

THE INTERSCHOLASTIC LEAGUER

Vol. 2

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No. 2

COLLEGE COURSES COMPLETED BY MAIL

Since April, 1917, 2275 Registrations Made for Correspondence Work in the Extension Department.

By Thomas Fletcher

Since the beginning of the Great War, April, 1917, the Division of Extension Teaching of the University has received 2275 registrations for correspondence courses. Many men in the army camps enrolled for courses and kept their college work going. The student who has kept alive his habits of study is pretty sure to complete his education, now that peace has come.

A young lady entered the University this fall who had eight correspondence courses to her credit. She plans to do enough work by correspondence to enable her to secure the B.A. degree in two years residence. This young lady did her correspondence courses while teaching in a Texas country school. She used her spare time to improve herself, and, at the same time, she increased her usefulness to the community in which she taught. Unfortunately, the country school will be unable to pay a sufficient salary to command her services in the future. As she increased her usefulness she increased her income.

The Dean of one of the popular colleges of Texas completed eleven courses by correspondence. He stated to the writer that it was his practice to carry his books with him when his duties took him on the road. He often was able to complete two lessons while on a trip.

Within a period of three years, 1912 to 1915, one student completed thirty-one courses by correspondence. This was more than one-half of the work required for the B. A. degree. This student secured his preparation for the practice of law by correspondence.

Of course, it is not contended that correspondence work presents the only means for making valuable use of leisure moments. However, well worked out correspondence lessons that come at regular intervals furnish a constant stimulus and encouragement to the individual to utilize his spare time in self improvement. After all, the cultured individual usually maintains his breadth of view and keeps alive his finer feelings by the wise employ-

HOW TO ORGANIZE A COMMUNITY CENTER— LEAGUE OFFICIALS MAY HELP MOVEMENT

One of the many collateral services which the Interscholastic League can do in Texas is to help in the organization of community centers, and this line of work is especially recommended to League officers in every portion of the state. In communities where there exists a community council of defense, it is better to cooperate with that organization rather than attempt to organize independently, and indeed it is well to so name the organization which you form, and affiliate it with the county council. No matter what the name, however, here are some suggestions by an expert, reprinted from School Life, which will prove of great help to any one desiring to form a community center. The Extension Department of the University of Texas is glad to cooperate in this work.

Addressing himself directly to the topic, "How to Organize a Community Center," Henry E. Jackson, Special Agent in Community Organization, U. S. Bureau of Education, says:

Membership

The first step in organization is to define the boundaries of the community. These ought to be determined along natural lines, such as the territory from which the children in the school are drawn, or a district in which the people come together for other reasons than the fact that an artificial line is drawn around them. It ought not to be too large.

Being a little democracy, all adult citizens, both men and women, living in the prescribed territory, are members of it. It must be comprehensive if the public schoolhouse is to be used as its capitol. It must be nonpartisan, nonsectarian, and nonexclusive. You do not become a member of a community by joining. You are a member by virtue of your citizenship and residence in the district. Everywhere else men and women are divided into groups and classes on the ground of their personal taste or occupation. In a community center they meet as "folks" on the ground of their common citizenship and their common

ment of the time that is left from the business of making a living. As Benjamin Franklin said: "Dost thou love life? Then do not squander time, for time is the stuff that life is made of."

human needs. This is the distinguishing mark of the community center.

The Community Secretary

Nothing runs itself unless it is running down hill. If community work is to be done somebody has to be the doer of it. The growing realization of this fact has led to the creation of a new profession. The term applied to this profession is "community secretary," "a cooper of secrets," a servant of the whole community. This community executive should be elected by ballot in a public election held in the schoolhouse and supported out of public funds. There are now four such publicly elected and publicly supported community secretaries in Washington, D. C., and eight more such offices are in the process of being created. It seems certain that it is destined to be one of the most honored and useful of all public offices.

