

THE INTERSCHOLASTIC LEAGUER

Vol. 1

AUSTIN, TEXAS, JANUARY 15, 1918

No. 4

BUREAU OF VISUAL INSTRUCTION GETS MUCH NEW MATERIAL

**Announces Cooperative Plan
for Purchase of New Lan-
terns Which Will Save
Schools 25 Per Cent**

The Visual Instruction Bureau of the Department of Extension of the University of Texas announces the addition of the following sets of slides to its service in addition to the sets listed in bulletin No. 1730 entitled Visual Instruction Through Lantern Slides and Motion Pictures:

Set No. 35, 50 slides with lecture, Rome, for beginners in Latin.

Set No. 36, 50 slides with lecture, Ancient Rome, for Latin and History classes.

Set No. 37, 50 slides with lecture, Greek and Roman Mythology.

Set No. 38, 39 slides with lecture, Germ Diseases and Health.

Set No. 39, 40 slides with lecture, Typhoid Fly Problem and Civic Campaigns.

Set No. 40, 50 slides with lecture, Babylonia and Assyria.

Set No. 41, 50 slides with lecture, The Holy Land.

Set No. 42, 50 slides with lecture, Japan.

Set No. 43, 50 slides with lecture, Children in Different Lands.

Set No. 44, 50 slides with lecture, Volcanoes and Earthquakes.

Set No. 45, 50 slides with lecture, Forest Conservation and Erosion.

The Bureau also announces a set of slides, No. 46, on Food Conservation containing thirty-four slides with lecture, prepared by the Food Administration, Washington, D. C. This set of slides will be in constant demand and users are urged to plan for prompt shipment since these slides cannot remain at any one place but a few days.

The Bureau hopes to be able to announce in the next Leaguer a number of sets of slides on various phases of war activity. Slides are now being prepared for this service by the National Committee of Publicity in Washington, D. C., and the Bureau has offered its services as a distributing agent to this committee and the State Council of Defense for slides of this sort.

The Bureau has also been asked to become the distributing agent for the

(Continued on page 4)

WANT GIRLS IN THE DISTRICT ATHLETICS

**Pecos and Upton County Teachers
Petition Executive Com-
mittee for Change
In Rules**

The following resolution was passed by the Pecos County Teachers' Institute during its recent session:
Resolution No. 1.

I. Whereas, the officials of the University Interscholastic League have made no provisions for girls' athletic events in the District Meets; and,

II. Whereas, West Texas is a country of magnificent distances, and the County Meets provided for by the University Interscholastic League offers no incentive for competition in athletics among girls because there is usually not more than one fair sized school in each County; and,

III. Whereas, the girls in this section of the country are particularly well qualified to take part in athletic contests; and,

IV. Whereas, the girls should be given a square deal, and should be as well represented in the District Meets as the boys, in so far as they are able to do so, be it resolved that we, the teachers of Pecos and of Upton County, send a copy of these resolutions to the Executive Committee of the University Interscholastic League at Austin, Texas, and thereby protest the unfair discrimination against the girls in the athletic events of the District Interscholastic Meets, and that we further suggest that the girls be allowed the same representation in the athletic events of the District Meets as in the County Meets.

C. E. MCGUIRE,
Conductor.

War Service Slides Available

Arrangements have just been made as the LEAGUER goes to press for the Visual Instruction Bureau of the Department of Extension to act as the depository for the lantern slides on war service of the Texas State Council of Defense.

Twenty or more sets of fifty slides each and ten new lanterns will be added to the service at once. Schools desiring to borrow slides descriptive of war activities should write to J. W. Shepherd, Extension Department, University of Texas, Austin.

DEMAND INCREASES FOR INSTRUCTION BY CORRESPONDENCE

**More Than One Thousand Stu-
dents now Taking Universi-
ty Work Through Extension
Division**

Notwithstanding the war, the registration for correspondence courses keeps up. More than a thousand students are now on the rolls. Since students are continually finishing courses and new students are continually enrolling, the total enrollment for the year will greatly exceed the enrollment at any particular date.

"On the whole," says Prof. Thomas Fletcher, "students seem very well pleased with the method of conducting the correspondence courses

"Of course, the Division receives both complaints and compliments. We prefer not to give publicity to the complaints. We are not so modest, however, about the compliments. We like to publish, now and then, the boquets. The following is a specimen:

"I have not received the other lessons in government. As yet, I have not been delayed in my correspondence work, for I had an other course to work on. But I am writing about it again, for I shall need it in three days.

"I am highly pleased with my correspondence work in government. It is a pleasure to do the work on account of the definite way it is carried on. I am really surprised to find the work so satisfactory by correspondence. Yours truly, (signed) W. H. Yarbrough, Supt. of Schools, Rule, Texas."

"Letters like the foregoing put us all 'on our toes' in our efforts to improve the work and live up to the good opinions of the students who are struggling to improve their scholarship through correspondence courses."

Notice Declaimers!

Additional copies of "Patriotic Orations for League Contests" will be sent free of charge as long as they last, upon application to R. Bedichek, University Station, Extension Department, Austin.

Besides the declamations printed on the four-page insert of this issue of the LEAGUER, declaimers will do well to note the two excellent numbers given in the news-columns herewith "Our War Aims" and "Our Orders" deserve attention.

SUMMER SCHOOL FEE IS CUT INTO HALF

**Five Dollars for Two Full Terms in
University This Summer Offered
Teachers of Texas. Large At-
tendance Promised**

Teachers and others interested in the University summer school will be glad to hear that this year for the first time, those who attend the summer session will not be penalized in a financial way. Heretofore it has not been possible to finance the summer session without charging a registration fee for each course taken by the student. This has put a financial handicap on the summer students—the most industrious and serious minded of all the students who attend the University at all.

This has made the average registration fee for a summer term of six weeks cost about ten dollars. The coming summer session will be divided into two complete terms. The first will run June 11 to July 25, the second, July 26 to August 31. A single fee of five dollars will entitle the student to attend one or both terms as he may select. Any student who has already paid to the University either in summer sessions, long sessions, or both, registration fees amounting to thirty dollars will have no registration fees at all to pay. This has no reference to laboratory fees, library fees, or anything except registration fees.

Last summer was the first time that the summer session ran for two terms, and the experiment was so successful and met with such hearty approval on the part of the teachers who can attend school only in vacation time that a full quarter on a larger scale will be run this year. The indications are that despite the war and other untoward circumstances the attendance will set a new high record for summer schools in this part of the world.

The new Education Building, just erected at a cost of a quarter of a million dollars will be available for use during the summer and many classes can be held in its cool and comfortable class rooms that would otherwise be forced to meet in the less commodious shacks.

The war has not killed sports by any means, it has merely transferred the interest in them to army and navy training camps.

THE INTERSCHOLASTIC LEAGUER

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Changes in Rules

(By E. D. Shurter, State Chairman)

Attention is again called to certain changes in the League rules for this year, necessitated in part by the desire to make the League a patriotic organization for war service:

1. In all the declamation contests patriotic selections are to be given. By this is meant a selection that bears either directly or indirectly on the present World War. A few new declamations of this character are given in this issue of the LEAGUER. Other sources for selections will be furnished upon application. The declamations in all divisions are to be prose, except that the Junior girls give poetical selections as formerly.

2. An entirely separate declamation contest for rural schools is established for the first time this year. A rural school is a one- or two-teacher school not situated in an incorporated town. For such schools there will be one declamation contest for girls and one for boys. But there will be no distinction as to ages; that is, there will be no sub-division in rural schools into juniors and seniors. Remember that the pupils from rural schools may enter the other senior and junior divisions in declamations as formerly; the representative for such purpose may be the same pupil who enters for the rural school contest or it may be another pupil from the same school.

3. In all the declamation divisions (including that of the Junior girls and the rural schools) the contestants will this year go on from the county to the district and final State meets.

4. The membership fees for entrance into the League are graded according to the size of a school: Class A high schools, \$3.00; all other schools except rural schools, \$2.00; and rural schools, \$1.00.

5. Cities of 25,000 population and over are grouped in districts by themselves, but no school in such cities will be eligible to the contests unless at least three-fourths of the white schools in a particular city join the League.

6. For the essay contest, the schools are divided into five different divisions: Class A high schools, Class B high schools, ward schools, rural three-teacher schools, and rural one- and two-teacher schools. The subject for all essays is, "What I Have Done to Help Win the War." The one best essay from each school will be submitted in the county contest; then the one best essay in each

of the above named five divisions will be sent to the University for the State award.

