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THE INTERSCHOLASTIC LEAGUER

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No. 2.

SUMMER SESSION TO OPEN JUNE 14

Many Courses To Be Offered of Especial Interest to Texas Teachers

The Twenty-fourth Annual Session of the University of Texas Summer Session under the auspices of the College of Arts and School of Education will open next summer on June 14. The session will be divided into two terms, the first term ending July 23, and the second term extending from July 23, to August 31. Since 1912 the attendance at the summer session has increased each year with the exception of the year 1917 when there was a decrease of about 100 students. The enrollment in 1912 was 928, in 1920 it was 1955. The authorities in charge of the summer session predict that there will be 2500 students enrolled next summer. The faculty will be composed of 200 college instructors and distinguished visiting professors from other institutions over the country.

Of especial interest to the teachers are the thirty courses which will be given in the Theory and Practice of Education. These will include the History of Education, Principles of Education, Educational Psychology, Secondary Education, Educational Administration, Philosophy of Education, Vocational Guidance, and Educational Measurements. Besides this there will be teachers' courses in Spanish, Latin, French, English, and History. There will also be courses for rural school teachers and county superintendents in county school administration and rural school administration. Demonstration teaching will be done in grades, including the first to the sixth. Besides the regular work which is offered, there will be distinguished specialists from other states who will give lectures, a number of motion pictures for visual instruction, readings from great authors, athletics and swimming for men and women and an evening play hour each week.

University Summer Normal

The University Summer Normal will open also on June 14, and extend to August 11. Courses will be offered in all subjects for the first grade, second grade, permanent primary, and

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GIRL DEBATING TEAM WINNING STATE CHAMPIONSHIP IN 1920



Mae Mathews



Helen Hardy

In the final State Meet for 1920, a team composed of two girls, Mae Mathews and Helen Hardy, representing the Mathis High School, won over the Uvalde High School. Under the rules for that year, girls were admitted on equal terms with boys. Under the rules this year, separate divisions are provided for girls and boys, respectively.

The Value of Physical Education and Training for Girls and Women

(BY ANNA HISS, Acting Associate Director of the Physical Training for Women, University of Texas)

How truly wonderful it would be to teach every girl and woman of Texas how to be happy and how to stay happy! How would it be possible to do this? Isn't health the fundamental support upon which happiness is based? It is not an exaggeration to state, that most of our present-day ailments arise from lack of proper systematic exercise? The world is awakening to this important fact. The early advocates of physical education, who were highly intellectual men, felt the need of sound bodies if they were to have sound minds. Mr. Ernest Hermann, director of physical education, public schools, Somerville, Massachusetts, states that "from whatever point of view we study the value of motor education as a part of a child's education we find it of such great importance both pedagogically and hygienically that we can not consider it a minor phase of education any longer. No one will deny that the environment of a child is the most powerful factor in its development toward mature physical, mental, moral, and social efficiency. The inherited instincts and faculties with which nature endows

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GET A CERTIFICATE BY CORRESPONDENCE

Two Thousand Two Hundred Fifty-One Registrations for Correspondence

The problem of how to secure a certificate or better the grade you now have without leaving your home town or your work has been solved by the Extension Teaching Division of the Bureau of Extension, University of Texas. The demand for correspondence courses has increased from 343 registrations in 1909-10 to 2251 in 1919-20. The standard of work is the same as that done in the residence University courses and the instructors are University men and women.

Appreciating the fact that many people are eager for an education but are prevented for various reasons from attending college, the University of Texas in her effort to meet the needs of the people of the state, offers, besides the courses just mentioned, correspondence work for every class of student.

Students preparing for college will find elementary courses in English, mathematics, history, languages, and sciences.

College credit courses are offered in large numbers covering practically every subject in the College of Arts and Sciences (except in some of the laboratory sciences), in the College of Engineering, in the School of Law, and in the School of Education.

The Extension Teaching Division of the Bureau of Extension also has outline courses and libraries for groups who desire to pursue a definite line of study for a season, and only this year has inaugurated the Teaching Center plan by which University courses for credit are given in places other than Austin.