The qualifications for this office are manifestly large and its duties complex and exacting. The ablest person to be found is none too able. The function of the secretary is nothing less than to organize and to keep organized all the community activities herein described; to assist the people to learn the science and to practice the art of living together; and to show them how they may put into effective operation the spirit and method of cooperation. Who is equal to a task like this? In addition to intellectual power and a large store of general information, one must be equipped with many more qualities equally important. The seven cardinal virtues of a community secretary are: Patience, unselfishness, a sense of humor, a balanced judgment, the ability to differ in opinion without differing in feeling, respect for the personality of other people, and faith in the good intentions of the average man. Where possible, the community secretary ought to be the principal of the school. But where the principal can not be released from his other duties sufficiently to undertake the work the secretary ought to be a person who is agreeable to the principal, in order to insure concerted action. In thousands of villages and open-country communities the teacher's work lasts for only part of the year and the compensation is shamefully inadequate. This is a great economic waste as well as an injury to children. If these teachers

51 NEW SUBJECTS IN LOAN LIBRARY

Include Packages on Reconstruction, Land for Disabled Soldiers and Other Timely Topics.

The Extension Loan Library has loaned 516 package libraries during September, October and November. These libraries were sent out in response to requests from many parts of the state, the requests coming from 124 different counties.

Package libraries have been prepared for circulation on 51 new subjects during this period. The subjects most in demand just now are Reconstruction and the Peace Conference. The Extension Loan Library has a great deal of material on these subjects which it is glad to loan to the schools to aid in writing essays preparing debates, etc.

Some of the subjects suitable for essays are Problems of Reconstruction, Industrial Reconstruction, Land for Disabled Soldiers and Re-education of Disabled Soldiers. Subjects suitable for debate are Establishment of a League of Nations, Government Ownership of Telephones and Telegraph Systems, and Government Control of Railroads.

were made community secretaries, were given an all-year-round job, and were compensated for the additional work by a living wage, it would mean a better type of teacher and a better type of school. The bigger task would not only demand the bigger person, but the task itself would create them. Moreover, when the teacher's activities become linked up with life processes the community will be the more willing to support the office adequately. It seems clear that the office of community secretary is the key to a worthier support of the school. It will magnify the function of teaching, give a new civic status to the teacher, and make more apparent the patriotic and constructive service which the school renders the Nation.

The Board of Directors

However able a community secretary be no one alone is able enough for the constructive kind of work which the community center requires. Since it is a cooperative enterprise, it is necessary that it be democrat-

(Continued on page 4.)

THE INTERSCHOLASTIC
LEAGUER

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E. D. Shurter - - - - Editor
Thomas Fletcher - Associate Editor
R. Bedichek - - - - Managing Editor

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Carry on Patriotic Work

By E. D. Shurter

The League Contests were organized for this year to help win the war. And properly so; for while our boys Over There were holding and extending the Front Line, the schools over here were called upon to hold the Inner Line. Our young men in the Expeditionary Forces constituted our army for present defense, while our schools were developing our army for future defense.

Now that the German Beast is bound and the armistice declared, should the League abandon its war program? By no means. While the actual fighting has happily been stopped, the war is not yet won. We must finish the task we set out to accomplish—"To secure just and lasting Peace for ourselves and all Nations."

In the first place, in order to carry through the League program for the year. Here are a few things that must be done:

1. Carry on the Education in Patriotism by means of Declamation contests. We are morally bound to the State Council of Defense to do this. The war has shown that we must have in America a united patriotism. The declamations contained in "Patriotic Selections," a free copy of which is furnished each member of the League by the State Council of Defense, may not all apply to present conditions, but they are all good for delivery in public. The devilish conspiracy of the German Military Party against free peoples only grows more clear and awful as the facts are related.

2. Study carefully and thoughtfully the question for debate. It is a live question and one which Congress will act upon in the near future: "Should We Establish a System of Universal Military Training in This Country?"