The former rules as to the spelling, debating, and athletic contests remain practically unchanged. Of course, all interested will read over the regulations as contained in the Constitution and Rules of the League.

3,000 Mark Soon!

Many counties have reached the 100 per cent enrollment stage since the last report. Especially enthusiastic are certain counties in the western portion of the state, which section though suffering from the severest drouth in its history, maintains its enthusiasm in things worth while. The following from Supt. M. M. Dupre, of Lubbock, seems typical of the west:

"Now just sit down and keep still one minute as I have the floor. Our District Institute closed yesterday and the following announcements were made for the League: Crosby County 100 per cent enrollment, Garza County 100 per cent, Lubbock County 100 per cent and Terry County 100 per cent. Just four counties in our institute district. Now we are going to put on a campaign for the entire league district to make it 100 per cent. Come to the South Plains."

Following close upon the heels of this letter came one from Judge J. H. Moore, judge of Lubbock county, saying: "I was only a few minutes getting every school in the county for membership in the Interscholastic League. I am looking forward to great accomplishments in the League work in the county this year."

C. R. Wofford, superintendent of schools at Robert Lee writes under date December 31:

The entrance fee for four schools in Coke County has been sent you. This county has 28 schools in it. I want every child in this county to have the right to take part in the contests of the league. The fee for Robert Lee, Bronte, Sanco, and Minerals Springs schools have been paid. Enclosed you will find my personal check for twenty-five dollars, which pays the entrance fee for the other schools of the county."

Similarly T. G. Rogers, principal of the Matador High School, writes: "At a recent meeting of the Motley County institute, I was elected Director General for the county. Every school in the county has enrolled in the League. Enclosed you will find check for fees." This makes another 100 per cent county.

Writing January 12, H. L. Poterfield, of Oklaunion, comes straight to the point concerning the schools in Wilbarger County, as follows: "Enclosed find check for \$32 payment for membership in the Interscholastic League for the following schools," and he proceeds to list 23 progressive schools up there on the Oklahoma border.

And so it goes. Every mail brings scores of schools applying for membership in the League. There will be enrolled more than three thousand before the end of the season.

The School Pig (By E. E. Davis)

As a lesson in war economy some country schools are supporting a pig. These pigs are fed on bread crusts and other left-over portions of the children's lunches. As a rule they are saucy, well-fed fellows and seem to enjoy living in the pen at the schoolhouse to be pampered and petted by the children.

Hoover and Woodrow Wilson are the most popular names among school pigs. So far as we have heard, neither Mr. Hoover or Mr. Wilson have taken offense at having a pig for a namesake. We are sure they both approve of the school pig idea and the lesson it teaches in practical food conservation.

The school pig idea is a good one. The saving of a few scraps of food at school amounts to very little. But the lessons in thrift and economy carried back to every home represented in the school is of inestimable value. As many country schools as possible should have a school pig.

But infinitely better than a pig for the school would be a pig or a calf for every country boy in Texas to call his own. The stimulus of ownership is a powerful motive to action. The owning, providing for, and caring for a pig with the prospect of a small bank account to accrue from its sale when ready for the market furnishes an invaluable training in elementary accounting and practical business. The character and value of this training can scarcely be duplicated in any other way.

During the present crisis the teacher who can close school next May with every boy in attendance owning a pig deserves a high place on an honor roll for heroes and heroines. To win this war pork is as essential as powder and biscuits as necessary as bullets. Nobody can contribute more to the production and conservation of both meat and bread than the enterprising school-teacher exercising the power of industrial leadership in the community he serves.

Here's Thunder for the Negative Side!

Concerning participation of girls in Interscholastic Debates, Supt. M. L. Boyd, of Blum, writes under date of January 12:

"I have adopted this plan which has aroused more interest than any one thing in debating in my school. After permitting both boys and girls to debate the subject twice separately, then the boys contest against the girls. Must say that girls beat them out. Sentiment of judges was against the boys, which I am afraid will always be the case in a local contest."

Teachers applying to the United States Bureau of Education, Washington, D. C., may have their names put on the list to receive the Monthly Record of Current Educational Publications, which is a general survey of current educational literature. In this way they can keep informed about the new literature important to them in their profession and find references to much which they may obtain free.

GIRLS SHOULD BE ADMITTED TO THE DEBATING CONTESTS

So Says North Texas Teacher Who Has Studied Question Closely—Addresses Public Speaking Teachers

Concerning the participation of girls in debate, Miss Mamie B. Dowell, of McKinney, at the Public Speaking luncheon at Waco, Nov. 30, spoke as follows:

Mr. Toastmaster and Fellow Teachers:

To me, this meeting is like a dream come true. For years I have thought we should have a place in "The State Teachers' Association." I have attended the Association at different times, visiting various sections, but felt rather like "A Man Without a Country" and did not get much for my own department. But now that Dr. Shurter has moved the powers that be to the extent that we are recognized and given a section, I think we should lend every effort to make our meetings pleasant and profitable.

"Should Girls Engage in Public Debate?" This is an age of advancement, an age when women are forced, by circumstances, to cope with men and to lend their assistance in the World's progress. We have women superintendents of schools; women physicians and lawyers. In fact, women are filling positions in most every vocation of life, and within the last fortnight, we have another state in which women are allowed to vote, which virtually settles the question of Woman's Suffrage in the United States.

In France and England, women are doing as never before. They are driving ambulances, working in munition factories, spending their time and strength in any work to help the cause of the great war. In every way, in every country, women are lending a willing hand and doing their bit.

This is an age the like of which, no one has ever lived in before; if women are sharing alike in the industrial world, why should the one point of Public Speech be barred?

True, I have enough of the old Southern blood in my veins to think that the home is the woman's sphere, that men should be brave and chivalrous; women protected and spared the knowledge of many hardships; but considering the times, and knowing that women must be strong in heart, body and mind, I say, if debate will add one atom of strength and help her to think more clearly and logically, and take the place she must in the World's Work, encourage her to debate!

If a girl can study the vital questions of the day and be able to present them in a clear, orderly manner; in a way that will convince and persuade, she is adding strength of mind to strength of body, which is a great accomplishment.

In our Interscholastic League, we

Patriotic Orations for League Contests

DECLAMATIONS THIS SEASON IN LEAGUE MUST BE PATRIOTIC

Suitable Selections Are Printed Here—with a Like Number Will Appear in the Next Issue of the Leaguer

The following declamations have been selected as suitable for the League contests this year, conforming to the patriotic requirement. A like number will be printed in the next issue of the Leaguer. It is believed that with these forty or fifty selections to choose from, an appropriate declamation can be found by any student.

A few of the selections given herein were taken from Winning Declamations, a volume in the possession of many of the schools of the League. The others came from various sources, newspapers, magazines and so on, all of them of very recent publication.

Sometime ago, the State Executive Committee of the League issued the following statement concerning the declamations to be used this season:

There are a total of six different classes or divisions in the declamation contests this year, and all lead up to a final State contest at the University in May. The divisions are (1) Senior Girls, (2) Junior Girls, (3) Senior Boys, (4) Junior Boys, (5) Girls in Rural Schools (one- and two-teacher schools), and (6) Boys in Rural Schools. Contestants from rural schools may also compete in the other senior and junior declamation contests, as formerly, but there is no senior and junior division in the separate rural school division.

The declamations for all the contests this year must be patriotic selections. The junior girls are to have poetical selections, but in all other divisions, including the rural school boys and girls' contests, the selections are to be prose. By "patriotic selections" is meant any declamation that incites to patriotism, and may relate directly or indirectly to the present war. Such selections may be found on the following pages of "Winning Declamations": 50, 59, 112, 115, 128, 137, 151, 201, 208, 210, 213, 217, 221, 245, 252, 300.

Teachers should understand that the foregoing modification as to the nature of the selections required is in response to the demands of patriotic service at this time. The same consideration has led us to make some modification in the rules regarding the essay contest, wherein five different classes of schools will this year compete separately in writing on the subject, "What I Have Done to Help Win the War."

Schools are not confined in their declamations to the declamations printed herein: any declamation of patriotic nature and suitable length is acceptable.

THE EAGLE'S SONG (By Richard Mansfield)

I.
The lioness whelped, and the sturdy cub
Was seized by an eagle and carried up,
And homed for a while in an eagle's nest.
And slept for a while on an eagle's breast;
And the eagle taught it the eagle's song:

"To be staunch, and valiant, and free, and strong!"

II.