Inquiries concerning all these matters should be directed to The Extension Teaching Division, University of Texas, Austin, Texas.

"The organized games, under the direction of good trainers, develop respect for the rights of others, fairness and self-control; cement the school and the homes, and counteract the lawlessness and destructiveness which are the lesson of the vacant lot."

THE INTERSCHOLASTIC LEAGUER

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DISTRICT DIRECTORS' NOTICE

There have been so many school men change positions since our Bulletin No. 2030 was printed that we desire you to check up the list in your district. Kindly turn to Article V, of the Constitution and Rules, and check over the list in your district and let us know whether any of the men and women mentioned have moved from the district.

The following changes have been made already:

District No. 5: Director Athletics: S. W. McMillan, Denison, for B. McDaniel.

District No. 6: Director Athletics: Millard Fleming, Mt. Pleasant, for Franklin.

District No. 7: Director General: R. D. Green, Abilene, for N. S. Holland; Director of Debate: N. S. Holland, Stamford, for R. D. Green; Director Essay Writing: C. C. Minatra, Haskell, for Miss Etta Roebuck.

District No. 8: Director General: T. W. Stanley, Weatherford, for T. P. Everett; Director of Debate: R. A. Deen, Mineral Wells, for G. O. Clough.

District No. 16: Director Athletics: T. K. Morris, Mexia, for R. P. Forrest.

District No. 25: Director Athletics: Dan E. Peel, Groveton, for A. B. Coleman, Cleveland.

District No. 26: Director Athletics: C. M. Kenedy, Beaumont, for P. W. Cawthon.

District No. 27: Director Athletics: L. B. McGuffin, Runge, for A. S. Bush.

District No. 30: Director General: Tom Blackstone, Galveston, for J. M. Hodges; Director Athletics: J. O. Webb, Alvin.

District No. 32: Director Essay Writing: Miss Ellen Craig, Brownsville, for P. D. Kennamer; Director Athletics: H. M. Green, Raymondville, for A. R. Bullock.

BASKETBALL TOURNAMENT

In those districts where no conference for the purpose of arranging schedules for district eliminations in basketball were held, it will be advisable to eliminate by counties first and then arrange a schedule among the winners in the county contests for the district championship. This schedule should determine a district winner by February in order that the district winner may be eligible for the bi-district game which will take place

shortly thereafter. It is hoped that every district will choose a district basketball champion, but in order for this to be done, those schools which are interested must act promptly.

FOOTBALL ELIGIBILITY

It is proposed by a number of school superintendents that a new eligibility especially applicable to football be included in the next issue of the Constitution and Rules. It is proposed to make ineligible any player who has not satisfactorily completed the preceding year's work. It is pointed out that many football players quit school immediately after the football season is over, and then enter school the next year at the beginning of the fall term. Some claim that this is manifestly unfair to bona fide students who attend school throughout the year. The Leaguer will be glad to have the views of school superintendents, principals, and coaches as to the advisability of making such a rule for football.

PLAYGROUND AND INDOOR GAMES

W. J. Kirk of our force is compiling a number of simple games by grades; also some very interesting games for grown-ups which may be used at school gatherings or community meetings.

If your school is not provided with plenty and suitable games for all seasons, indoor as well as out of door games, just drop us a note. Right kind of playing is an essential part of every child's education, and should no more be neglected than cleanliness or the knowledge of the laws of health. In fact, organized play, through games, for all the children, is as important as it is to furnish them with a wholesome and rounded rations, or, as it is to give them the very best literary advantages.

DECLAMATION BOOK DELAYED

Due to paper-shortage, the declamation book containing declamations for Junior Boys', Senior Boys' and Senior Girls' divisions, has been delayed. Assurances are received from the publishers that the book will be forthcoming shortly. If a supply is not received, however, before the next Interscholastic Leaguer goes to press, a supplement to the Leaguer will be issued giving a number of suitable declamations. The book was promised sometime ago, and it is to be regretted that this delay has occurred.

To fulfill the requirements of Americanization declamations, selections beginning on the following pages of "Winning Declamations" are acceptable: 34, 44, 50, 59, 61, 81, 88, 91, 101, 115, 245, 278, 284, 289, 297, 300.