3. Let the students in each school enter generally for the essay writing contest, regardless of what other contests they may also be interested in. Ask your teacher of English to prescribe an essay on one of the eight subjects open in the rules as part of the regular work given in English. See if your school cannot make a showing in the essay contest this year.

4. Do not neglect your physical

training—training for the purpose of health and vigor—for this is the purpose of our contests in athletics.

Outside the League contests, strictly speaking, and yet within the spirit of the organization, here are some projects that we may help to carry on:

1. Get an education. Do not neglect the opportunity that the schools offer until you wake up in later life to learn your mistake. Our experience with the draft has shown the amazing amount of illiteracy in this country. We must all pull together to make this less and less and the best way to accomplish that is to begin at home.

2. The work of the Red Cross is needed in this country and abroad more than ever before. We are called upon to join this organization. Let's make Texas one hundred per cent in membership. To do this, all that is needed is a "dollar and a heart."

3. Continue the habit of thrift which was forced upon us at the beginning of the war. In the first place, it is a good habit to cultivate, and in the second place, the necessity of saving is even more important now than it was at the beginning of the war. Why do I say this? Because it is now left to America to feed most of the leading nations. Many millions of people have been made free by our victory in the war, but they are now in a great danger of death from starvation. They are now looking to America for food until the next harvest—the people of Belgium, Northern France, Serbia, Roumania, Montenegro, Poland, Russia and Armenia. America can save the lives of thousands who will perish this winter if we do not come to their aid. Have you ever known how it felt not to have enough to eat for a day? There are in Europe girls and boys who have not had enough to eat in four years. American girls and boys are asked to show themselves the big sisters and brothers of the girls and boys in Europe by sharing their food with them. This does not mean that we should starve ourselves, but it does mean that we should be careful to eat everything on our plates, not to ask for more food than we need, and to see that not a scrap of food is thrown away and wasted. Every crust wasted is a blow against humanity.

Mr. Hoover has pledged America to twenty million tons of food for the hungry people of Europe this winter. He is relying on you to help him. We are all acquainted with the slogan, "Food Will Win the War." Let us now act on this slogan, "Don't Stop Saving Food, for Food Will Win the World."

League Serves War Needs

Since our country entered the World War, the University Interscholastic League has performed an important part in the war program. The entire League organization of more than 2500 schools last year and more than 1100 this year has been used effectively for patriotic purposes. During the last school year, more than 50,000 patriotic declamations were delivered to more than 400,000 people by the

league declaimers. So important was this phase of the league work that the State Council of Defense saw fit to supply every member of the League with a copy of "Patriotic Selections" which was compiled by the League State Chairman. Since September 1, 1918, more than 1100 schools of Texas have received copies of this book through the Interscholastic League.

Not only has great good been accomplished through the patriotic declamations, but also much has been done through the essay contest. All essays last year were written on "What I am Doing to Help Win the War," and all of them this year deal also with patriotic subjects.

The debate, too, has for its purpose the stimulation of patriotic thinking. The subject for debate is Universal Military Training.

The Interscholastic League has attempted to render the greatest possible service to the County and Community Councils of Defense. It has offered the services of the League organization to the councils for patriotic programs and it has prepared and sent out to the Community and County Councils the following bulletins:

- (1) Patriotic Programs.
- (2) War Songs.
- (3) University Aid for Community Councils of Defense.
- (4) Universal Military Training.
- (5) Military Preparedness.

Many Counties Enroll 100 Per Cent

More than 1100 schools have already enrolled as members of the University Interscholastic League since September 1, 1918. This is larger than ever before at this season of the year. The membership is a little more than thirty-five per cent larger than usual.

The following counties have enrolled and paid the fees for all their schools Jasper, Jack, Galveston, Madison and Wharton. The executive committees of the districts and counties are to be congratulated on such splendid interest.