The lion whelp sprang from the eyrie nest,
From the lofty crag where the queen birds rest;
He fought the king on the spreading plain,
And drove him back o'er the foaming main.
He held the land as a thrifty chief,
And reared his cattle, and reaped his sheaf,
Nor sought the help of a foreign hand,
Yet welcomed all to his own free land!

III.

Two were the sons that the country bore
To the Northern lakes and the Southern shore;
And Chivalry dwelt with the Southern son,
And Industry lived with the Northern one.
Tears was thecmfwyp.or, srdlu ypp
Tears for the time when they broke and fought!
Tears was the price of the union wrought!
And the land was red in a sea of blood,
Where brother for brother had swelled the flood!

IV.

And now that the two are one again,
Behold on their shield the word "Refrain!"
And the lion cubs twain sing the eagle's song:
"To be staunch, and valiant, and free, and strong!"
For the eagle's beak, and the lion's paw,
And the lion's fangs, and the eagle's claw,
And the eagle's swoop, and the lion's might,
And the lion's leap, and the eagle's sight,
Shall guard the flag with the word "Refrain!"
Now that the two are one again!

THE LIBERTY BELL Anonymous

I.

There was tumult in the city,
In the quaint old Quaker town,
And the streets were rife with people
Pacing restless up and down;
People gathering at corners,
Where they whispered each to each,
And the sweat stood on their temples,
With the earnestness of speech.

II.

As the bleak Atlantic currents
Lash the wild Newfoundland shore,
So they beat against the State House,
So they surged against the door;
And the mingling of their voices
Made a harmony profound,
Till the quiet street of Chestnut,
Was all turbulent with sound.

III.

"Will they do it?" "Dare they do it?"
"Who is speaking?" "What's the news?"
"What of Adams?" "What of Sherman?"
"Oh, God grant they wont refuse!"
"Make some way there!" "Let me nearer!"
"I am stifling!" "Stifle then;
When a nation's life's at hazard,
We've no time to think of men!"

IV.

So they beat against the portal,—
Man and woman, maid and child;
And the July sun in heaven

On the scene looked down and smiled;
The same sun that saw the Spartan
Shed his patriot blood in vain,
Now beheld the soul of freedom
All unconquered rise again.

V.

Aloft in that high steeple
Sat the bellman, old and gray;
He was weary of the tyrant
And his iron-sceptred sway;
So he sat with one hand ready
On the clapper of the bell,
When his eye should catch the signal,
Of the glorious news to tell.

VI.

See! see! the dense crowd quivers
Through all its lengthy line,
As the boy beside the portal
Looks forth to give the sign!
With his small hands upward lifted,
Breezes dallying with his hair,
Hark! with deep, clear intonation,
Breaks his young voice on the air.

VII.

Hushed the people's swelling murmur,
List the boy's strong joyous cry!
"Ring!" he shouts aloud; "Ring!"
Grandpa!
Ring! Oh, Ring for LIBERTY!"
And straightway, at the signal,
The old bellman lifts his hand,
And sends the good news, making
Iron music through the land.

VIII.

How they shouted! What rejoicing!
How the old bell shook the air,
Till the clang of freedom ruffled
The calm gliding Delaware.
How the bonfires and the torches
Shone upon the night's repose,
And from the flames, like Phoenix,
Fair Liberty arose!

IX.

That old bell now is silent,
And hushed its iron tongue,
But the spirit it awakened
Still lives—forever young.
And while we greet the sunlight
On the Fourth of each July,
We'll ne'er forget the bellman,
Who, 'twixt the earth and sky,
Rung out OUR INDEPENDENCE,
Which, please God, shall never die!

THE FLAG GOES BY (By Henry H. Bennett)

I.

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky:
Hats off!
The flag is passing by!

II.

Blue and crimson and white it shines,
Over the steel-tipped, ordered lines.
Hats off!
The colors before us fly;
But more than the flag is passing by.

III.

Sea fights and land fights, grim and great,
Fought to make and to save the State:
Weary marches and sinking ships;
Cheers of victory on dying lips;

IV.

Days of plenty and years of peace;
March of a strong land's swift increase;
Equal justice, right and law,
Stately honor and reverend awe;

V.

Sign of a nation, great and strong
To ward her people from foreign wrong:
Pride and glory and honor,—all
Live in the colors to stand or fall.

VI.

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high:
Hats off!
The flag is passing by!

THE LIBERTY BELL (By George Lippard)

It is a cloudless summer day; a clear blue sky arches and expands above a quaint edifice, rising among the giant trees in the center of a wide city. The edifice is built of plain red brick, with heavy window frames, and a massive hall door.
Such is the State House of Philadelphia, in the year of our Lord, 1776.

In yonder wooden steeple, which crowns the summit of that red brick State House, stands an old man with snow-white hair and sunburnt face. He is clad in humble attire, yet his eye gleams, as it is fixed on the ponderous outline of the bell suspended in the steeple there. By his side, gazing into his sunburnt face in wonder, stands a flaxen-haired boy with laughing eyes of summer blue. The old man ponders for a moment upon the strange words written upon the bell, then, gathering the boy in his arms, he speaks: "Look here, my child. Will you do this old man a kindness? Then hasten down the stairs, and wait in the hall below till a man gives you a message for me; when he gives you that word, run out into the street and shout it up to me. Do you mind?" The boy sprang from the old man's arms, and threaded his way down the dark stairs.

Many minutes passed. The old bell-keeper was alone. "Ah," groaned the old man he has forgotten me." As the word was upon his lips a merry ringing laugh was upon his ear. And there among the crowd on the pavement, stood the blue-eyed boy, clapping his tiny hands while the breeze blew his flaxen hair all about his face, and, swelling his little chest, he raised himself on tiptoe, and shouted the single word, "Ring!"

Do you see that old man's eye afire? Do you see that arm so suddenly bared to the shoulder? Do you see that withered hand grasping the iron tongue of the bell? That old man is young again. His veins are filling with a new life. Backward and forward, with sturdy strokes, he swings the tongue. The bell peals out; the crowds in the street hear it, and burst forth in one long shout. Old Delaware hears it, and gives it back on the cheers of her thousand sailors. The city hears it, and starts up, from desk and workshop, as if an earthquake had spoken.

Yes, as the old man swung that iron tongue, the bell spoke to all the world. That sound crossed the Atlantic—pierced the dungeons of Europe—the workshops of England—the vassal-fields of France. That echo spoke to the slave—bade him look up from his toil, and know himself a man. That echo startled the kings upon their crumbling thrones. That echo was the knell of all crafts born of the darkness of ages, and baptized in seas of blood. For under that very bell pealing out noontide, in that old hall, fifty-six traders, farmers, and mechanics had assembled to strike off the shackles of the world. And that bell that now voices the Declaration of Independence still speaks out to the world:

Proclaim Liberty to all the Land and all the Inhabitants thereof. God has given the American continent to the free.

"I AM AN AMERICAN"

(By Elias Liebermann)

The Great War in Europe has made a strong call for the exercise of American patriotism. And why should not Americans be patriotic? If the Russian, under a despotic government, thinks that the Czar is in very truth divine; if the German believes that his Fatherland is of more value than life itself; if the Englishman thrills at the thought of the British Empire; if the Irishman knows no country as dear as the Emerald Isle; if the Chinaman pities everybody born outside the Flowery Kingdom, and the Japanese give their sole devotion to the Land of the Rising Sun—shall not we, in this land of glorious liberty, have some thought and love of country?

At a meeting of school children in Madison Square Garden, New York City, to celebrate the Fourth of July, one boy, a descendant of native Americans, spoke as follows:

"I am an American. My father belongs to the Sons of the Revolution; my mother to the Colonial Dames. One of my ancestors pitched tea overboard in Boston Harbor; another stood his ground with Warren; another hungered with Washington at Valley Forge. My forefathers were American in the making: they spoke in her council halls; they died on her battlefields; they commanded her ships; they cleared her forests. Dawns reddened and paled. Stanch hearts of mine beat fast at each new star in the nations flag. Keen eyes of mine foresaw her greater glory; the sweep of her seas, the plenty of her plains, the man-hives in her billion-wired cities. Every drop of blood in me holds a heritage of patriotism. I am proud of my past. I am an American."