THE VALUE OF PHYSICAL EDUCATION AND TRAINING FOR GIRLS AND WOMEN

(Continued from page 1)

a child at birth need the proper environment to unfold perfectly and harmoniously." The home and the school are the growing girl's environment. Adolph Spiess fought for the principle that the schools should have control of the greater part of the physical and mental well-being of the school child. Physical education includes physical exercises, personal hygiene and medical supervision for the child.

Form Health Habits Early

Miss Eunice Aden, head of the physical training department for the women of the University of Texas, said in one of her health talks to the mothers and teachers of the Austin high schools, "If the girls of Texas, who are to be our future college women, would observe a few simple rules of health they would count mightily toward stronger, healthier, and more capable womanhood of Texas. It is very difficult to correct bad habits of daily living after one reaches college and still more difficult to correct evils done to the body, mind, and spirit by such habits." Texas, with its acres per person rather than persons per acre, as in New York and other states, should be able to boast of the highest percentage in health and efficiency; but this is not so. Medical and physical examinations of the freshman girls in the University show many fundamental defects. Round shoulders, spinal curvatures, diseased tonsils, etc., also listlessness and a lack of healthy, rosy cheeks are some of the noticeable defects. The question arises, wherein lies the cause of these defects and what is at fault with our educational program and the school child's environment? He does not sleep the necessary number of hours nor does he eat the proper food at the proper time. Is the clothing loose and comfortable to allow the body freedom of movement and are the shoes made to fit the foot? There is a shoe crusade, a revolution, in Austin under the supervision of the physical training department for women at the University and it is hoped that every Texas girl and woman will soon be the proud and "comfortable" possessor of the "approved shoes." (These are the Cantelever, Socket Fit, Pediforme, Ground Gripper, and La France and others, and may be purchased in Austin, Dallas, Houston, and San Antonio.)

Medical examinations in all Texas schools will prevent a great deal of ill-health among our future men and women. Careful investigations in various schools have shown that two children out of three have defective teeth; one out of fourteen defective vision; one out of seventeen enlarged tonsils; and one out of twenty adenoid growths. These physical defects are usually entirely unsuspected by either the children or their parents. Yet they are bound to hamper them in their school life and cause a waste of a considerable part of the money put into their education. By removing these obstacles to normal development, you are giving the girl and boy a chance for health, happiness, and efficiency. In 1919 the medical examinations at Cliffside Park High School, Grantwood, N. J., discovered ten tubercular cases right in the school. At another New Jersey school where there were no medical examinations, one of the football heroes dropped dead from heart failure just after making a touchdown. How splendid if this pioneer movement of medical inspection in all schools could be promoted here by Texas educators!

Train the Mass Not the Few

The physical vigor of the women as well as that of the men of a country does not reside in a few highlytrained athletic individuals but in the health, physical versatility, and stamina of the masses. The woman's gymnasium department of the University of Texas does not sanction this "training of the few" in any sport, therefore, intercollegiate athletics for women will not be permitted in the future. Intercollegiate athletics for women are both impractical and detrimental to the physical well-being. Miss Patrick of Newark, N. J., says: "It may be old-fashioned to want to keep girls wholesome, and girlish yet abounding in natural enthusiasm and vivacity, but the bright eyes, red cheeks, and happy smiles of many mean far more than the success, be it great or small, of a few." Competitive games bring upon the coaches a terrific nervous strain and also the temptation to allow their girls to play when physically unfit, just for the sake of victory. Also intercollegiate games for girls do not develop nervous stability, sportsmanlike spirit, and womanliness. It is to be hoped that all Texas schools will enforce girls' rules in basketball (Spalding Rules). At the conventions of the National American Physical Education Association, held in New York, April 7, 1920, and at the Athletic Conference of American College Women in Columbia, Missouri, March 19, 1920, there were interesting, though very one-sided arguments for and against girls' basketball rules. It was voted upon and passed that no college or university allowing boys' rules in basketball could hold membership in the Athletic Conference of American College Women. Rather than attach too much importance to basketball, which is apt to be too vigorous for the average Texas girl, the University lays great stress on swimming, canoeing, aesthetic dancing, and hiking. These sports