There is a still larger list of counties that have pledged one hundred per cent of their schools. The list follows: Anderson, Bell, Fort Bend, Cameron, Cherokee, Falls, Gregg, Titus, Red River, Panola, Shelby, Jackson, Matagorda, Schleicher, Hidalgo, Willacy, Orange, Hardin, Wilbarger. There may be others of which we have not been informed.

Rules for Spelling Contest

1. Pronounce the word clearly; allow the contestant to pronounce it to be sure of understanding.
2. A trial is the spelling a word through. A start of one or two letters shall not be called a trial.
3. Only one trial should be given.
4. When a word is missed it shall not be passed, but a new word should be given.

Hints for League Athletes

1. Always warm up slowly and cool off gradually when finished.
2. Stop practice before you are exhausted.
3. Dress lightly for practice or

competition, but put on warm clothing at once when you have finished.

4. Take a bath immediately after practice. Rub the muscles well.
5. Practice regularly; a little each day, if possible.
6. Have regular hours for eating and sleeping.
7. Don't smoke.

The following training schedule is convenient:

I. For Runners.

1. Warm up; never fail to do this.
2. Practice five or six starts. On the start run at full speed about twenty yards; slow up gradually and walk back to the line.
3. Wait a few moments; take a few deep breaths; trot a few steps and repeat the start, running a few yards further than before. After two or three trials put as much speed as possible into the start, run moderately a few yards and finish at top speed.
4. Once a week run your full distance at top speed. This may be done oftener for distances of 100 yards and 50 yards.
5. Always end practice by walking about until breathing becomes nearly normal; then take a rub-down and dress.

II. For Jumpers.

1. Warm up.
2. Devote a large part of the practice to getting the "take off" properly.
3. Decide which foot you will jump from, then starting on this foot on "take off" run back six, eight, or some even number of strides and mark off the spot where you strike your last stride. Let your jumping foot strike this mark in the run to the 'take off.' Run with the natural stride until the last two paces, which may be lengthened a few inches. If you do not hit the "take off" right move your standing mark backward or forward by just the distance that you go over or fall short.
4. At first try easy jumps.
5. Do not try for height or distance in the high or broad jump more than once or twice a week.
6. Take a good rub-down and dress quickly after practice.

III. For Shot Putters.

1. Warm up by swinging the arms, bending the body and springing forward, at the same time giving the body a sharp turn forward and to the right.
2. Before making a put always limber the muscles of the arm and shoulder by stretching the arm to its full length.
3. Use a light shot until the fundamental motions are mastered.

TRIBUTE TO CIVILIANS

(The following excerpt from the address of President Wilson on the civilians and their unity and untiring zeal in the struggle which has just closed is recommended as a selection suitable for use in the declamation contests of the League.—Editor.)

Throughout this war how fine the spirit of the Nation was; what unity of purpose, what untiring zeal! What elevation of purpose ran through all its splendid display of strength, its untiring accomplishment. I have said that those of us who stayed wish that we had been with the men whom we sustained by our labors, but we can never be ashamed. It has been an inspiring thing to be here in the midst of fine men who had turned aside from every private interest of their own and devoted the whole of their trained capacity to the tasks that supplied the sinews of the great undertaking. The patriotism, the unselfishness, the thoroughgoing devotion and distinguished capacity that marked their toilsome labors day after day, month after month, have made them fit mates and comrades of the men in the trenches and on the sea. And not the men here in Washington only. They have but directed the vast achievement.

Throughout innumerable factories, upon innumerable farms, in the depths of coal mines and iron mines and copper mines, wherever the stuffs of industry were to be obtained and prepared—in the shipyards, on the railways, at the docks, on the seas—in every labor that was needed to sustain the battle lines, men have vied with each other to do their part and do it well. They can look any man at arms in the face and say we also strove to win and gave the best that was in us to make our fleets and armies sure of their triumph.

