end of his junior year he was elected without opposition to the presidency of the Students' Association, the highest honor within the gift of the students of the University.

He received the degree of Bachelor of Laws in 1916.

During his brief career as a lawyer, Frank has made good. After nine months' practice in the firm of Lyons and Oppenheimer, the senior member being Francis J., he was appointed Assistant District Attorney for El Paso. He is a man of high intellectual ability, and, along with it, has an unusual capacity for making and retaining friends. Certainly, Frank Lyons bids fair to become one of the "legal lights" of the country.

That he has not yet lost interest in the University Interscholastic League is shown by the fact that last May he came all the way from El Paso to attend the State meet.

Lieut. Robt. M. Field

The records of the Interscholastic League show that in 1914 the winner of the State contest in Boys' Senior Declamation was the representative of the San Antonio High School. His full name is Robert Michael Field, and at present he is Second Lieutenant, Officers' Reserve Corps, Infantry Section, National Army. At Fort Mason, in San Francisco, he teaches the raw recruits how to make the world safe for democracy.

"Bob" didn't quit achieving things when he left high school. Having won first honors in his class, he was awarded a regents' scholarship to the University of Texas. The following fall he registered in the University. Immediately he began to win distinction. In 1915 he won the Wilmot prize in Freshman declamation. In that year, also, he represented the Rusk Literary Society in the annual inter-society debates for the H. A. Wroe loving cup. In his second year he was the representative of the University in the inter-collegiate Peace contest in oratory. He won out in Texas and was awarded third place in the Southern contest. Last year, when he was a Junior, he, with Robert L. Skiles, defeated the Universities of Oklahoma and Southern California in the annual debates with those institutions. The debate with Southern California has a distinctive place among forensic events in the history of the University. It was held in the State Capitol, with a majority of the Legislature present, and the Speaker of the House presiding. A larger crowd was present than at any other debate ever engaged in by the University of Texas.

Nor did Bob Field confine his activities to public speaking contests. For two years he was a member of the Cabinet of the Young Men's Christian Association, and it may be said in parentheses that he is a Presbyterian deacon. He was president of the junior class and of the Academic Department at the same time. He was to have been president of the Rusk Literary Society for the coming term. Though in student politics he was a strict "Barb," several honorary fraternities include him among their members. Some of these are the Delta Sigma Rho, honorary public speaking fraternity, and Sigma Upsilon, honorary literary fraternity.

When the war is over, Lieutenant, it may then be General, Field will doubtless return to finish his interrupted University career.

THE INTERSCHOLASTIC LEAGUE OF TEXAS

(Continued from page 1)

school; (3) the reorganization of districts so that the larger cities constitute districts by themselves; (4) the eleventh-hour change in the question for this year's debates.

As the League membership increases, we must



Henry N. Herndon

more and more stress the importance of the county meets in and of themselves. It is in the county organization, as a matter of fact, that the League can do the best service to the schools of the State as a whole. More and more, therefore, every school in the county should get in contact with the League. And this means bringing in the smaller rural schools. The University Department of Extension feels that it should function primarily with a view of helping the schools and communities in Texas that most need our help, and plainly these are found in the rural districts. In order to carry out this purpose, and with a view of an added stimulus to bring all the common schools into line with the activities of the League, a separate contest in rural declamation is offered for the first time this year, and the district winners are to be brought on to the State meeting. In this Division there will be no junior and senior sub-division; that is, each rural school (a one- or two-teacher school) may send one boy and one girl to the county meet to represent such school in a declamation contest. It should be understood that pupils from rural schools may enter the other declamation contests as formerly, and the contestant in each case may or may not be the same pupil that represents the school in the separate Rural Declamation division.

In accordance with a referendum vote submitted to the members of the League last June, the membership fee in the League is now scaled as follows: \$3 for Class A high schools; \$2 for all schools that do not belong in the Class A high school or the rural school division; and \$1 for rural schools (one- and two-teacher schools not situated in an incorporated town). Although the immediate cause of this change in membership fees has passed with the restoration of our University appropriation, the Constitution and Rules had already gone to press with this provision inserted, and aside from this, it seemed desirable to the State Executive Committee that we try this plan out this year, since there is plenty of justification for a differentiation in the membership fees on the basis of benefits received, and the benefits received, in turn, depend upon the size of a school. In this connection, it should be remembered that the membership fee fund, aside

from certain disbursements that cannot be carried by University funds, is set aside for use in paying the railroad fares of delegates to the State meet. If the rural schools respond this year as they should, we hope to have a sufficient fund to pay the entire railroad fare of all official delegates to the State meet.