Some Uncommon Folks in a Common Community

(By Miss Amanda Stoltzfus)

"Be sure to come to the community meeting tonight," called one farmer to another as they passed each other on the public road. "We'll be there," was the prompt reply, and each hastened homeward to do his chores in time to get an early start. Everybody came from far and near. Some came from homes five and eight miles away. The school board was there; the parents and their babies were there; the school children and their teachers were there; the members of the local Legion were there—in fact the whole community was there at the appointed hour, and the happy, expectant faces bespoke their pleasure and readiness to help make the occasion a success.

The purpose of this gathering of common people was organization for valuable community recreation. They had realized the need of making better use of their leisure time, and the need of getting better acquainted with each other. Said one member of this group, "We want to mix a bit of wholesome fun with our busy work-a-day lives. It will keep us young and the children happier."

These folks felt the need of "something more than working, eating and sleeping," and the need of making leisure hours a positive force in increased efficiency for young and old; and best of all they had the courage of their convictions. This is why the people of East Bernard are "uncommon folks" in spite of the fact that they live in a common Texas community, for there are many similar communities with equal opportunities in this big state of ours.

The place of meeting, a large well-lighted, well-ventilated hall, furnished with movable opera chairs, was admirably suited to recreational programs.

Upon this occasion the program which was of an impromptu nature began with the singing of rounds and songs that everybody knew. The spirited music was led by one of the young ex-soldiers who loves music. Then followed a unique number—the drill on cheers and yells, when the audience lined up on opposite sides of the room and gave hearty alternate and united cheers for visitors, leaders, and community.

Next came more mixing games in which every one present took part; there were stunts, folk games, and a most interesting physical culture drill which was also led by one of the boys from the local Legion who was heard to remark that he scarcely knew how he had acquired the courage to undertake such leadership, but he did know that before he had the training that carried him overseas that no one could have prevailed upon him to do anything of the kind. (Why not give

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do more to develop nerve and muscle efficiency, general good health, bodily grace and skill than the more strenuous competitive games.

Texas Is Backward

How far down the line in the educational world is Texas when it comes to the point of compulsory physical education in elementary and secondary schools in the state? A bill has been brought before Congress by Senator Arthur Capper (Kansas) and Representative Simeon D. Fess (Ohio) introducing physical education upon a nation-wide scale. This measure calls for the appropriation of ten million dollars from the Federal treasury for the first year, to be distributed to the various states according to the number of schools in each state. These funds, under state control, will help to establish physical education for all children between the ages of six and eighteen years. The state of New York in 1917 passed a law for compulsory physical training in all the elementary and secondary schools. This consists of medical inspection, instruction in hygiene, and physical exercise as a health habit. In May, 1918, Maryland's physical education bill was passed by the legislature. In elementary schools one-quarter of an hour each day is devoted to systematic exercises and one hour a week to directed play. In the high schools one hour at least, in each school week is given to physical training and two hours to directed play or athletics. The supervisor of physical education plans and carries out the above schedule under the direction of the state superintendent of schools. At the Friends School in Baltimore, Maryland, no pupil may receive a diploma until she can swim twenty-five yards and has made passing grades in physical training during all high-school years. Surely ordinary physical efficiency, furthering co-ordination between the mind and body should be recognized on a diploma; and, if a student has not this, he should never be considered as "satisfactorily graduated."

Philadelphia, with its act providing physical training in public schools and a bureau of physical education in the department of public instruction has been developing its school girls and boys physically as well as mentally since March, 1917. The New Jersey law was introduced February 13, 1917; Nevada, adopted March 21, 1917; Rhode Island, April 19, 1917; California, May 26, 1917; Delaware, April 10, 1918.

Give Frequent Rests

If teachers could only realize the fact that children should not and can not concentrate more than twenty minutes at a time, they would understand why their pupils become restless and inattentive before recess and before the end of the school day. The wise teacher knows when to give the child's mind a rest; she will play a simple game or tell a story and will be sure that the room is well ventilated. Then when she calls her pupils to order, their minds will be alert and ready for the work before them. The older girls should have a few exercises, march around the room or probably have a three-minute talking period between classes.