Then a foreign-born boy arose and said:

"I am an American. My father was an atom of dust, my mother was a straw in the wind, to his Serene Majesty. One of my ancestors died in the mines of Siberia; another was crippled for life by twenty blows of the knut; another was killed defending his home during the massacres. The history of my ancestors is a trail of blood to the palace-gate of the Great White Czar. But then the dream came—the dream of America. In the light of the Liberty torch the atom of dust became a man and the straw in the wind became a woman for the first time. 'See,' said my father, pointing to the flag that fluttered near, 'that flag of stars and stripes is yours; it is the emblem of the promised land. It means, my son, the hope of humanity. Live for it—die for it!' Under the open sky of my new country I swore to do so; and every drop of blood in me will keep that vow. I am proud of my future. I am an American."

AMERICA AND INTERNATIONAL PEACE

(By Theodore Roosevelt)

No sensible man will advocate our plunging rashly into a course of international knight-errantry; none will advocate our setting deliberately to work to build up a great colonial empire. But neither will any brave and patriotic man bid us shrink from doing our duty merely because this duty involves the certainty of strenuous effort and the possibility of danger.

We should not lightly court danger and difficulty, but neither should we shirk from facing them, when in some way or other they must be met. We are a great nation and we are compelled, whether we will or not, to face the responsibilities that must be faced by all great nations. It is not in our power to avoid meeting them. All that we can decide is whether we shall meet them well or ill. There are social reformers who tell us that in the far distant future the necessity for fighting will be done

away with, just as there are social reformers who tell us that in that long distant time the necessity for work—or, at least, for painful, laborious work—will be done away with. But, just as at present, the nation, like the individual, which is going to do anything in the world must face the fact that in order to do it, it must work and may have to fight. And it is only thus that great deeds can be done, and the highest and purest form of happiness acquired. Remember that peace itself, that peace after which all men crave, is merely the realization in the present of what has been bought by strenuous effort in the past. Peace represents stored-up effort of our fathers or of ourselves in the past. It is not a means—it is an end. You do not get peace by peace; you get peace as the result of effort. If you strive to get it by peace, you will lose it, that is all. If we ever grow to regard peace as a permanent condition; if we ever grow to feel that we can afford to let the keen, fearless, virile qualities of heart and mind and body be lost, then we will prepare the way for inevitable and shameful disaster in the future.

Peace is of true value only as we use it in part to make ready to face with untroubled heart, with fearless front, whatever the future may have in store for us. The peace which breeds timidity and sloth is a curse and not a blessing. The law of worthy national life, like the law of worthy individual life, is, after all, fundamentally, the law of strife. It may be strife military, it may be strife civic; but certain it is that only through strife, through labor, and painful effort, by grim energy and by resolute courage, we move on to better things.

THE DELIVERERS

(Editorial from The Outlook)

There is, however, a higher right than self-defense. It is the right of succor, of deliverance, of rescue.

The war which the United States is waging against Germany is only in part a war of self-defense. It is chiefly a war for the succor of oppressed peoples, for the deliverance of civilized lands from the hands of the barbarian, for the rescue of the public law of nations, and of the right of mankind to life, liberty, and the pursuit of happiness.

As our soldiers land in France and take their places in the line beside the French and the English, as our sailors watch the seas for hostile submarines, and as our aviators give battle in the air, they are asserting the right of American people to defend themselves, their ships, and their territory; but they are doing something more than that.

They are coming to the rescue of the Belgian people, whose brave King refused to barter the honor of his country for cash, and chose rather to endure with his people unspeakable suffering.

They are coming to the rescue of France, whose treasury of art and whose liberty have alike been put into peril of destruction by a Power that is as ruthless in its denial of life as it is in its destruction of the monuments of art.

They are coming to the rescue of those free institutions of the English people which we have inherited from them and on which our own freedom is built.

They are coming to the rescue of the Russian people, beside whom it is an honor to fight for liberty because they have already done so much to rescue themselves.

They are coming to the rescue of that nation the latest of the great countries of Europe to achieve its own liberation, that nation that has been called the crowned republic—Italy.

They are coming to the rescue of backward, impoverished, oppressed peoples of Europe and Asia—to the

rescue of the Serbians and Montenegrins, who chose to fight rather than to become vassals of an arrogant Austria; to the rescue of the Poles, whose continued subjection is essential to the remnants of the old unholy Holy Alliance; to the rescue of the Armenians, who have suffered at the hands of the brutal Turk and Kurd and from the designs of the more cruel, because more resourceful, mind of the ruthless Prussian; to the rescue of the Greeks from the consequences of their trust in their own faithless ruler.

They are coming to the rescue of the fabric of the public law of nations—the sacred observance of treaties and of the principles of morality in the conduct of nations—which is the only fabric from which there can ever be erected permanent peace.

And, not least of all, they are coming to the rescue of the people of the Central Empires themselves, who have been denied by their rulers even the knowledge of what civil liberty means.

Those who with unconscious perversity or with deliberate intent restrain or delay the men who are going to fight our battles in Europe, those who argue for peace with compromise, those who try to discourage and dishearten the men who are forging our weapons or the men who will wield them, are acting from various motives; but, whatever the motive, in any case the effect is the same. The stupid person who gets in the way of the fireman and prevents him from carrying a child from a burning building may have pity, but he is an ally of the pitiless flames. There is no act performed or word said in obstruction of prompt, effective, and victorious warfare on the part of America that does not prolong the enslavement of the Belgians, increase the peril to civilization and liberty in France, weaken the resisting powers of the free institutions of English-speaking peoples, impede the progress of the Italians and Russians toward liberation, add to the miseries of the most miserable of European and Asian peoples, give aid and comfort to the transgressors of international law and morality, and delay even to the enemies of the Entente the coming of the day of freedom.

DEMAND OF PEACE ONLY AFTER SURRENDER OF GERMANY

(By Franklin H. Giddings.)

There is only one issue out of this war that can bring world peace, and that is the surrender of the Central Powers to the allied powers—surrender as complete as that of Great Britain to the American Colonies; as that of the seceding States through General Lee at Appomattox.

Why? Because (1) Germany has asserted in philosophical disquisition and by arms that a people which regards itself superior in race to other peoples, which assumes that it has a culture superior to the culture of other peoples may impose itself on other peoples by force of arms. Do we suppose that there can be peace in this world until that idea is sincerely repudiated by the people that have advanced it? (2) Because Germany has declared, and by arms supported her declaration, that international covenants and agreements may be disregarded at the convenience of one of the parties thereto, under the plea of military necessity. On what grounds can we assume that a power which takes and defends such a position could be trusted to observe the agreements presumed in a world organization for the development of international co-operation and the settlement of international disputes? (3) Because the only guarantee of a repudiation of military conquest as a means of territorial expansion will be offered when the great powers, including Germany, actually begin to reduce their armies. Promises won't answer. The thing must be done.

Can we imagine that Great Britain, France and Russia will begin to reduce their armies at the end of this war unless Prussian militarism is disavowed by Germany herself and her acts match her words, and do we not know that from the first it has been the declared purpose of the Allies to push this war until Germany stands ready to do that very thing? Do we not know that this is what the Allies are fighting the war for? Have we not yet grasped the idea that England and France stand ready to make peace any day, any hour, when they can have assurances (that any sane man can trust) that they won't have it all to do over again within at least the next two or three generations? Those assurances will be given when Germany throws up her hands. No assurance short of that pacific gesture will be worth a scrap of paper.

The issue is one of the most clean-cut, straightforward, uncomplicated issues ever presented to a clean-cut, straight-thinking intellect. What we have to strive for is peace—peace that will stay peace—peace that will be the real thing, and not a pious registration of sentiments and good intentions.

(N. Y. Times, December 19, 1916.)

A MESSAGE TO AMERICA

(By Romain Rolland)

My faith is great in the high destinies of America. And it is clear to me that the events of today make more urgent than before that these be realized. On our old Continent, civilization is menaced. It becomes America's solemn duty to uphold the wavering torch.

You have great advantages over the European nations. You are free of traditions. You are free of that vast load of thought, of sentiment, of secular obsession under which the Old World groans. The intellectual fixed ideas, the dogmas of politics and art that grip us, are unknown to you. You may go forward, unhampered, to your future; while we, in Europe, sacrifice ours, daily, to quarrels and rancors and ambitions that should be dead. Europe has found no better channel for its genius than to revive these quarrels; to submit, over and again, to the tyrannies that they impose. And each time that Europe attempts to solve them, is succeeds merely in strengthening the web that binds it. Where it should strike clear of its shackles, it forges still more iron meshes. Like the Atrides, it works out its tragedy under a curse. And like them, again, it prays for its release in vain, to some indifferent god.

