

# THE INTERSCHOLASTIC LEAGUER

Vol. 2

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No. 3

## FIFTY ADVANTAGES OF CONSOLIDATION

**Schools of Granite School District in Utah Score Triumph by Getting Together**

Supt. C. H. Skidmore enumerates in a recent issue of *School Life* a long list of advantages secured for the Granite School District, Salt Lake County, Utah, by consolidation. He says:

Each successive year for nine years consolidation has become more favorably fixed in the minds of the people until now, in Granite School District, opposition to it is considered a thing of the past. Looking backward upon these years of experience, it can be said that consolidation has accomplished, among other things, the following:

### Improved Schools.

1. Established a deeper confidence in the schoolman's most vitalizing agency.
2. Brought first-class schools to the country pupils, and overcome the necessity of country pupils leaving their homes to go to city schools.
3. Made homes in the country more desirable, and thereby raised the value of rural real estate.
4. Erased boundary lines, and worked for the common good of all the people.
5. Stimulated a "getting together" habit.

### Better Roads.

6. Introduced the "transportation idea," and supplied better means of travel.
7. Caused, and is causing, better roads to be built.
8. Equalized taxation for school purposes and the advantages which result therefrom.
9. Provided more funds for school purposes.
10. Expended school money more judiciously.
11. Awakened as keen, or keener, interest in school elections, though non-partisan, as in general elections.
12. Eliminated a multitude of district trustees of but ordinary qualifications.
13. Created in their place a board

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## WELFARE SERVICE IN HOME AVAILABLE

**Division of Extension Dept. Makes Short Announcement of Many Lines of Work**

The following is a brief outline of the work of the Division of Home Welfare, Extension Department, which will be found of interest to teachers who are members of the League, since it sets forth the services which any community may command of this division:

**Office Force.** The office includes: Head of division, Lecturer in Home Economics, and a part-time secretary and stenographer.

**Experimental Laboratory.** An adjoining room is equipped as an experimental food laboratory. It is well equipped and conveniently arranged.

**Library.** The division library includes a small collection of standard text and reference books, and a large number of government, university and college bulletins. An effort is made to secure all of the recent publications.

**Lantern Slides.** This division has recently prepared three illustrated lectures for use in the clubs, schools and communities of the state. The topics comprise: *Texas Bread Products*, *Texas Food Products*, and *Woman's Part in Winning the War*. Two other sets of slides have been used quite extensively previous to the past year, namely: *House Interior Decoration* and *Garden and Yard*. The slides and lectures are loaned through the Division of Information of the Extension Department.

**Bulletins.** Several bulletins including practical information and recipes have been prepared, and are for free distribution. A bulletin on *Foods* is almost ready to go to press, and the University Home Economics Club is going to prepare a bulletin on the *High School and College Girl's Wardrobe*, to be published early in the year 1919. A bulletin on *Clothing and Textiles* will also be published before the close of the year 1919.

**Short Courses.** The program of the Short Course in Home Economics is so arranged that it may easily be adapted to meet the special needs of the community in which the course is given. It may cover a period of from three to five days. The course is

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## THIS MAY AID THE SMALLER SCHOOLS

**Teachers' Exchange of Original Methods Proposed—Full Criticism Is Invited**

The division of school interests in conjunction with the division of information, Extension Department of the University of Texas, contemplates installing a new service of especial interest to schools of Texas having four teachers or fewer than four teachers. It is to be called a Teachers Exchange of Original Methods, and is to be operated in connection with the Loan Library, a subdivision of the division of information.

The basal idea is that of arranging a clearing house for the exchange of original methods in teaching, wherever those methods are capable of being imparted by means of exhibits not too large to be included in an ordinary package such as are handled by the package, or loan library.

For instance, let us say that School A has done some exceptional "Busy Work" in the primary grades. Under the instruction received, the pupils have been inspired and taught how to turn out first class work in this field. It goes without saying that there would be many other schools in the state interested in examining the actual work done in this school, and many teachers would find of value a short statement from the teacher securing these good results giving briefly her methods. It is proposed that the division of school interests collect from various schools which have developed original methods, or which have done exceptionally good work of this character, specimens of the work suitable for insertion in a package library, each specimen properly marked giving credit to the school, the teacher, and the pupil, together with a brief statement by the teacher of her methods of teaching children in this field. The packages when completed will then be offered through the package, or loan library of the Extension Department to any school desiring them on the same terms that an ordinary package-library is offered, that is, that the school pay the postage both ways, which amounts to about fifteen cents. Thus there will be placed at the com-

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## LECTURE SERVICE IS ALMOST FREE

**By Joining Circuit Schools May Get Slides and Lectures at Nominal Cost**

The Division of Visual Instruction of the University Extension Department is planning a circuit of illustrated lectures to begin about February 15. Schools interested in being placed on this circuit should notify the Department of Extension as soon as possible.