The importance of a trained instructor to take charge of this essential part of the child's education must not be overlooked. Unless this teacher be a graduate of a school for physical education she is apt to do more harm than good to her pupils. A merely athletic woman, one who has excelled in any one or two sports is not capable of instructing and coaching girls' gymnastics and athletics. Physical training is a study of the needs of the body to further its efficiency; not to overwork and thereby render it unfit. Such courses in physical education for teachers should be sanctioned by the state and offered by the University.*

Texas has a right to feel proud of the splendid work that is being done in the Waco schools, by Mr. B. B. Cobb. It is a great pleasure, as well as a privilege, to visit the happy, wholesome and orderly school rooms where Mr. Cobb, with the co-operation of each teacher has introduced a system of physical exercises. He is also developing playgrounds in connection with the schools.

How to Create Interest

It is necessary to create an interest in and an enthusiasm for health and athletic activities among the school and college girls. It is a puzzling game to find out how physical training and athletics can be made attractive to the girls as a whole. The most difficult situation lies with the high school and college girls. Elementary school pupils may be interested, just because it is play and it gives them a chance to use their muscles. At this age individual and class charts will create great enthusiasm; a health crusade with buttons or pins for the "crusaders" will arouse their interest. But with the older girls it must be class or school spirit and honors toward which they may be working. An athletic association, separate from the boys, should be formed in each school, with the leadership, or rather support, of an interested faculty member. A system should be planned for winning honors such as the point system which has been so satisfactorily worked out in many girls' colleges and universities. Entertainments should be given by the girls in the association and regular meetings should be held

SUMMER SESSION TO OPEN JUNE 14

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permanent certificates. Tuition in the summer normal is free to all students with the exception of a nominal registration fee. Special emphasis will be given to the new technique of primary work.

The students in both the summer school and summer normal will be able to live cheaply at the University, since the University Cafeteria, which is patronized by both men and women, furnishes wholesome food at practically cost. Rooms during the summer session are plentiful, and the rates are very reasonable.

For special information regarding either the summer normal or the summer session, those interested should apply to E. J. Mathews, Registrar, University Station.

SOME UNCOMMON FOLKS IN A COMMON COMMUNITY

(Continued from Page Three)

more of our communities the advantage of this latent leadership for promoting health, education, and other American ideals?)

A visitor spoke of the value of community meetings, and suggested the gradual building of a community library with its reading table of good magazines and papers, the introduction of new and good music under additional trained leadership, the possibilities of amateur dramatics, a local band of stringed or brass instruments, a community play ground, where more valuable athletics could be taught, the observance of national holidays and other special days with appropriate programs.

A simple organization was then effected which included the usual officers and a strong program committee. To this committee was assigned the problem of preparing and publishing on the bulletin board (a blackboard on the side of the local postoffice building) a program for a Halloween party for the next regular meeting.

A good-night song and some friendly informal conversation closed this enjoyable community meeting.

MOTORIZED MOTION PICTURE SERVICE

The Interscholastic League is rapidly completing plans for the Americanization project by means of a movie-on-truck. Calls are coming in from different parts of the state asking for further information. According to E. D. Shurter, chairman of the League, it is the intention of the league to have one truck operate from some central point covering six towns. The programs are to be highly selective. While educational, they are for the most part recreational. The price charged for the service will be within the reach of each community. Schools interested in the project would do well to get in touch with the director for further information.

POEMS FOR JUNIOR GIRLS DECLAMATION

Any Selection Listed below is Eligible in This Division

Any of the poems listed below will be acceptable as declamations in junior girls' divisions. A supplementary list containing many more will be published soon.

Ethel Lynn Beers, *The Picket Guard* (Poems of American Patriotism, Knowles; also Matthews).

Henry H. Bennett, *The Flag Goes By* (Home Book of Verse for Young Folks).

William Aspinwall Bradley, *Men of Harlan* (Rittenhouse, Second Book of Modern Verse).

Anna H. Branch, *Songs for My Mother: Her hands; Her words.* (Rittenhouse, Little Book of Modern Verse).