And what shall we say of the women—of their instant intelligence quickening every task that they touched; their capacity for organization and cooperation which gave their action discipline and enhanced the effectiveness of everything they attempted; their aptitude at tasks to which they had never before set their hands; their utter self-sacrifice alike in what they did and in what they gave? Their contribution to the great result is beyond appraisal. They have added a new luster to the annals of American womanhood.

The least tribute we can pay them is to make them the equals of men in political rights as they have proved themselves their equals in every field of practical work they have entered, whether for themselves or for their country. These great days of completed achievement would be sadly marred were we to omit that act of justice. Besides the immense practical services they have rendered, the women of the country have been the moving spirits in the systematic economies by which our people have voluntarily assisted to supply the suffering peoples of the world and the armies upon every front with food and everything else that we had that might serve the common cause. The details of such a story can never be fully written, but we carry them at

WINNER OF ESSAY CONTEST
IN RURAL SCHOOL DIVISION



Mary Hellams, McLendon School, Fate, Texas.

our hearts and thank God that we can say that we are the kinsmen of such.

And now we are sure of the great triumph for which every sacrifice was made. It has come, come in its completeness and with the pride and inspiration of these days of achievement quick within us. We turn to the task of peace again—a peace secure against the violence of irresponsible monarchs and ambitious military coteries and made ready for a new order, for new foundations of justice and fair dealing.

TRIBUTE TO OUR SOLDIERS

(The following excerpt from the address of President Wilson to the Congress of the United States, December 2, 1918, is recommended for use in declamation contests of the League.—Editor.)

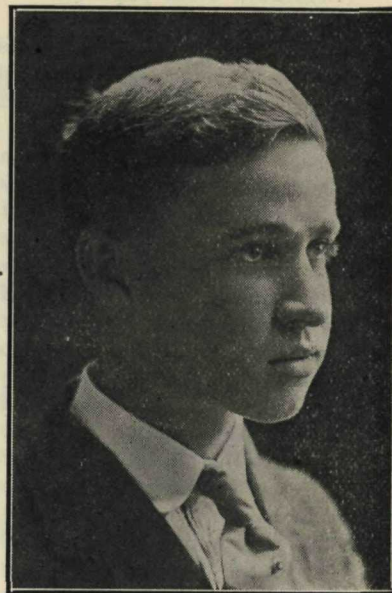
But it is not the physical scale and

executive efficiency of preparation, supply, equipment and despatch that I would dwell upon, but the mettle and quality of the officers and men we sent over and of the sailors who kept the seas, and the spirit of the Nation that stood behind them. No soldiers, or sailors, ever proved themselves more quickly ready for the test of battle or acquitted themselves with more splendid courage and achievement when put to the test. Those of us who played some part in directing the great processes by which the war was pushed irresistibly forward to the final triumph may now forget all that and delight our thoughts with the story of what our men did. Their officers understood the grim and exacting task they had undertaken and performed with audacity, efficiency and unhesitating courage that touch the story of convoy and the battle with imperishable distinction at every point, whether the enterprise were great or small—from their chiefs, Pershing and Sims, down to the youngest lieutenant; and their men were worthy of them—such men as hardly need to be commanded, and go to their terrible adventure blithely and with the quick intelligence of those who know just what is they would accomplish.

I am proud to be the fellow countryman of men of such stuff and valor. Those of us who stayed at home did our duty. The war could not have been won or the gallant men who fought it given their opportunity to win it otherwise, but for many a long day we shall think of ourselves "accursed we were not there, and hold our manhoods cheap while any speaks that fought" with those at St. Mihiel or Thierry. The memory of those days of triumphant battle will go with these fortunate men to their graves and each will have his favorite memory. "Old men forget; yet all shall be forgot, but he'll remember with advantages what feats he did that day!"