Six illustrated lectures comprising a typewritten copy with fifty lantern slides each will be reserved especially for this circuit. Each school will be allowed to keep the one lecture set a full week, at the end of which this set will be shipped to another school and another set received. These sets will deal with subjects of interest, such as travel, patriotism and the world war. Many of the slides will be beautifully colored pictures. This plan has a number of advantages: (1) the entire group of lectures will be selected so as to make a well balanced, yet varied program; (2) the cost of the service will be very small due to the fact that the slides will be routed from one school to the next nearest school on the circuit, which frequently will be only a short distance, and each school will be responsible only for the transportation charge one way since all material must be sent prepaid.

All applications for this special circuit service of lantern slides must be received by the Bureau of Visual Instruction of the University Extension Department by February 1st. Those desiring to make application should use the following form: "I hereby make application for the special circuit service of lantern slides of the University Extension Department beginning about February 15, 1919. I agree to be responsible for the material while in my possession; to ship promptly on the date specified and to the address given me, and to prepay the postage or express. I further agree to follow instructions regarding reports, etc. as requested."

Address communications relative to this circuit service of lantern slides to J. W. Shepherd, Department of Extension, University of Texas, Austin, Texas.

THE INTERSCHOLASTIC  
LEAGUER

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## Enroll Schools in League

Now is the time for county league officers to round up the delinquent schools, and force an enrollment of every school in the county, if it is possible. The county meet is the backbone of the League. We can not expect to have successful district and state meets unless the counties secure their best material, and the only way to be sure that the best available material is secured is through the participation of all the schools in the county at the county meet. Let no contests go by default. That is the sign of a dead League.

This is particularly important since the inclusion of a rural division in debate and boys and girls divisions of declamation for the rural schools. Every little one-teacher school can easily send a representative in declamation, both for the boys' and girls' division, and a contestant in spelling. Let that be the minimum. A great many one-teacher schools can furnish a good debating team for the rural school division. County officers are urged to put this strongly to the teachers of the county.

A good time to see the rural teachers is on Saturdays when they visit the county superintendent's office to receive their vouchers. Try and make it a point to see the teachers personally when they are in the county seat on this errand.

The League is now far ahead in membership of any previous year on a corresponding date. Let us keep up the lead.

## The Spirit of Service

The following from an address by Rev. J. F. Weinmann, of Philadelphia, and reprinted by W. G. McAdoo, Director General of Railroads, for distribution among the army of railroad men in this country, contains some valuable hints for school children on the spirit in which any work should be entered upon:

"Take the case of a railroad conductor or engineer. Suppose a man has to take a train of coaches from New York to Washington, leaving New York, say, at 6 a. m. Anyone can readily see that his task may be contemplated in two entirely different frames of mind.

"He can say, as the bell rings and rouses him in what seems the dead

of night, 'Hang it all, it's time to get up again; nothing but the same old grind; I hate railroading anyway; I think I'll quit; this isn't a job; it's a life sentence.'

"Or he can do something else. He can press a button somewhere inside himself and in a flash see the whole situation big before him, pulsating and tense in its human interest. He can see the great 'system' with which he is connected; its multiplex life. He can see the huge overarched shed with its breathing trains; he can see his own engine or train, and as he contemplates what by this time has begun to shape itself in his mind as an opportunity, a smile can be seen breaking out on his lively face—it is his engine, his train; he can see the three hundred souls, more or less, waiting to be taken to Washington, each with a living interest, how and with what freight God only knows; and it's up to him to take that big human thing to Washington! Once more he smiles and, thanking God he has a share in human things, in the work that needs to be done, he presses his hat down on his head and 'beats it.'"