John Henry Brown, *The Parliament of Man* (Treasury of Canadian Verse).

Robert Browning, *How They Brought the Good News from Ghent to Aix; Incident of the French Camp* (Home Book of Verse).

William Cullen Bryant, *The White-footed Deer* (Story-Telling Poems, Olcott).

H. C. Bunner, *The Way to Arcady* (Yale Book of American Verse).

Dana Burnet, *Christmas in the Trenches* (Wheeler, War Verse).

Amelia Josephine Burr, *Kitchner's March* (Cunliffe, Poems of the Great War).

Lord Byron, *Eve of Waterloo* (Childe Harold's Pilgrimage, canto 3).

Cammaerts, *A Voice in the Desert* (Wheeler, War Verse).

Will Carleton, *The Little Black-eyed Rebel* (Matthews, Poems of American Patriotism).

Bliss Carman, *The Joys of the Road* (Rickert, American Lyrics).

Guy Wetmore Carryl, *Cherry Festival of Naumberg; When the Great Gray Ships Come in* (Rittenhouse, Little Book of American Poets).

Arthur Chapman, *The Cow-Puncher's Elegy* (Out Where the West Begins).

Philip Clayton, *They Held Their Ground* (Cunliffe, Poems of the Great War).

Mary Mapes Dodge, *The Minuet* (Matthews, American Familiar Verse).

Joseph Rodman Drake, *The American Flag* (Yale Book of American Verse).

Francis M. Finch, *The Blue and the Gray; Nathan Hale* (Knowles, Poems of American Patriotism; also Matthews).

Sam Walter Foss, *The House by the Side of the Road* (Richards, High Tide).

Sam Walter Foss, *War* (Knowles, Poems of American Patriotism).

Charlotte P. Gilman, *A Conservative* (Untermeyer, Modern American Poetry).

Arthur Guiterman, *The Call to the Colors* (Poems of American Patriotism, Knowles).

so that the organization may become a live wire and be a constant interest in the school life of all energetic and healthy girls.

The work of physical training is so well recognized as a vital feature of school life and after-school life in progressive centers, that its absence in any district should be a subject for as severe comment as would be the withdrawal of history or music from the school curriculum or eating and sleeping from the daily routine. In a recent issue of the New York Tribune, Grantland Rice said that "Texas' chief exports are athletes." How much better it will be when it can be said that Texas' chief exports are "Healthy and happy men and women."

[*EDITOR'S NOTE.—We dissent. If we must wait for well trained graduated physical trainers for girls in Texas schools, it will be several generations before anything on a large scale is done. We think that almost any intelligent teacher can inform herself well enough through reading on the subject to be reasonably sure that she will do less harm than good in attempting to give the girls in her charge some form of physical training.]

John Hay, *The Enchanted Shirt Camp* (Home Book of Verse for Young Folks).

Charles Fenno Hoffman, *Monterey Gettysburg* (Rittenhouse, Little Book of American Poets).

Oliver Wendell Holmes, *Lexington* (Yale Book of American Verse).

Joyce Kilmer, *Rouge Bouquet* (Rittenhouse, Second Book of Modern Verse).

Rudyard Kipling, *The Overland Mail* (Poems Every Child Should Know).

Sidney Lanier, *Song of the Chattahoochee* (Yale Book of American Verse).

Mary J. K. Lawson, *The Face in the Cathedral* (Treasury of Canadian Verse).

Vachel Lindsay, *Abraham Lincoln Walks at Midnight* (Rittenhouse, Second Book of Modern Verse).

H. W. Longfellow, *The Arsenal at Springfield; Nuremberg.*

Charles Mackay, *Tubal Cain* (Story-Telling Poems, Olcott).

Joaquin Miller, *Westward Ho!* (Rickert, American Lyrics); *The Defense of the Alamo* (Poems of American Patriotism, Knowles); *Columbus* (Little Book of American Poets).

William Cosmo Monkhouse, *The Night Express* (Oxford Book of Victorian Verse).

Angela Morgan, *Today* (Earle, Lyric Year).

Alfred Noyes, *Forward; The Searchlights* (Wheeler, War Verse).