In conclusion, writers and thinkers of America, we expect of you two things. We ask that you defend the cause of Liberty; that you defend its conquests; that you increase them. And by Liberty I mean both political and intellectual liberty. I mean the incessant rebirth and replenishment of life that it enfold. I mean the wide River of Spirit that never stagnates, but flows on forever.

Also, we ask that you so master your lives as to give to the world a new ideal for lack of which it bleeds—an ideal, not of section and tradition, but of Harmony. You must harmonize all of the dreams and liberties and thoughts brought to your shores by all your peoples. You must make of your culture a symphony that shall in a true way express your brotherhood of individuals, of races, of cultures banded together. You must make real the dream of an integrated entire humanity.

You are fortunate. Your life is young and abundant. Your land is vast and free for the discovery of your works. You are at the beginning of your journey, at the dawn of your day. There is in you no weariness of the Yesterdays; no clutterings of the Past.

Behind you, alone the elemental

Voice of a great pioneer, in whose message you may well find an almost legendary omen of your task to come—your Homer: Walt Whitman.

Surge et Age (Rise and Age).
(The Seven Arts, 1917).

HOW THE WAR CAME TO BELGIUM

(By Baron Moncheur, Head of the Belgian Mission to the United States, August 3, 1917.)

Three years ago today, August 3, 1914, my country was free. On August 2, in the evening, my Government had received a most insulting ultimatum from Germany, demanding unimpeded passage for her troops and offering a bribe, to sell our honor and to disregard our plight—word.

We were given 12 hours within which to reply. The time was more than enough. Yet, there could be only one answer. The King summoned his cabinet and his ministers of state. They were all of one mind. In fact, there was absolute unanimity of thought in every Belgian mind, and there was not not a dissenting voice in the council of the King. Belgium's reply was sent to the German legation before 7 o'clock in the morning of August 3. You all know the substance of that reply. One sentence of the document reads: "The Belgian Government, if they were to accept the proposals submitted to them, would sacrifice the honor of the nation and betray their duties toward Europe." Neither Belgium's liberty nor her honor were for sale.

This day three years ago was an anxious day in Belgium. We asked the diplomatic support of the powers who had guaranteed our neutrality, but we asked their diplomatic support only. A request for military support was, after careful consideration, deliberately deferred until Germany should have consummated her crime by sending troops into our territory. We were careful to give her no pretext whatever claiming that we had violated our neutral obligations in favor of her enemies until she had actually consummated her threatened crime.

The 3d of August was, therefore, a day of anxious waiting; but at half past nine on the morning of the 4th we received a telegram that Belgian territory had been violated by German troops at Gemmeunich, a little village close to the frontier and a few miles from Aix-la-Chapelle. The invading forces had been met by Belgian gendarmes on guard at this frontier post. Blood had flowed; the die was cast.

You all know what has happened since that fateful day three years ago. My country has been ravaged with fire and sword. Old men, women and children have been debilitated and ruthlessly massacred. Our war materials and our crops have been seized without payment, our factories have been destroyed, our machinery has been stolen and sent into Germany; and, crowning infamy of the centuries, our workmen have been torn from their homes and sent into slavery. The Belgian people still stand caged behind steel bars, formed of German bayonets. Those who have escaped fire and sword and nameless evils are still hungry, famished and enslaved, ground down beneath the heel of the tyrant. But their courage remains unbroken and unbreakable.

No true-hearted Belgian regrets the decision which was made three years ago. They are ready to lay down their lives for liberty. They know that in the end justice will triumph. As our King said three years ago, "A country which defends itself commands the respect of all the world and cannot perish."

(Address before the Mass. Constitutional Convention, Boston).

THE BASES OF AN ENDURING PEACE

(By Franklin H. Giddings)

There can be no enduring peace on this earth until absolutism is destroyed. A peace program that does not squarely face this fact is a pipe dream.

If we do face it squarely we shall think straight about the possibilities and practicalities of all proposed leagues to enforce peace.

A universal league, including all the sovereign nations, would be nothing more nor less than the existing state of affairs under another name. It would be the most absurd perpetual-motion machine ever yet experimented with. The relations of the nations to one another, as defined and regulated by the international law of the world as it stood on July 31, 1914, constituted a world league of peace, neither more nor less, and it went to smash. A league to keep the peace presumes that its component nations will honorably keep faith with one another. A league to enforce peace must be composed of nations that will both keep faith with one another and practically act in co-operation with one another against the law-breaker. Practically, these requirements can be met, and will be met only if the component nations of the league share a common civilization, hold a common attitude toward questions of right, liberty, law and polity, and share a sense of common danger threatening them from nations whose interests, ambitions, moralities and politics are antagonistic to theirs.

Practically, therefore, there are now just two possibilities open to the would-be makers of leagues to enforce peace. There can be no universal league. That would be nothing but the adoption of a sounding name and a platform of pious resolutions. There can be no coherent, workable league made up of both democratic and dynastic nations. Fellowship of wolf with the lamb has not yet been established. Peace between the hyena and the dog does not endure, and wild (or domesticated) asses have not ceased to be the prey of lions in the wilderness. But there can be a league of democratic nations to safeguard republican civilization in the world, and there can be a league of dynastic nations to safeguard dynastic authority and power.

These two leagues exist now, and into one or the other of them every nation in the world will inevitably be drawn. One of them is a league to enforce peace, because peace will come and will endure if and when the other of these leagues is crushed.

Let not the United States fatuously believe that it can stand aside and, from safe isolation, watch the titanic struggle between liberty and despotism. In the moral order of the universe it is not permitted to an individual, to be neutral upon the great fundamental issues of conduct. He who does not dare to stand for what in his inmost soul he believes to be right must surely die the second death of those who become the craven slaves to what they once held to be wrong.

The United States will play its part in the league of the democratic peoples to safeguard those political principles which the league of the thirteen original American states was the first power to proclaim, or it will become the accomplice, and sooner or later the subject, of dynasty.

WHY WE ARE FIGHTING GERMANY

(From a Speech by Franklin K. Lane, Secretary of the Interior).

We did not wish to fight Germany. She made the attack upon us; not on our shores, but on our ships, our lives, our rights, our future. For

two years and more we held to a neutrality that made us apologists for things which outraged man's common sense of fair play and humanity. At each new offense—the invasion of Belgium, the killing of civilian Belgians, the attacks on Scarborough and other defenseless towns, the laying of mines in neutral waters, the fencing off of the seas—and on and on through the months we said: "This is war—archaic, uncivilized war, but war! All rules have been thrown away; all nobility; man has come down to the primitive brute. And while we can not justify, we will not intervene. It is not our war!"

Then why are we in? Because we could not keep out. The invasion of Belgium, which opened the war, led by the invasion of the United States by slow, steady, logical steps. Our sympathies evolved into a conviction of self-interest. Our love of fair play ripened into alarm at our own peril.

We talked in the language and in the spirit of good faith and sincerity, as honest men should talk, until we discovered that our talk was construed as cowardice. And Mexico was called upon to cow us. We talked as men would talk who cared alone for peace and the advancement of their own material interests, until we discovered that we were thought to be a nation of mere money-makers, devoid of all character—until indeed we were told that we could not walk the highways of the world without permission of a Prussian soldier, that our ships might not sail without wearing a striped uniform of humiliation upon a narrow path of national subservience. We talked as men talk who hope for honest agreement, not for war, until we found that the treaty torn to pieces at Liege was but the symbol of a policy that made agreements worthless against a purpose that knew no word but success.

And so we came into this war for ourselves. It is a war to save America—to preserve self-respect, to justify our right to live as we have lived, not as some one else wishes to live. In the name of Freedom we challenge with ships and men, money, and an undaunted spirit that word "Verboten", which Germany has written upon sea and upon the land. For America is not the name of so much territory. It is a living spirit, born in travail, grown in the rough school of bitter experiences, a living spirit which has purpose and pride and conscience—knows why it wishes to live and to what end, knows how it comes to be respected of the world, and hopes to retain that respect by living on with the light of Lincoln's love of man as its Old and New Testament. It is more precious than that this America should live than that we Americans should live. And this America as we now see has been challenged from the first of this war by the strong arm of a Power that has no sympathy with our purpose, and will not hesitate to destroy us if the law that we respect, the rights that are to us sacred, or the spirit that we have, stand across her set will to make this world bow before her policies, backed by her organized and scientific military system. The world of Christ—a neglected but not a rejected Christ—has come again face to face with the world of Mohammed, who willed to win by Force.