## Tips for Essay Contestants

The State office of the University Interscholastic League is in receipt of many inquiries from students expecting to enter the essay contest, asking for suggestions of topics to base their essays upon. All should study the list of eight subjects given in the Constitution and Rules, page 47. In case a student selects either 4, 5, or 6 as the subject of his essay, the following enumeration of the ways several students earned money to buy thrift stamps will be found helpful:

- Helping mother with the cooking.
- Making desserts, charging members of the family five cents apiece.
- Preparing berries and vegetables for drying.
- Helping with canning.
- Churning for mother and for the neighbors.
- Washing the dishes.
- Setting the table.
- Washing the windows.
- Cleaning porches.
- Waxing floors.
- Beating rugs.
- Polishing silver.
- Sweeping sidewalks.
- Sweeping dead leaves off lawns.
- Bringing in coal and wood.
- Filling lamps for people who have no gas or electricity.
- Splitting kindling.
- Running errands.
- Addressing envelopes.
- Taking subscriptions for magazines.
- Building fires for neighbors in winter.
- Sifting ashes.
- Taking care of the neighbor's baby.

## The Value of Physical Training.

1. "Major-General Leonard Wood told me that a complete physical education is training.
2. "Many French officers told me that French athletes 'saved the day' many times during the battle of the Marne by their superior training and endurance.
3. "In the British and the American armies the trained athletes have

often demonstrated in battle the value of their superior training."

These statements were made by Professor George L. Meylan, of Columbia University who recently returned from France, where he helped direct the recreational activities of the French army. His statements were made public in connection with the announcement that the university next fall will take a novel lesson from the experience of the Allied armies by requiring in Columbia College the undergraduate branch, all students to take physical training as a supplement to compulsory military training. The announcement was made public by Dean Helbert E. Hawkes, after plans had been formulated by the Dean, Professor Meylan, who is medical director of the gymnasium, and Colonel John P. Finley, professor of military science and tactics. The following statement by Professor Meylan was made public as a part of the announcement:

"The present-day soldier must have the same qualities of discipline, strength, speed and endurance as the soldiers of old; in fact he needs even more endurance because of the greatly increased facilities for night fighting in the present war.

"In addition to these fundamental qualities, the modern soldier must possess a high degree of proficiency in handling his body under all sorts of conditions."

## Compendium of War Terms

What does "Freedom of the Seas" mean to America, to England, to Germany?

What was our crop yield during the past year?

What is a Junker?

What revenue does the average citizen pay toward war expenses?

Who are the Anzacs? Why were they given this name?

Who are our present cabinet members?

Why are submarines called U-boats?

What is chauvinism?

How may I save coal?

These and hundreds of other facts needed for understanding what one reads in magazines and newspapers today are found in the "War Cyclopedia," a handbook of over 300 pages, issued by the Committee on Public Information, price 15 cents. Keep the War Cyclopedia on your reference shelf, use it yourself, and teach the children to use it.

## THIS MAY AID THE SMALLER SCHOOLS

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mand of the small schools of the state the very best samples of work and the very best methods yet devised in schools of similar size in the state. The pupils will be interested in examining the work of other schools and will be inspired to emulate it, while the teacher will get a good idea of what she may be expected reasonably to accomplish in her school as well as helpful hints as to just how to go about accomplishing it.

By confining exhibits to the small

schools, we will avoid the objection so often heard from teachers in small schools when they see the exhibit work of the very large city schools. They say that it is very easy to do this work when ample facilities are provided, as in the large cities, and where specialists are employed to teach it at very high salaries. No work will be sent any school that is not prepared and taught in a school of approximately the same size. This, it occurs to us, will in itself be quite an inspiration.

Before completing the details of this plan, we wish to ask the advice through letters from teachers in schools over the state having not more than four teachers. We believe this idea will work, although we have never heard of its being tried anywhere in the world. Address your letters of advice and comment to R. Bedichek, Division of School Interests, Extension Department, Austin, Texas.

Of course, we do not mean to confine this exhibit of original methods merely to children's "Busy Work." Mr. Grover Hartt, for several years superintendent of schools at Timpson, is the originator of this idea, and he believes that it may be applied to many studies. He says that one of his teachers had her pupils illustrate the story of Evangeline with pictures clipped from magazines and periodicals. For instance, one student finds a picture of a magnificent forest, perhaps an advertisement of cypress lumber, and clips it for her English notebook. Underneath she neatly writes the line, "This is the forest primeval," and thus secures a frontispiece for her illustrated notebook on Evangeline. She finds the picture of an Indian hunting, which may be an advertisement of shotgun shells, and uses it to illustrate another of the scenes in Evangeline, and so on. Anyone may see that this requires some study and original thought on the part of the pupils, and insofar, is excellent. This method would lend itself easily to the exhibit idea upon which we propose to found these packages of original methods. The study of geography may be treated in some original manner, interesting the pupils and lending itself to package-exhibit. In short, we should like to accumulate many packages on a dozen different subjects for loaning to schools. But do not send any of this material to us yet. We want to discuss it a little more and settle some of the details, particularly the mechanical details, such as the size of the cardboard upon which the exhibits must be displayed, their form, bulkiness, etc.