What we all thank God for with

HERE IS STATE CHAMPION
INTERSCHOLASTIC SPELLER

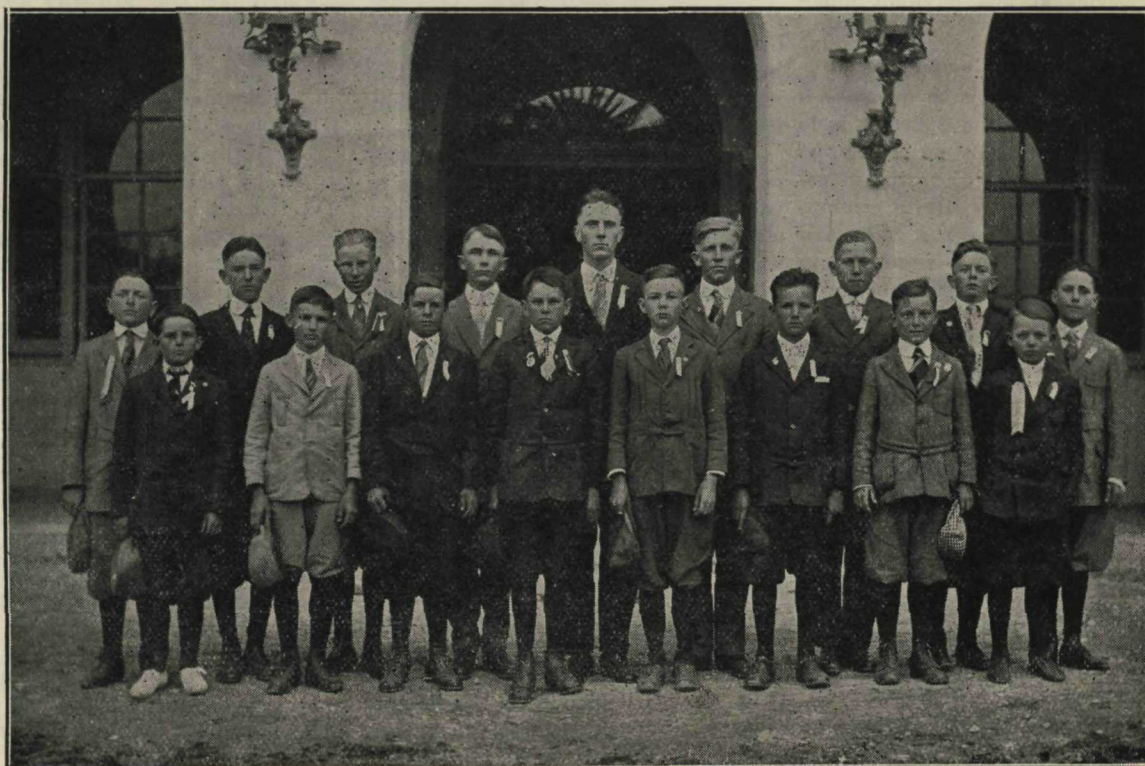


Hal P. Lochridge, Independence Rural School, Washington County.

deepest gratitude is that our men went in force into the line of battle just at the critical moment when the whole fate of the world seemed to hang in the balance and threw their fresh strengths into the ranks of freedom in time to turn the whole tide and sweep of the fateful struggle—turn it once for all, so that thenceforth it was back, back, back for their enemies, always back, never again forward! After that it was only a scant four months before the commanders of the central empires knew themselves beaten, and now their very empires are in liquidation!

The "Plan and Athletics" bulletin, revised, enlarged and brought up to date, containing 114 pages, is now ready for distribution. If you want one, write at once, as there is a large demand for it, and "first come, first served."

THESE RURAL BOYS HAD A HOT CONTEST IN DECLAMATION AT STATE CONTEST



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HOW TO ORGANIZE A COMMUNITY CENTER

(Continued from page 1.)

ically organized. The next step in its organization, therefore, should be to provide the secretary with a cabinet. It may be called a board of directors, or a community council, or an executive committee. These names suggest its various functions. Its first function is to give council and advice to the community secretary, to act as a little forum for discussion, out of which may develop wise methods of procedure. Its next function is to share with the secretary the responsibility for the work, the burden of which is too heavy to be borne by anyone alone. But the cabinet is not a legislative body alone, to determine what is to be done, but also an executive body as well. It is not only an executive body, to carry out the general plans of the association, but also a body of directors to plan and conduct special kinds of activities. In every community there are men and women who have the ability and leisure to render public service. As directors they would have a recognized position and channel through which they can more effectively render such service.