Two years ago, if you remember, we took the larger cities out of competition with schools in the county contests. We have now gone a step further and taken them out of competition with the smaller schools in the district contests. Those cities are, for the most part, grouped in couples to constitute, under certain specified conditions, districts by themselves. For a fuller description of these conditions, see the new Constitution and Rules, Article VI, Section 5, page 20.

The question for this year's debates, together with an explanation as to the reason for its selection, is contained in this issue. It is a question that the smaller schools can handle as well as the larger. It is a live question, also, and will be debated and determined by the teachers attending the State Teachers' Association meeting during Thanksgiving week. Among the reasons influencing us to the selection of this question, other than those stated in the explanatory note that follows, our Extension appropriation would not permit us to publish another bulletin containing the usual amount of material on the question for debate. There are other very good reasons, as the editor views it, for selecting a question of this character, with a view of giving a pupil training in original thinking and first-hand treatment. At any rate, let all the schools give this question a fair and impartial trial this year, and the experience will be a guide to us in the matter of future selection of questions.

OFFICIAL ANNOUNCEMENTS

(Continued from page 2)

tion analogous to the county organization; that is, five officials to look after the various League contests. The Constitution provides that the city superintendent shall in each case name these officers, but in actual practice the teachers interested in the work should at once co-operate with the city superintendent and get your city organized, without waiting until the contests are upon you.

Since the subject for the interscholastic debate is one on which no printed literature can be obtained, the Extension Loan Library cannot aid the debaters this year, as it usually does, by means of package libraries.

In order to meet the regulations of the post office department, a definite amount of each membership fee must be set aside for the expense of this publication so that we may present a "bona fide" list of subscribers. The State Executive Committee has provided for the paper on a very modest basis, a mere four-page leaflet once each month, and set aside five cents from each membership fee as subscription to The Leaguer. If our membership this year runs to 5,000 schools, the expense of the publication will be met under this arrangement.

The Executive Committee and the editors hope that The Leaguer will greatly assist in increasing the membership to that number. The need for such a publication to "tie the membership together," has been felt since the beginning of the League, but this is the first year that it has been attempted. It was definitely announced last year at the State meeting and in this year's Constitution and Rules, and is therefore in accordance with the desire of the membership. It now devolves upon the members to make it serve its purpose to best advantage and prove a success. Study the various departments of this issue and get a conception of its purposes, then give the editors the benefit of your suggestions.

AMONG THE WINNERS

MINNIE LEE CARPENTER—HERSELF

By Herself

(Miss Carpenter won first place in the final state spelling contest at Austin last spring representing the San Benito School.—Editor.)

Its quite true: I am all "by myself," way out on Lateral T near San Benito (if you know where that is), teaching about forty-seven kids to say, "I see a Dog," and other sentences quite as startling. But the result is rather discouraging, as it is usually a "darg" and not a nice "dog" at all that the forty-seven "I's" insist upon "seein'."

Like all the rest of my kind, I teach Readin', Writin', and Rithmetic with the minor addition of all the other branches of learning offered by the First Schools of America.

In my spare moments, I amuse the infants by drawing in the most delicate pastel shades, animals of many rare and hitherto unknown species.

O, yes—I sing too. For the first time in my life, my vocal attempts receive their merited appreciation.



I am understudy to the janitor; also, I play quarterback on our football team and I fully expect to make the All-American this fall.

My day at school closes with a gay game of tag which never ends until each child has gotten my "tag."

LOWELL C. BROWNE—HIMSELF

By Himself

(Br. Browne with his colleague, Mr. Moran, won the state championship in debate last year. The contest was unusually close throughout the elimination contests. The final debate was held in the House of Representatives, with the majority of the legislators in the audience.)

This opportunity is taken to correct an error in the spelling of Mr. Browne's name which occurred in the Constitution and Rules for this year. Readers will please understand that the Mr. "Lowell Braun" there referred to is no other than our present Lowell C. Browne.—Editor.)