INCENTIVES TO PATRIOTISM

(By David J. Burrill)

The two best preachers on Manhattan Island today are two men who stand in bronze by the roadside; one of them on the west side drive; in the Park—a man in his regimentals, who was placed there to commemorate the valor of the Seventh Regiment. On the pedestal of the monument in inscribed his sermon on patriotism. It reads: "For the Glory of my Country!"

The other is down at the other end of the Island—Nathan Hale! Stand-

ing on the busiest street in all the world; at the very heart of the metropolis—the young school-master and patriot, with his hands bound behind him; ready to go out to Rutgers orchard to be hung! And there in the presence of the passing millions, he is preaching as no clergyman or politician can preach with living lips, those last words of his, "I regret in dying that I have but one life to offer for my country!"

I tell you, young men, back of all the good advice that will be given you to-night, there is nothing like this: Love the Republic! Believe in the principles that underlie it! Get centered there and you will never be bothered about your duty as a citizen.

I have heard the Scotch people sing "Scots wha hae wi' Wallace bled;" I have heard the Germans sing "Die Wacht am Rhein," in their country; and I have myself sung with the Irish:

I met with Napper Tandy and he took me by the hand,
He said, "How is old Ireland and how does she stand?"
"She's the most distressful country that ever you have seen,
They're hanging men and women for the wearin' of the green."

I have heard the English in Hyde Park sing "God Save the King!" But in all the music that I have ever heard in the glory of national life, I have never heard an anthem that stirs my blood like:

My country, 'tis of thee!
Sweet land of Liberty,
Of thee I sing!
Long may our land be bright
With Freedom's holy light;
Protect us with thy might,
Great God, our King!

And the symbol of such protection is:
Your flag and my flag, and oh, how much it holds;
Your land and my land, secure within its folds;
Your heart and my heart beat quicker at the sight,
Sun kissed and wind tossed, the red and blue and white;
The one flag—the great flag—the flag for me and you,
Glorifies all else beside, the red and white and blue!

AMERICA THE BEAUTIFUL

(By Katharine Lee Bates)

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

O beautiful for pilgrim feet,
Whose stern, impassioned stress
A thoroughfare for freedom beat
Across the wilderness!
America! America!
God mend thine every flaw,
Confirm thy soul in self-control,
Thy liberty in law!

O beautiful for heroes proved
In liberating strife,
Who more than self their country loved
And mercy more than life!
America! America!
May God thy Gold refine,
Till all success be nobleness,
And every gain divine!

O beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam
Undimmed by human tears!
America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea.

WAR TIME FOOD PROBLEMS

(By Herbert Hoover, United States Food Administrator).

War is a terrible thing but one of the good results it brings to a nation is the lesson learned of acting together.

We must do it to win. Later, we see what great things have been accomplished by united action.

What a horde of people, young and old, in the past few weeks, have been trying to increase their savings, and loan the Government money to carry on the war. And what a willing and efficient service they have rendered!

Isn't this army of Uncle Sam's a wonderful and inspiring body? Some working in the trenches, in the air, on the sea, in the shop, or on the farm; others who can not help in these ways have been doing Red-Cross work or buying Liberty bonds. Now we are all asked to save food.

It is for this last service that the United States Food Administration now appeals. They declare that this may be the determining factor in winning the war.

Do you know what the United States Food Administration is; what its aims are, and how it hopes to achieve them? It is a bit of American history which every student ought to understand.

This body was authorized by the act of Congress, August 10, 1917; whereupon, President Wilson, by executive order, created it and appointed Herbert Hoover as its head.

From the very beginning the task of the Food Administration has been twofold: to provide our Allies and our own soldiers at the front with a supply of food ample enough to enable them to win the war, and at the same time to provide enough food for the people of this country at prices which shall be as moderate as the extraordinary war-time conditions permit; to accomplish this by the cooperation of producer, distributor, and retailer with the Government for the greatest good of the greatest number; and to use such compulsory methods as have been conferred upon the Food Administration by law to safeguard the public against individual greed or concerted extortion.

In this country it is the people who rule. It is to make certain the continuance of this condition that the Food Administration is working for the people, just as the people must work with the Food Administration. Our Government, and all the truly civilized governments, must work for and with the people.

This is what is meant by "making the world safe for Democracy." It is for the defense of this principle that we are in the war. What are you, the high-school boys and girls of America, doing to advance so great a cause?

THE NAME OF FRANCE

(By Henry Van Dyke)

(Read by the author at the LaFayette Day celebration in the City Hall, New York, Sept. 6, 1917)

Give us a name to fill the mind
With the shining thoughts that lead mankind;

The glory of learning, the joy of art—

A name that tells of the splendid part
In the long, long toil and the strenuous fight

Of the human race to win its way
From the ancient darkness into the day

Of Freedom, Brotherhood, Equal Right—

A name like a star, a name of light—
I give you FRANCE!

Give us a name to stir the blood
With a warmer glow and a swifter flood—

A name like the sound of a trumpet,
clear,

And silver-sweet, and iron strong,
That calls three million men to their

feet,
Ready to march, and steady to meet
The foes who threaten that name with wrong—

A name that rings like a battle-song—
I give you FRANCE!

Give us a name to move the heart
With the strength that noble griefs impart—

A name that speaks of the blood outpoured

To save mankind from the sway of the sword—

A name that calls on the world to share

In the burden of sacrificial strife
When the cause at stake is the world's free life

And the rule of the people everywhere—

A name like a vow, a name like a prayer—

I give you FRANCE!

WHY WE ARE AT WAR

(By Woodrow Wilson)

We know that for us this is a war of high principle, debased by no selfish ambition of conquest or spoliation; because we know and all the world knows, that we have been forced into it to save the very institutions we live under from corruption and destruction. The purposes of the Central Powers' strike straight at the very heart of everything we believe in; their methods of warfare outrage every principle of humanity and of knightly honor; their intrigue has corrupted the very thought and spirit of many of our people; their sinister and secret diplomacy has sought to take our very territory away from us and disrupt the union of the States. Our safety would be at an end, our honor forever sullied and brought into contempt were we to permit their triumphs. They are striking at the very existence of democracy and liberty.

It is because it is for us a war of high, disinterested purposes, in which all the free peoples of the world are banded together for the vindication of right, a war for the preservation of our Nation and of all that it has held dear of principle and of purpose, that we feel ourselves doubly constrained to propose for its outcome only that which is righteous and of irreproachable intention, for our foes as well as for our friends. The cause being just and holy, the settlement must be of like motive and quality. For this we can fight, but for nothing less noble or less worthy of our traditions. For this cause we entered the war and for this cause will we battle until the last gun is fired.

I have spoken plainly because this seems to me the time when it is most necessary to speak plainly, in order that all the world may know that even in the heat and ardor of the struggle and when our whole thought is carrying the war through to its end we have not forgotten any ideal or principle for which the mass of America has been held in honor among the nations and for which it has been our glory to contend in the great generations that went before us. A supreme moment of history has come. The eyes of the people have been opened and they see. The hand of God is laid upon the nations. He will show them favor. I devoutly believe, only if they rise to the clear heights of his own justice and mercy.

THE WOE OF BELGIUM

(By Newell Dwight Hillis)

Out of a glorious past comes the woe of Belgium. Desolation has come like the whirlwind, and destruction like a tornado. But a short time ago and Belgium was a hive of industry, and in the fields were heard the harvest songs. Suddenly, Germany struck Belgium. The whole world has but one voice, "Belgium has innocent hands." She was led like a lamb to the slaughter. When the lover of Germany is asked to

explain Germany's breaking of her solemn treaty upon the neutrality of Belgium, the German stands dumb and speechless. Merchants honor their written obligations. True citizens consider their word as good as their bond; Germany gave a treaty, and in the presence of God and the civilized world, entered into a solemn covenant with Belgium. To the end of time, the German must expect this taunt, "as worthless as a German treaty." Scarcely less black are the two or three known examples of cruelty wrought upon nonresisting Belgians. In Brooklyn lives a Belgian woman. She planned to return home in late July to visit a father who had suffered paralysis, an aged mother, and a sister who nursed both. When the Germans decided to burn that village in Eastern Belgium, they did not wish to burn alive this old and helpless man, so they bayoneted to death the old man and woman, and the daughter that nursed them.

Let us judge not, that we be not judged. This is the one example of atrocity that you and I might be able personally to prove. But every loyal German in the country can make answer: "These soldiers were drunk with wine and blood. Such an atrocity misrepresents Germany and her soldiers. The breaking of Germany's treaty with Belgium represents the dishonor of a military ring, and not the perfidy of 68,000,000 of people. We ask that judgment be postponed until all the facts are in."