Each director ought to be the head of a department of work, or at least the head of every department of work ought to be a director. The head of each department ought to choose the members of his own committee. Thus, by having the heads of departments work on the board of directors the entire work of the association can be frequently reviewed, and the departments of activity can, by cooperating not only avoid needless waste through duplication, but also stimulate each other. The board of directors ought to hold regular meetings in the school house, and in order that the work may be responsive to public opinion the meetings ought to be open to any who wish to attend them, just as the meetings of a town council are open. The community center stands for visible government and daylight diplomacy.

The Trouble Committee

It is not so difficult to organize a community center; the difficulty is to keep it organized. By no means the only one, but the chief means of securing a permanently useful community center is to have a wise and constructive program, big enough to merit interest. A good way to formulate such a program is to appoint a permanent committee which we may call "the trouble committee." The function of this committee is not to make trouble, but to remove it. Its task is to discover the causes of trouble in the community, to learn the reasons for dissatisfaction, to state the problems which ought to be solved, to exhibit the thing that needs to be done.

The function of the trouble committee is to furnish nuts for the community association to crack. No one believes in diagnosis for the sake of diagnosis any more than he believes in "amputation for the sake of amputation." Its only use is to reveal the

disease and to put the way to a remedy. The aim of the trouble committee is to point out the difficulties at the bottom of our social problems for the sake of removing them. Whenever they are removed, the problem vanishes. The method of the committee is constructive democracy.

Public and Self-Support

The finances of an organization usually constitute its storm center. Money is the kind of thing it is difficult to get along with and impossible to get along without. After a community center determines its plans and policies, the next question in its organization is finance. But since money is the root of so much trouble, it ought to be kept in the background. It is properly called "ways and means." It is not the end; human welfare is the end. Money is a detail and ought always to be treated as such.

The superior advantage of a community center over private organizations is that it does not need an amount of money sufficient to cause it any distress. To begin with, there are no dues. They are always paid when the taxes are paid. The schoolhouse, together with heat, light, and janitor service, and in some places a portion of the secretary's salary, is provided out of public funds. Thus the overhead charges are comparatively small. The time will doubtless come when the entire expense will be provided out of public funds, but the movement is new, and for the present and immediate future is the building, heat, light, and janitor service are provided it is all that can reasonably be expected.

A Working Constitution

What's constitution among friends? It's a necessity if they are to continue to be friends. As the word itself suggests, a constitution establishes the basis on which friends may stand for the accomplishment of their common purposes. Its value is always to be measured by the importance of the purpose to be accomplished. Inasmuch as the purpose of a community center is of the highest value not only to the welfare of the local community, but also to the welfare of democracy in the Nation and in the world, the making of its constitution is a highly important item in its organization.

As regards the work of the community center, the constitution is a working agreement, a clear understanding as to what is to be done and who is to do it. A clear statement will prevent needless friction and confusion. As regards the growth of the work in the community, the constitution will serve the purpose of propaganda. If a new or unformed member of the community should ask an active member, "What is a community center and what is its purpose?" a copy of the constitution ought to furnish a full answer to his question. Therefore, it should not be too brief, if it is to answer this purpose.

Each community ought to draft its own constitution, not only because the needs of communities vary, and not only because it should be the honest expression of the communities own thought and purpose, but especially because a constitution brought from

CONCERNING THE DIVISION OF VISUAL INSTRUCTION

The Division of Visual Instruction of the University Department of Extension has just announced that through a plan of co-operative buying arranged for last year, about \$1,000 was saved public schools in the State of Texas in the purchase of stereopticons. More than fifty stereopticons, or magic lanterns, were purchased by schools under this plan.