I have never written for public consumption before, and I hope that fact will be considered by the readers of this article. At the outset, I feel deep regret that more space cannot be allotted "myself" in which to expound about "myself" at great length.

To begin "myself" with the beginning of myself,

I was born November 23, 1900. Myself, my mother, my father, and my grandfather were born in Texas, so I guess my nationality is Texan-American, though I enter a strong protest to the hyphen.

My accomplishments are none to speak of, yet, but I have great hopes for the future. I have a steady job attending high school and I hope to hold it for three years yet. My chief ambition is to be admitted to the bar. I



have the first attribute of greatness, a hobby, or rather hobbies, namely, literary work in general and debate in particular.

Finally, I hope that what I have written will satisfy any curiosity anyone may have entertained regarding me.

HENRY NEWTON HERNDON—HIMSELF

By Another

Four years ago, when Henry N. Herndon was serving as president of a junior High School Debating Club in San Antonio, Texas, that club was called upon to send a representative to an interscholastic county declamation contest. This was his introduction to what since became one of the most interesting features of his high school course.

In 1914 he was among the enthusiastic members of the Hayne Debating Club who gave honor to Field, Taylor, and Lang for bringing laurels to San Antonio from the Interscholastic Meet held at Austin. With these winners as examples, Herndon made his first attempt at declaiming in 1915, but was defeated at high school. In 1916, however, he knew better how to work and was successful to the extent of winning second place in the final senior boys' declamation contest during the meet of that year.

All this experience was valuable training and he was in the Interscholastic Meet of 1917 and to was fortunate enough to have one more opportunity to participate in the Interscholastic Meet of 1917 and to bring back to San Antonio High School the big silver loving cup offered in the Senior Boys' Declamation contest.

Was his final victory worth the work, the worry, the sacrifice of pleasure, the ridicule of adversaries, the criticism of friends, and the nerve-racking suspense of contests? Yes! For he has learned to take defeat honorably and to regard actual reward as a very small part of the satisfaction one feels in achieving success. Then, too, it gave him an opportunity to become imbued with the enthusiasm of our State University, and to meet the real "big" men of that institution.

STATE TENNIS CHAMPIONS

Spohn Welch and Leslie Coleman of Corpus Christi, Texas

Coleman and Welch started right in their fight for the state championship in tennis by winning from Beeville and Sinton in the District Meet. Full of hope but with no oversupply of confidence, they went to Austin.

Coleman is a tall, lanky youngster with a sweeping reach and an awful smash: a terror at the net and a wonder with his back hand. Welch is a cool, steady player with a never failing eye and a ready lob.

Down the line they went, Welch lobbing in the pinches, Coleman fighting and smashing. Owing to the fact that each played a different but steady game, Corpus Christi won the State championship.

On the first day in Austin, Brownwood lost to them by default. On the second day Shafter, represented by two boys in knee

trousers, played a rather close game. In fact, it was so close that we were reminded of Lincoln's old adage: "United we stand."

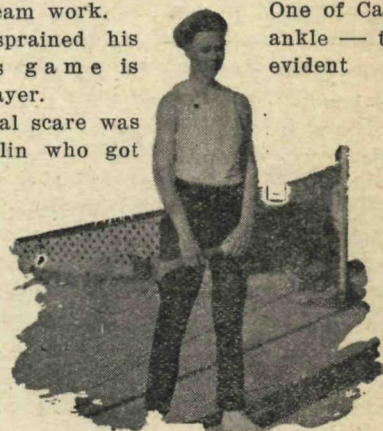
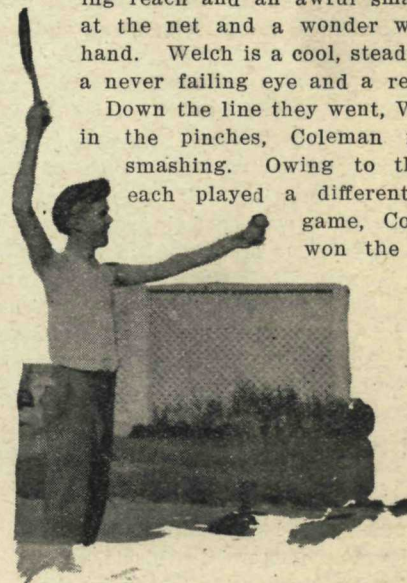
Cameron was the next victim of the Corpus Christi lads' team work. One of Cameron's men sprained his ankle—the result of this game is evident to any tennis player.