But meanwhile the heart bleeds for Belgium.

For Brussels, the third most beautiful city in Europe! For Louvain, once rich with its libraries, cathedrals, statues, paintings, missals, manuscripts—now a ruin. Alas! for the ruined harvests and the smoking villages! Alas! for the Cathedral that is a heap, and the library that is a ruin. Where the wheat waved, now the hillsides are billowy with graves.

But let us believe that God reigns. The spirit of evil caused this war, but the Spirit of God may bring good out of it, just as the summer can repair the ravages of winter. Perchance Belgium is slain like the Saviour, that militarism may die like Satan. Without shedding of innocent blood there is no remission of sins through tyranny and greed. There is no wine without the crushing of the grapes from the tree of life. Soon Liberty, God's dear child, will stand within the scene and comfort the desolate. Falling upon the great world's altar stairs, in this hour when wisdom is ignorance, and the strongest man clutches at dust and straw, let us believe, with faith victorious over tears, that some time God will gather broken-hearted little Belgium into His arms and comfort her as a Father comforteth his well-beloved child.

YOU AND THE RED CROSS

(By Hildegarde Hawthorne)

The immense mission of the Red Cross is to give help. But in order to give the full measure of help it must have assistance in its turn. You must help the Red Cross if the Red Cross is to help our men when they are wounded, when they are sick, when they are worn and weary from the work of war in which so soon they will be plunged.

Try to see just one soldier with the eyes of your imagination. Some young man with his life before him, some older man who had laid aside the life so carefully built up and so dear to him to go out to this service; both, young or older, working for us at the bitterest work on earth. See him, bleeding from some terrible wound, staggering back from the trench, or lying lost in No Man's Land. See him suffering untold pain for the lack of an anesthetic. See him bleed to death for lack of a bandage. See him left unfound to die because there was no automobile ambulance to seek him.

And think this: If you had helped the Red Cross the Red Cross could have helped and might have saved him.

It is just that. Whatever, you do is done for some suffering man or woman or child. The Red Cross takes it and uses it where the need is greatest. Behind the Red Cross it is you who bind the bandage, who set the broken bone, who give the soothing anesthesia, who carry back the wounded or dying man from the hideous torture of the field to the hospital. It is you too who refuse this succor if it is withheld. Not the Red Cross, for it can do nothing without you. The workers there in the dark zone of battle are making the supreme sacrifice. What will you sacrifice?

The service of our Red Cross is to go first to our own. But these are not the only ones in the hell of war who need its help.

Do you know that the bones of little babies lie thick as leaves along the desolate roads of Poland? They are gone; neither you nor the Red Cross can help them now. But others still live. Through the Red Cross they can be saved, their little bones need not be scattered a sacrifice to the war—if you will give your help.

The world is in awful need. Between its suffering and you stands the Red Cross, desperately eager to lessen the pain, to save life, to give a little hope, a little peace, a little comfort where now there is none. To do this it must have money, and it is you who must give the money.

Look into it. Give just an hour to finding out what the Red Cross is doing, what it hopes to do, what the need is. You will hardly turn away unmoved if you give that hour. You will want to do something. You will do something.

Will you not sacrifice a little ease, a little money, a little time, when you understand that by so doing you will save some fine boy to live his life sound and strong, after his months of struggle and suffering, will restore to some man his health, will heal his shattered body, and bring him back to the sweet life he gave up for the sake of his country. When you realize that what you do, what you give, will save a starving child and its mother, will you not do and give all you can?

The Red Cross, that helps a world in pain, asks your help.

(Special Service of the Vigilantes).

THE SIGN OF THE RED CROSS

(Translated from the French legendary poem "Le Brassard," of Vte. de Borrelli, by Harriet N. Ralston)

The Goddess of Pity was winging her way

Afar to the Field where a young soldier lay,—

(So humble a victim of War's cruel aim,

Yet Love's ministrations the wounded may claim!)

In touch of her fingers, the soldier found rest;

The Goddess again would continue her quest,

But paused, as she listened to murmurings low.—

"The name of this Angel, Oh, would I might know!"

She smilingly sought out a white linen band.—

All untaught in letters, yet deft was her hand.—

She dipped in his life-blood her finger so fair.—

And pressed the fine linen,—lo! Red Cross was there!

The Daughters of France, loving legend and charm.

Now wear the Red Cross as a sign on their arm!

OFFICIAL ANNOUNCEMENTS

Matter appearing in this column is official and authoritative. Reference here will be helpful to all members having difficulty in 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: How shall the scholarship requirement be interpreted.

Answer: Bear in mind that in interpreting the scholarship requirement for contestants in the League events the purpose of the rule is to encourage a pupil to bring up his grades in case he has been deficient. The note appended to rule three, page 224, of the Constitution answers, at least in part, your question. The point is, that a pupil is to have a passing grade in at least three studies at the time he is to participate in a given contest. Now, the method of determining this will vary with the custom of a particular school. If it is the custom to have the last monthly report govern, all right. If the question arises regarding a particular pupil who is deficient as to whether or not he has brought up his work to a passing grade before the close of the month succeeding the last monthly report, the authorities of the school may take any means that they deem expedient to determine that question. If the principal is satisfied that the pupil meets the scholarship requirement at the time of a given contest and can

must look at it from both view points of the girls and boys and not defeat one by trying to help the other. However, to me, there seems two ways of giving the girls a chance. Create a new division for the girls, girls against girls. Or else give strict instructions to the judges of the debate, that they must be impartial. If girls compete with boys, they must be considered on a parallel and judges must judge strictly on thought, composition, and delivery, and not allow themselves to be bias in the slightest degree. It is not chivalry that girls of today want so much as justice.

Only a glance at the roster of this meeting of the State Teacher's Association, will prove that women are taking an important place in the public speaking world. We see such names as Miss Price, Miss Blanton, Mrs. Barry, Mrs. Pennybacker and Mrs. Ella Flagg Yung.

"Speech making is a condition of American life and Government." "In these days whether we like it or not, power is with the tongue, power is with those who speak."

so certify, he need not necessarily go back to the last monthly report. If, on the other hand, it is an established rule of the school to rely absolutely on the monthly reports, then this would be the sole guide in determining eligibility. To repeat: The rule is intended to require, without regard to past deficiencies, that the pupil has passing grades in three studies at the time he participates in a given contest. The particular method of determining the pupil's standing is left with the school concerned.

Question: I have been told, tho the bulletin of rules does not so state, that a pupil in the lower grades cannot play on a high school team. Am I not right in denying this?

I am undecided on another point, which is; can a player who is on the first (Senior) team play also on the junior team provided he or she is of the proper age for a junior. In other words, is a player barred from a junior team because he or she has played in a senior match game?

Answer: Regarding the first question as to whether or not a pupil in the lower grades can play on a high school team, Rule 10, Article VIII of the Constitution and Rules of the Interscholastic League applies. It is there stated that a student in a grade below the high school may not represent the high school in athletics, unless he or she is under eighteen years of age.

Regarding the second question as to whether or not a player who is on the Senior team may also play on the Junior team, a pupil must make a choice between the two teams. A Junior, who plays on the Senior team, is disqualified from playing on the Junior team. The rules do not specifically state this, but it is arrived at from inference and from a note at the bottom of page 57, Constitution and Rules, which says, "there shall be held Senior and Junior contests in athletics and all contestants, regardless of Class A and B divisions, shall enter the Senior or Junior divisions."

Question: "I have been going to the high school over a year and have been barred from playing any kind of athletics, because of the fact that I played on the baseball team of the school year of 1916." (The school named is of a higher class than the high school.) "I doubt very seriously whether the college at that time could be classed as a Junior affiliated college. The instance that I am speaking of is the time that I played on the team. In fact during the season that I played all of the best players had left."

Answer: Rule 4, page 24, of the new Constitution and Rules applies. A meeting of the State High School Athletic Council ruled that such a boy should be barred. Now, as to the matter of a "college," we do not try to set up any academic standards, but consider a college, for the purpose of our organization, any institution that calls itself a college. We shall be obliged to rule that you would be ineligible for the Interscholastic

League contests, since an exception to a general rule of this sort would make us all kinds of trouble. As far as your local games are concerned, you could be allowed to play, in case all the schools interested waived the rule in your case.