The plan has been continued for the present year, and it is announced that even better prices have been secured. It is now possible to secure stereopticons fitted either with a Mazda, 400-watt, incandescent globe; an acetylene gas lamp that can be attached to a prest-o-lite automobile tank; or a small electric six-volt battery lamp, such as is used on some automobiles.

Those interested in purchasing visual instruction equipment of this kind should write the Department of Extension concerning the co-operative buying plan.

The Bureau of Visual Instruction of the University Department of Extension announces that a number of new lecture sets of lantern slides are now ready for service, some of which are beautifully hand colored.

Two sets have been arranged particularly for patriotic programs and community organizations. One is

outside and dropped on the people's heads has little value for the community.

While the types of constitutions will be very various, yet there are certain formative principles which are basic in the structure of a community center. They are so essential to the life of the community ideal that the writer has called them "The ten commandments for a community center." They are as follows:

- I. It must guarantee freedom of thought and freedom in its expression.
- II. It must aim at unity, not uniformity, and accentuate resemblances, not differences.
- III. It must be organized democratically, with the right to learn by making mistakes.
- IV. It must be free from the domination of money, giving the right of way to character and intelligence.
- V. It must be nonpartisan, nonsectarian, and nonexclusive both in purpose and practice.
- VI. Remember that nothing will run itself unless it is running down hill.
- VII. Remember that to get anywhere it is necessary to start from where you are.
- VIII. Remember that the thing to be done is more important than the method of doing it.
- IX. Remember that the water in a well can not be purified by painting the pump.
- X. Remember that progress is possible only when there is mental hospitality to new ideas.

entitled "Soldiers All," and takes as its theme the fact that in a great democracy all must be soldiers in peace as well as in war, from the strong man to the little child. Many of the illustrations for this lecture have been chosen from the best art productions of the country.

Another set of slides comprising about fifty illustrations with type-written lectures is called "American Symbolism." The picture in this set show the Liberty Bell, the flag, the Statue of Liberty, the eagle, Uncle Sam, and attempts to interpret the development of this symbolism.

Another interesting set with lectures prepared by Dr. Boysen of the University faculty, will deal with German government of conquered peoples in Alsace-Lorraine, Schleswig-Holstein, and Poland. Dr. Boysen is a native of Schleswig, and is well equipped to prepare interesting material on this subject. The lantern slides are being made in the laboratory of the Extension Department.

If your school has a stereopticon or if there is one in your community, by all means get it ready for use and borrow a set of these slides for a school or community program.

A number of rural schools desiring to make use of pictures have found the stereograph a valuable asset. These can be borrowed from the Department of Extension without charge except the cost of transportation.

In the new edition of "Play and Athletics," Bulletin No. 1824, there are twenty-eight games listed for the primary departments, grammar school department, fifty-seven, and high school department, fifty-three. Demand for this bulletin is strong. Write early and get a copy.

An Editor on Teachers' Salaries

"It is all very fine to deliver high-flown orations on the nobleness of the pedagogue's profession and his solemn obligation to put aside more alluring offers in other fields of activity, but the truth is that the average teacher who depended on the remuneration of his profession for a living would simply starve to death. If, therefore, he deserts 'the noble calling of the teacher' for the fleshpots of Egypt we may depend upon it he's hungry and wants a square meal.

"There are in the United States today something over 740,000 school-teachers, and their average salary is materially less than \$600 per annum. Just think of it!

"It is safe to say that there isn't a first-class school-teacher in the country who in some other work couldn't make more than twice the salary he commands today, and all of them could better themselves financially by a change."—*Editorial in the Fort Wayne (Ind.) News.*

Get into the work of training your athletes early this year. Explicit and detailed instructions for training athletes will be found in the revised edition of "Play and Athletics," just off the press, and ready for distribution from Extension Department, University of Texas.