The first real scare was given by Marlin who got one set and almost another one which ran up to a 13-11 set. On the last day the husky Greenville team was all that stood between Corpus Christi and victory. They tried to rush Corpus off their feet, but Corpus had a "come back" that always wins.

One feature of the tourney was the support given Corpus Christi, especially by the Sigma Chi fraternity for which the Corpus boys will always be grateful. In fact, all the University students and all the people of Austin did everything possible to make the tournament enjoyable.

Cups for County Winners

The Leon County teachers made provision for loving cups for the winners in the county meet. Too much encouragement can not be given the county meet as it is the backbone of the whole organization. If good county meets are held, the district and state meets will take care of themselves. Leon County teachers are going at the work in the proper spirit and in the proper manner.



EXTENSION NEWS

VISUAL INSTRUCTION

By J. W. Shepherd

"Now, Johnnie, don't you SEE?" Did you ever use that expression in the school room, Fellow Teachers? Did you ever stop to think what you really meant by that expression? You were wanting Johnnie to VISUALIZE the thing. You were wanting Johnnie to make a PICTURE in his mind. If you could only get him to SEE the thing you were trying to teach, he would understand and remember it.

Visual instruction brings the eye into service as well as the ear and is a powerful means of stimulating interest, imagination and memory. The schools have not been making enough use of the eye as an agent in education.

Did you know that we can help you increase visual instruction in your school? Did you know that you can borrow magic lantern slides from the Extension Department of the University? The department has fifty sets of slides on various educational subjects such as the Panama Canal, Scenic Wonders of the West, Famous Paintings, and a set of beautifully colored slides showing student life at the University and some pictures of the State meet of the University Interscholastic League at Austin.

The Department also has a number of motion picture films on commercial subjects, such as Thomas Jefferson Morgan, Jr., made by the Curtis Publishing Co., which is especially interesting, and Treasures of the Incas, showing the manufacture of silver articles.

We are glad to loan these lantern slides and motion picture films to you, providing the express charges are paid and the slides or films are returned promptly and in good condition. If your school does not have a lantern you may be able to borrow one from the Extension Department. If you are interested in increasing the efficiency of your school, write us and ask for the bulletin on Visual Instruction just from the press.

Are you interested in having a school fair or a school exhibit and educational rally? Perhaps we can give you some suggestions and help. Write us what you have in mind and ask for what you need, for we are anxious to be of service to you. Address your communications to Mr. J. W. Shepherd, Department of Extension, University of Texas, Austin.

EDUCATION IN WAR TIME

(Continued from page 1)

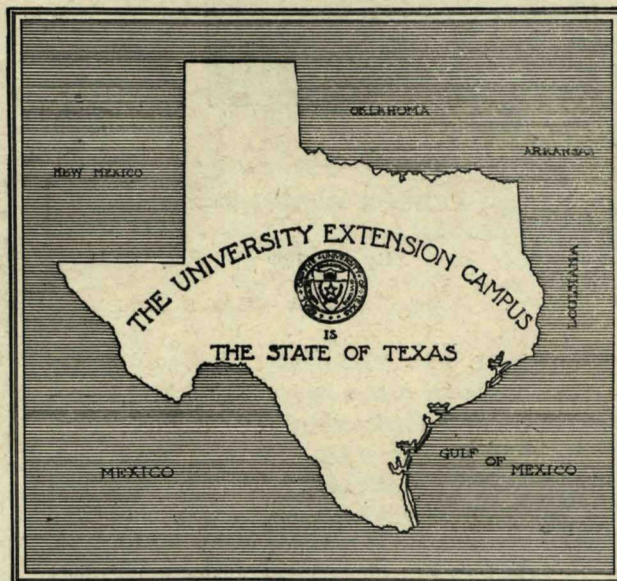
of that type of character upon the basis of which alone a real democracy can exist. Patriotism must be put above gain. Expenditures from which no material result can accrue must be made with a lavish hand. The man who stays must, mentally and spiritually, be also in the trench with the man who fights, and must realize that the responsibility for the results rests upon him in as serious and as real and as painful a fashion as upon the man whose body is a shield for his country's honor. We must learn that it is wiser for a nation to keep its young manhood and womanhood clean and pure than it is for its scientists to find the methods by which the effects of its sin may be dissipated, in