Watch the next Leaguer for a further announcement of this project.

The revised edition of "Play and Athletics," now off the press and ready for distribution to Texas schools, contains directions for playing sixty-four miscellaneous playground games, to say nothing of directions for playing the standard games.

## BADGE CONTESTS IN ATHLETICS HELPFUL

Playground Ass'n. Bulletins  
Detailing These Contests  
Are Sent Free Upon  
Request

The Athletic Badge contest of the Playground and Recreation Association of America, 1 Madison Avenue, New York City, is recommended for league schools in Texas. A bulletin describing the test in detail for boys, and one giving the details for the test for girls, will be sent upon request.

An award of athletic badges is made to those students completing certain tests in a satisfactory manner. The following are the tests for boys:

### First Test—

Pull Up (Chinning).....4 times  
Standing Broad Jump...5 ft. 9 in.  
60 Yards Dash.....8 3-5 seconds.

### Second Test—

Pull Up (Chinning) .....6 times  
Standing Broad Jump....6 ft. 6 in.  
60 Yard Dash.....8 seconds  
or 100 Yards Dash.....14 seconds

### Third Test—

Pull Up (Chinning).....9 times  
Running High Jump.....4 ft. 4 in.  
220 Yards Run.....28 seconds

As these standards have been tested in the public schools of several cities it has been found that boys of 12 years of age should be able to qualify for the badge under the first test, elementary school boys of 13 years and over for the second test, and high school boys for the third test. It does not seem, however, to those who have had experience with this form of athletics, that the different standards should be limited to these age groups. Accordingly no age or even weight limit is fixed. Any boy may enter any test at any time.

The Athletic Badge Tests for Girls follows:

### First Test—

All-up Indian Club Race..30 seconds  
or Potato Race.....42 seconds  
Basket Ball Goal Throwing.....  
.....2 goals, 6 trials  
Balancing .....24 ft., 2 trials

### Second Test—

All-up Indian Club Race..28 seconds  
or Potato Race .....39 seconds  
Basket Ball Goal Throwing.....  
.....3 goals, 6 trials  
Balancing (bean-bag or book on  
head) .....24 ft., 2 trials

### Third Test—

Running and Catching..20 seconds  
Throwing for Distance, Basket  
Ball .....42 feet  
or Volley Ball .....44 feet  
Volley Ball serving...3 in 5 trials

Concerning the results of practicing for and finally accomplishing these



## FIFTY ADVANTAGES OF CONSOLIDATION

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of education, consisting of five very competent members.

### More and Better Facilities.

14. Abandoned poor, isolated buildings.

15. Erected new, modern, central school buildings, with improved lighting, heating, and ventilating systems.

16. Furnished these buildings with large halls, tinted walls, and ample blackboards; and equipped them with pianos, single desks, working tables, other desirable furniture, as well as

tests the following statement is made:

Every girl ought to have poise and control over her body.

Every girl ought to be able to attain a minimum physical standard.

Every girl passing the tests is authorized to wear this badge which stands for physical efficiency.

Girls from every part of America will pass the same tests and wear the same badges.

The girl who is physically efficient will be happier and more useful to society.

It is hoped that once each year in each city there may be a meeting of the girls who have qualified in previous years to welcome those who have just qualified and that this meeting will be made a notable annual civic event.

To raise the standard of physical efficiency among the girls of America is to give greater freedom, beauty, and power to the women of America.

The new edition of "Play and Athletics" is showing a heavy demand. Teachers wishing a copy of this bulletin should order it at once.

adequate apparatus, material, and supplies.

17. Kept these buildings in first-class condition.

18. Expanded school grounds to a size which encourages organized outdoor play and the planting of school gardens.

19. Graded these grounds, put down cement walks, and installed sanitary drinking fountains.

20. Sought the assistance of the ablest specialists in rural education that our Nation affords.

21. Introduced a high quality of school supervision.

22. Employed expert supervision in primary methods, music, art, physical education, manual training, agriculture, and domestic crafts.

23. Retained special help of the juvenile court in working with delinquent pupils, and engaged the services of trained nurses to examine each pupil at least once each week.