John W. Palmer, *Stonewall Jackson's Way* (Yale Book of American Verse).

Cale Young Rice, *The Chant of the Colorado at the Grand Canyon* (Rittenhouse, Second Book of Modern Verse).

Wallace Rice, *The First American Sailors* (Poetic New World).

James Whitcomb Riley, *Afterwhiles; The Name of Old Glory.*

Charles G. D. Roberts, *The Forest Fire* (Songs and Ballads from Over the Sea, Helps).

Robert Haven Schaffler, *Scum of the Earth* (Rittenhouse, Second Book of Modern Verse).

Clinton Scollard, *The Vale of Shadows* (Cunliffe, Poems of the Great War).

R. W. Service, *The Spell of the Yukon* (omit stanzas 3 and 8).

E. R. Sill, *The Fool's Prayer* (Rittenhouse, Little Book of American Poets).

Robert Southey, *The Battle of Blenheim* (Story-Telling Poems, Olcott).

Bayard Taylor, *The Song of the*

County Library Service Urged by Miss Blanton

The report of the chairman of the library extension of the Texas Federation of Women's Clubs, by Mrs. A. B. Honeycutt of Cleburne, announced that Texas had but two county libraries. She introduced Miss Annie Webb Blanton, State Superintendent of Public Instruction, who addressed the session then meeting in San Antonio on "County Libraries."

Miss Blanton pointed out the necessity and importance of county libraries, picturing the poverty of reading matter in the average farm home and stressing the need of the rural school children for good books. She told how a circulating library could be established in the counties in which books on technical subjects and things of interest to the farm women could be placed in their hands giving the same kind of library service to the country the city enjoys. She told of the suffering of country children when placed in the city schools with city-bred children whom they felt had superior knowledge, and she brought out the fact that the rate of insanity among farmers' wives had decreased 50 per cent during the war because the women were drawn out into war work and got a knowledge of things outside their narrow sphere. County commissioners can establish county libraries, according to Miss Blanton, without going to the polls to bring it about, since the law allows as much as 5 cents on the \$100 for the purpose, and she explained how the counties that are poor and sparsely settled could combine and have joint libraries. She urged that the women of the federation go back to their homes and unite in obtaining action from their respective county commissioners for the establishment of the libraries.

originator of the boys' corn clubs. Surely he made two blades grow where only one grew before. Let us talk more about the works of peace and less of war," Dr. Evans said.

Stressing war's staggering losses and its progressive brutality, the speaker urged his hearers to cry down the agitators who were "constantly agitating against friendly countries."

This constant agitation could result in nothing other than to engage this country into new wars, the speaker declared. He, however, characterized as un-Christian and inhuman any policy which kept the United States aloof from the affairs and conditions of the other nations of the earth. "We should be interested in Europe and the foreign countries of other continents. We should teach all about these countries in our schools as a part of our peace program," Dr. Evans stated. In conclusion he warned against the impending dangers of bolshevism, stating that internal peace was impossible in any country where bolshevism was tolerated.

MAGNIFY PEACE SAYS EDUCATOR

President Evans of S. T. N. C. Would Alter School Histories Accordingly

Advocating a program of public instruction which would magnify the accomplishments and maintenance of peace and pay less attention to the tendencies of militarism, Dr. C. E. Evans of the Southwest Texas Normal College of San Marcos, appearing before the joint conference of the conservation and peace committees of the Texas Federation of Women's Clubs recently, told the club women present that he was in favor of reducing to a minimum the number of pages in the school histories which were devoted to the narration of military campaigns, in order that the works of peace could be more forcibly impressed upon the minds of history students.

"I believe that the Civil War could be reduced to eight pages, leaving 151 pages of the history textbook which we are now using in our public schools to be devoted to the history of the constructive development of America, and an account of what the women have been doing for the upbuilding of our country," the speaker continued. "I believe that military campaigns should be taught in our military colleges," he added. "I think that we should take the Peninsula Campaign out of our American school histories. I am not a pacifist, but I am strongly opposed to military instruction in our public schools. Let us talk more about Burbank and Ford and Dr. Napp, the