Extension Loan Library and Free Bulletin List Ready for Distribution

The list of new package libraries available was not included in the LEAGUER last month as promised. This new feature will be started next month. We are omitting it this time because a bulletin called, "The Extension Loan Library and List of Free Bulletins", now in the press, will contain a list of all package libraries up to the present time. It is hoped that every reader of the LEAGUER will write the Extension Loan Library, University of Texas, for this free bulletin. Besides containing a list of the subjects of the package libraries, it will tell just what they are and how they may be obtained. There is a great variety of subjects such as: Government Ownership of Railroads, Literacy Test for Immigrants, and School Entertainments. It will be indicated on the list which subjects are suitable for debates. These packages of up-to-date material are loaned without charge to anyone, the borrower being required to pay only the postage both ways.

Another Declamation

Although LEAGUER carries four pages of declamations in this issue, still the Editor cannot refrain from including the following poem written by Julia Ward Howe and published in the Atlantic Monthly, July, 1861. trespassing, as it does, upon space that should perhaps be devoted to other matters. The words of this poet strike as true in 1918 as in 1861 and emphasize the very points which must be brought home to the American people if the present righteous war is won. The selection, which will serve the Junior girls in declamation, follows:

OUR ORDERS

Weave no more silks, ye Lyons looms,
To deck our girls for gay delights;
For the red flower of battle blooms,
And solemn marches fill the nights.

LEAGUER MAKES GOOD IN COLLEGE FOOTBALL



Marion Lindsey of Timpson High School, Who Won B. 22 1-2 points, 1917.

Lindsey made an enviable record on the Rice football team last fall, and was put on one of the all-star teams by a prominent sport-writer.

Weave but the Flag whose bars today
Droop heavy o'er our early dead,
And somber garments coarse and gray
For orphans that must earn their bread.

Keep back your tunes, ye viols sweet,
That pour delight from other lands;
Rouse there the dancer's restless feet,
The trumpet leads our warrior bands.

And ye that urge the war of words
With mystic fame and subtle power,
Go, chatter to the idle birds,
Or teach the lesson of the hour!

Ye Sibyl Arts, in one stern knot
Be all your offices combined;
Stand close, while Courage draws the lot,
The destiny of humankind!

And if that destiny could fail,
The sun should darken in the sky;
The eternal bloom of nature fail,
And God, and Truth, and Freedom die!



Junior Girls' Relay at Bell County Meet, 1917

FORMER LEAGUER IS WINNER AT VARSITY

**Jerome K. Crossman of Dallas Got
His Early Training in Debate
and Declamation as a League
Contestant**

So far, all these sketches have dealt with former winners of State contests in the Interscholastic League. The subject of this particular sketch was never so fortunate as to win first place at the State meet, but he tried hard and was a mighty good loser. Jerome K. Crossman, of Dallas, is certainly one of the most brilliant contributions the Interscholastic League has made to academic life.

For three years Jerome Crossman represented the Dallas High School in the League debates. In the last year he came to Austin with Julien Elfenbein, now Editor of the Cactus, the University yearbook. At the State meet the team from Dallas lost, in one of the preliminary debates, to Lone Oak.

The next fall Jerome entered the University, and here he has won for himself a place in the Varsity Hall of Fame. In his Freshman year he was three times on the Dean's Honor Roll, consisting of the best six percent in the Academic Department. In the same year he was an alternate on the University debating teams. At the final Inter-society debate he was awarded the prize offered to the best speaker of the occasion.

Since September, 1915, Jerome has been a student in the University of Texas Law Department. His scholastic average was so high that this year he was elected one of the quizmasters of the Department. Since the session began he has been industriously "busting" the humble youth who come down into the valley to learn the Law, "of whom this writer is which." Because of his high grades, also, Jerome is a member of the order of the Chancellors, the honor Law Society.

Along forensic lines Jerome Crossman has made one of the most remarkable records ever made in a Southern school. In his second year he was awarded the Stelfox prize, as the third best individual debater in the University. In that year, also, he won the Evans prize in Oratory and the State Oratorical contest. With Carl Callaway, he won the annual debate with the University of Missouri. Last year he was a member of the team sent against Missouri and Wisconsin.

This summer, Jerome used his oratorical gifts in the service of his country. Under direction of the Federal Reserve Bank at Dallas, he sold Liberty Bonds in the first and second campaigns. Early in the summer he enlisted in the Ambulance Corps of the Army, and is now held in reserve. At any time he may be summoned "over there" and begin to help actively in the task of making the world safe for democracy.

BUREAU OF VISUAL INSTRUCTION GETS NEW MATERIAL

(Continued from page 1)

government slides used by schools securing aid in Vocational Agriculture from the fund created by the Smith Hughes Act. The Bureau will soon have a number of sets on Agriculture for use by these schools. These sets may be obtained by other schools when not in use by schools qualifying for aid under the provisions of this bill.

Arrangements are now being made by the Bureau for a cooperative plan of buying lanterns which will save schools about twenty-five percent. Any schools interested in buying a lantern with the advantage of this reduction should communicate at once with J. W. Shepherd, Extension Department, University of Texas.

OUR WAR AIMS

(Extracts from President Wilson's address to Congress.)

The LEAGUER is indebted to C. R. Guhl for reducing President Wilson's recent restatement of the war-aims of this country to a form suitable for declamation in the League contests. His adaptation follows:

"Once more the spokesman of the Central Empires have indicated their desire to discuss the objects of the war and the possible basis of a general peace. * * (Moreover the Russian people) call to us to say what it is we desire, in what, if in anything, our purpose and our spirit differs from theirs; and I believe that the people of the United States would wish me to respond with utter simplicity and frankness. * *

"We entered this war because violations of right had occurred which touched us to the quick and made the life of our own people impossible unless they were corrected and the world secured once for all against their recurrence. All the peoples of the world are in effect partners in this interest, and * * unless justice can be done to others, it will not be done to us. The program of the world's peace, therefore, is our program, and that program as we see it, is this:

"1. Open covenants of peace, openly arrived at, after which there shall be no private international understandings of any kind, but diplomacy shall proceed always frankly and for the public view.

"2. Absolute freedom of navigation upon the seas, outside of territorial waters, alike in peace and in war, except as the seas may be closed in whole or in part by international action for the enforcement of international covenants. * *

"3. Adequate guarantees given and taken that national armaments will be reduced to the lowest point consistent with domestic safety.

"4. A free, open-minded and absolutely impartial adjustment of all colonial claims based upon a strict observance of the principles that in determining all such questions of sovereignty the interests of the populations concerned must have equal weight with the equitable claims of the government whose title is to be

determined. * *

"5. Belgium * * must be evacuated and restored, without any attempt to limit the sovereignty which she enjoys in common with all other free nations. * *

"6. All French territory should be freed and the invaded portions restored and the wrong done to France by Prussia in 1871 * * should be righted. * *

"7. * The Dardanelles should be permanently opened as a free passage to the ships and commerce of all nations under international guarantees.

"8. An independent Polish state should be erected which should include the territories inhabited by indisputably Polish populations. * *

"9. A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike. * *

"For such arrangements and covenants we are willing to fight and to continue to fight until they are achieved; but only because we wish the right to prevail and desire a just and stable peace such as can be secured only by removing the chief provocations to war, which this program does remove. We have no jealousy of German greatness and there is nothing in this program that impairs it. We grudge her no achievement or distinction of learning or of pacific enterprise such as have made her record very bright and very enviable. We do not wish to injure her or to block in any way her legitimate influence or power. We do not wish to fight her either with arms or with hostile arrangements of trade, if she is willing to associate herself with us and the other peace-loving nations of the world in covenants of justice and law and fair dealing. We wish her only to accept a place of equality among the peoples of the world. * *

"Neither do we presume to suggest to her any alteration or modification of her institutions. But it is necessary, we must frankly say, and as a preliminary step to any intelligent dealings with her on our part, that we should know whom her spokesmen speak for when they speak to us, whether for the Reichstag majority or for the military party, and the men whose creed is imperial domination.

"We have spoken now, surely in terms too concrete to admit of any further doubt or question. An evident principle runs through the whole program. * * It is the principle of justice to all peoples and nationalities, and their right to live on equal terms of liberty and safety with one another, whether they be strong or weak. * * The people of the United States could act upon no other principle and to the vindication of this principle they are ready to devote their lives, their honor and everything that they possess. The moral climax of this, the culmination and final war for human liberty, has come, and they are ready to put their strength, their own highest purpose, their own integrity and devotion to the test."

VETERAN WORKERS FOR THE INTERSCHOLASTIC LEAGUE



Superintendent E. M. Day, San Marcos, Texas



A. H. Hughey, Principal El Paso High School, El Paso, Texas



Superintendent S. M. Eaton, Kyle, Texas