### Higher Professional Standards.

24. Raised the standard of efficiency of the whole teaching force.

25. Held a liberal number of male teachers in the grammar grades, most of whom are making teaching their life work.

26. Put fewer pupils with each teacher, thereby giving the pupils more personal attention.

27. Resulted in enrolling a larger percentage of the school population.

28. Increased the percentage of daily attendance of this increased enrollment.

29. Increased the percentage of promotions of this increased attendance of this increased enrollment.

30. Added, at least, an average of 10 days' attendance per pupil per year.

31. Reduced the percentage of failures and retentions more than one-third.

32. Overcame, to a considerable extent, the tendency to quit school before graduating.

33. Made a standard rural high school possible.

34. Inspired a high percentage of eighth-grade graduates to attend high school.

35. Reduced truancy to a minimum.

### Better Adaptation to Needs of Children and Community.

36. Classified and graded the schools better.

37. Came closer to the real interests of the children.

38. Obtained the good will and cooperation of patrons.

39. Economized the time of pupils, teachers, and patrons.

40. Overcame local petty prejudice; made the remote country child associate with children of other localities; gave him a broader view, and extended his circle of friends and acquaintances.

41. Created social centers, with their libraries, literary societies, business and industrial organizations, athletic associations, and amusements.

42. Fostered a taste for the best that life can give, and enriched the whole life of the people.

43. Placed strong class leaders in every school.

44. Aroused enthusiasm for healthful rivalry and fair competition in all school work.

45. Made pupils progressive, contented, comfortable, and happy.

46. Taught punctuality and dependability by example.

47. Safeguarded the health of the children.

48. Emphasized a high moral tone.

49. Formed a better basis for the study of the school as a factor of economics and sociology.

50. Made better school legislation necessary.

## WELFARE SERVICE IN HOME AVAILABLE

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usually given under the auspices of an association, namely: a Woman's Club, Chamber of Commerce, State Public Health Association, County or Community Councils of Defense, or other organizations.

The aim of this course is to make it possible for the housewives of the state to receive the assistance of a trained worker in helping solve the problems connected with conservation and preservation of food, food values, and other specific questions relating to the home.

The course includes, briefly, lectures and demonstrations. Each organization may choose as many of the following topics as time will permit. First a list of the practical demonstrations is submitted, as follows: Canning in Glass, Canning in Tin, How to Save Fuel, Breadless Meal, Meatless Day (meat substitutes), Quick Breads and Yeast Breads, Desserts, School Lunches (one hot dish, and box lunches), and Local Food Products; and a list of lectures includes the following topics: The Present Food Situation in the United States and Allied Countries, Feeding the Family During the Reconstruction Period, Food for the Growing Child, The School Child's Food, Household Conveniences, Labor Saving Devices, Care of Food in the Home, Care of the Sick Room, Disposal of Kitchen Waste, Thrift in the Use of Emptied Sacks (flour, meal, salt and paper bags) and Cans, Pails and Boxes, The Permanent Community Kitchen.

Note: Many illustrations are used in connection with the lectures.

The cost of the course is nominal, as it includes only local expenses.

**Eight Weeks Club.** This is a volunteer project, which was instituted by the Y. W. C. A. some time ago. A young woman wishing to be of service, to her home or summer residence community, during her summer vacation, volunteers to act as organizer and leader in that community. At a stated period before the close of the year, a course of instructions is presented to a group of young women, each member desiring to be leader of such a club.

This year the Home Welfare Division will join in presenting a cooperative program. This cooperative service will broaden not only the field of service of the Y. W. C. A., but also that of the Home Welfare Division, thus jointly rendering to the girls and young women of Texas a summer of enjoyment, companionship, social and educational uplift, and incidentally to many, a more vital interest in a future University life.

**Made Over Clothing Movement.** This is a much needed movement, and the plan for carrying out the work, beginning January, 1919, had to be postponed on account of the influenza epidemic.

## Fifty Percent Unfit

The need for more physical education in the schools is indicated forcibly in the following Associated Press

## KENNETH McALLA



On State Champion Debating Team from Brackenridge High School, San Antonio.

## Summer School Starts June 10

Last summer, in spite of war and all its attendant ills, the University Summer School was greater than ever before. There is every reason to anticipate that the coming summer will see another record breaking attendance for the summer quarter.

So certain are the University officials of this that they are already assembling the faculty and selecting the work to be given with a view to accommodating the large numbers that are sure to enroll for the work of the summer term.