CORRESPONDENCE INSTRUCTION

By Thomas Fletcher

Habits are built up in the human nervous system by the process of repetition. The habit of study,—of concentrated application,—requires long and painful practice for its establishment. A young high school graduate wrote: "I have just finished the high school; I cannot attend college next year. I do not want to get out of the habit of study. I have planned to keep in training by carrying some correspondence courses." This girl did five full college courses by correspondence. The time used was time that which would have been largely wasted. After all, the wise use of spare time is a tremendous factor in the life of every successful individual.

Some one has said that a common human attribute is mental laziness. We all "shy" off from hard mental work. We "fiddle" around and put off tasks that require reflective thinking. The human animal does little more than he has to. The correspondence plan of teaching furnishes the stimulus to effort. The lessons are sent out and must be prepared.



the fond delusion that they can be finally avoided. Goodness is profitable.

Third is the matter of national unity. The United States of America has never been a nation, but rather a congeries of peoples loosely joined together, but not vitally organized. Now the attitude to regard America as an abiding place in which the body lives for a time but where the heart has not followed can no longer be. The time has come when America must become the home of every American. The heart must be drawn away from other nations and other peoples, and centered here.

This, however, does not mean that in the future a united America will build about itself a wall of exclusion and live in and of and for itself. It is necessary that we should become, first, Americans; but, being Americans, we must look out to the whole world horizon, and see that the liberties we possess and that the principles that we have made us what we are and have demonstrated their power in this critical world hour, are liberties and principles and powers of which every nation stands in need as sorely as ours. If we would be prepared for the hour which seems to be marching steadily on, we must take our place in a federation of

THE EXTENSION LOAN LIBRARY

By LeNoir Dimmitt, Extension Librarian

The Extension Loan Library was established for the purpose of supplying up-to-date material on questions of current interest to the people of the state who live in small towns and rural districts where there are no libraries.

It is made up of package libraries, consisting of magazine articles, newspaper clippings, pamphlets, and, sometimes, a book or two. All the contents of each package are on one subject. We try to put enough material in each one to enable a team to get up a debate, to provide subject matter for an institute paper, or a club discussion. The library receives three daily newspapers, a hundred weekly and monthly periodicals, and many bulletins and pamphlets. These constitute the main source from which our material is collected.

At present, the Extension Loan Library has 645 package libraries made up on 250 different subjects; and others are constantly being added. Besides, we have a great deal of miscellaneous material from which we are sometimes able to answer calls for subjects on which packages have not yet been made. Some of the most popular subjects just now are Industrial Arbitration, Woman Suffrage, Parent-Teacher Associations, Domestic Science in Schools, and Hallowe'en.

The package libraries may be borrowed by anyone for a period of two weeks. The only cost to the borrower is the payment of the postage both ways. This varies from eight to twenty cents.

The people who use the library most are debaters, teachers, and club women. From September, 1916, to September, 1917, there were 2535 package libraries circulated in 2246 different localities. This circulation covered seven-eighths of the counties in the state. We cannot estimate the exact number of our patrons, because often each library is used by more than one person.

We have printed a bulletin describing the Extension Loan Library, which gives the list of subjects on which package libraries have been prepared. It also gives a list of free Extension Bulletins. We will be glad to send this to anyone who writes for it.

nations for the protection and progress of humanity.

These are some of the problems which the future will be called upon to solve. Those who have undertaken to secure the proper equipment will be able to render a service to the nation in connection with the war and with the readjustments that must be made after the war which will be of untold value. No sacrifice upon the part of either parents or students can be too great to make in evidence of their patriotism to secure for the growing generation of the youth of America the privileges of training which college and university education affords. If we lose our faith, if we shorten our sight, if our hearts become discouraged because of the fierceness of the struggle, we shall deserve to fail, and the world of the future will be the gainer by losing us.

ROBERT ERNEST VINSON.

The county meet is the backbone of the University Interscholastic League.