All elementary courses of the regular terms will be given and advanced courses for which there is any legitimate demand will also be provided. It is the intention that a student shall have as good a selection of courses and instructors during the summer session as during the long session.

The summer session will be divided into two terms, each complete in itself, but will be continuous. The first term will embrace June 10 to July 22, the second July 22 to August 30.

The registration fee will be, as last summer, five dollars for one or both summer terms. The registration fee for the Summer Normal, which will be held during the first summer term, is also five dollars.

dispatch dated Chicago, December 14: "Fifty per cent of the 25,000,000 American boys and girls of school age have physical defects that impede normal development. Willard S. Small, school hygiene specialist of the federal bureau of education, said in an address on Thursday before the American Public Health Association.

"Two million and a half men in the first draft were disqualified for active military service because of physical defects."

The University Interscholastic League is striving to remedy this condition in Texas by promoting organized games and athletic contest among the public schools of the state.

## HERE'S A PROGRAM TO WAKE THEM UP

## Health Survey of Schools, Home Welfare Demonstrations and School Fairs All Combined

Here is the announcement of Division of School Interests, Department of Extension, University of Texas, in Cooperation with Texas Public Health Association and the County and Community Councils of Defense for:

1. Better health among school children.
2. Supplementary patriotic and recreational programs for Community Councils of Defense.
3. Short Courses in Home Welfare.
4. Organization of School and Community Fairs.

## General Program of Work in One Community.

## Time:

Depends upon number of pupils in school.

## Activities:

1. Medical inspection by health nurse and her assistants, preferably the local physician.
2. Lessons in Home Welfare.
3. Regular classes by teacher.
4. Drilling pupils in handwork, plays, games and literary events for the final program; organizing the school and community fair to be held on the last day of the week's work in that school.
5. Incidental activities: visiting homes, taking photographs, improving playgrounds and sanitary conditions at the school house, beautifying school room, planning interscholastic contests between the schools, community singing.

## Detail of Program.

## Lessons by Home Welfare Lecturer:

1. Milk: Care of foods for old and young; Pasteurization; bottles for feeding babies.
2. Eggs, poultry, vegetables, cereals.
3. Care of food in the home.
4. Balanced meals of local food-stuffs.
5. Quick breads of local materials.
6. Care of sick room.
7. Disposal of kitchen waste.
8. School lunches.
9. Thrift in
  - Use of flour and bran sacks.
  - Repairing shoes.
  - Making over old clothes and hats.
  - Left overs in food.
10. Saving strength—home conveniences:
  - Water supply.
  - Laundry.

## Detail of Last Night Program.

1. Patriotic music:
  - School songs and yells, solos, instrumental music (if any is to be found), congrega-

## THE RACE FOR SHOES SPECTACULAR EVENT

## Army Camp Game Not Recommended for Schools Except Under Rigid Safeguards.

The great spectacular army camp game "The race for shoes" is not recommended as a regular school-ground game, but under certain circumstances, among boys of the same size, and with due precautions, it can be played safely, and to the immense amusement of the spectators. A description of the game follows:

Perhaps the most amusing game played at the camp is the shoe-finding contest. It reminds one of the bygone picknicking days when such games as pie-eating contests were popular. In this shoe-finding contest 120 men get into the field and sit down at a straight chalk line to remove their shoes. Then the shoes are tagged and placed in the middle of the field. Then the signal is given and a grand rush is made for the shoes, each man searching for his own. Naturally he does not come upon them at once, and when he sees that the shoe which he has picked up belongs to some one else he hurls it as far as he can across the field. In a few moments shoes rain all over the field, and the men start to hunt their own. Every time they pick up another's shoe they again throw it as far as possible, thus making the search so much the harder. The first man who reports to the judge with his shoes on and laced wins the contest.

tional singing. Books—Local song books, University Collection.

2. School—flag drill, patriotic recitations, tableaux, dialogues, school newspaper, lesson reviews.
3. Short speeches by visitors and patrons.
4. Proposed series of programs by school and patrons.

## School Fair.

1. School exhibit:
  - Regular school work.
  - Home and garden plants, wild and cultivated.
  - Nature:
    - Insects.
    - Bird studies.
    - Rocks, soils, etc.
2. Farm exhibit:
  - Crops.
  - Poultry.
  - Animals.
3. Household exhibit:
  - Sewing.
  - Cooking.
  - Gardens.
4. Health charts.
5. Miscellaneous.

Any county or school superintendent interested in this program for his county or community may obtain further details by writing Division of School Interests, Extension Department, University of Texas, Austin.