

THE INTERSCHOLASTIC LEAGUER

Vol. 6

AUSTIN, TEXAS, JANUARY 15, 1923

No. 4

INQUIRIES FLOOD PACKAGE LIBRARY

This Division Rapidly Developing Into Regular Information Bureau

That the Package Loan Library of the University of Texas is called upon for information and package libraries on a variety of subjects is indicated by the report of the head of this division, Miss Lenoir Dimmitt, for the month of December. There were 849 package libraries circulated during the month, while for December, 1921, there 732 libraries circulated.

The Division is increasingly a bureau of information on a variety of subjects. The interests of the reading public in Texas are indicated by the requests for information on the following subjects for three days, of January 4, 5, and 6, 1923.

January 4, 1923

1. Wharton, Edith.
2. Wilson, Woodrow.
3. Russia in literature and science.
4. Best movies of 1922.
5. Modern Poets.
6. "Crisis"—criticism.
7. "If Winter Comes"—criticism.
8. Gorky.
9. Emerson.
10. Effect of war on literature.
11. Early church music.
12. Bryan, W. J.
13. Burnett, Mrs. Frances Hodgson.
14. "Carnac's Folly"—criticism.
15. "Glimpses of the Moon"—criticism.
16. "Tragedy of Love"—criticism.
17. Hearn, L.
18. Inventions of 1922.
19. Value of science to education.
20. Dreams that have played a part in history.
21. Brook Farm experiment.
22. Seat work for the 4th grade.
23. Story telling.
24. Comparison of Roman and Greek people and amusements.
25. Educational ideals of today.
26. Prohibition.
27. Courses of study for public schools.
28. Electives in high school.
29. Reorganization of elementary schools.
30. Classics.
31. Sportsmanship.
32. Establishment of Carnegie libraries.

(Continued on Page Two)

CHANGES URGED IN ELIGIBILITY RULE

Erney of Cleburne Thinks Transfer Rule Needs Amendment

The following suggestions regarding eligibility rules are submitted by Fred G. Erney, of Cleburne. Let us have your criticism of these suggestions, and further suggestions if you have any which you think for the good of the order. The suggestions follow:

1. Art. VIII, Rule 2, should be stricken out and read: "No one shall take part in any contest in this League who has graduated from any school that has a sufficient amount of units of affiliation to permit him to enter a Texas college of the first rank, without further entrance examinations, at the time he graduated. (This shall be determined by means of the current issues of "Texas High Schools" published by the State Department of Education). Anyone may transfer from a school having insufficient number of units of affiliation to permit his entrance in college of first rank, to a school having a sufficient number of units to permit his entering a college of the first rank without impairing his eligibility, but shall be ineligible if he transfers to a school having an insufficient number of units of affiliation to permit his unconditional entrance to a Texas college of the first rank.

2. The transfer rule needs amending but I am unable to say how it should read: Anyone should have the right to go to a *good* school located *ten* miles from his home and not be forced to go to a *poor* school located *nine* miles from his home. The rule as it now stands is distinctly unfair to rural people. Could exceptions be made in this case by the League officials upon written application only, and allow each school involved to present its defense?

3. Any contestant shall be eligible to the State Track Meet who has "placed" in an invitation meet conducted by a Texas college of the first rank.

4. If possible, notice should be given not later than May 30th of contemplated changes in eligibility rules. The transfer rule this year was "rather sudden."

BIG YEAR FORECAST IN CORRESPONDENCE

Extension Teaching Begins 1923 With Glowing Prospects

Since the holiday season, the increased interest in correspondence courses offered through the Extension Teaching Division of the University is marked. The avidity with which students take up this work is phenomenal. This is shown by the heavy registration of students of the first seven days in January of this year. The records show that an average of sixteen registrations have been entered on the books of the Division daily for that period. This a forecast of at least 4,200 registrants for correspondence courses during 1923. In this respect, it is interesting to note that the prospective increase of 24.98 per cent for 1923 falls in with the 24.67 per cent registrations in 1922 over 1921.

The preeminently popular courses are those in English, Spanish, and Education. Courses in Mathematics, History, Business Administration, French, and Economics are close followers in the choice of students who register for correspondence work. The number of registrations in 1922 in the subjects listed above were as follows: 574, 366, 328, 291, 233, 197, 172, and 119, respectively. Registrations in other subjects offered were well distributed even though they did not reach the high water mark of the staple courses.

Teachers out-number all other classes of registrants for correspondence courses. There are two vital reasons for this interest of teachers. (1) A teacher may use the credit obtained, upon the satisfactory completion of a correspondence course for which he is registered, in lieu of the examination on the subject required by the State Department of Education. (2) He may also use the credit earned toward his bachelor's degree. This easily accounts for a teacher's preference for a college course over a course of an elementary nature.

Nevertheless, a number of elementary courses preparatory to the State examinations for teacher's certificates also lead to admission to the University. Such courses, therefore, are in demand by students who are lacking in their entrance requirements.

WHAT CONSTITUTES GOOD ARITHMETIC

Writer Emphasizes Differences Between Arithmetic and Algebra

(By Dr. H. Y. Benedict)

(The following is the third article which has appeared in the *Leaguer* on teaching arithmetic. The first was by Principal R. L. Paschal, of Fort Worth, and the second was by Professor John C. Calhoun of the University of Texas. The *Leaguer* will be glad to consider for publication other articles from teachers of arithmetic dealing with any phase of the subject.—Editor's Note.)

Principal R. L. Paschal of the Fort Worth High School has recently written an article on the teaching of arithmetic which first appeared in the *Dallas News* and in the November, 1922, *Interscholastic Leaguer*. The teaching of arithmetic is in such wretched condition, that Principal Paschal's article shines like a good deed in a naughty world, advocating as he does, a very desirable reform.

It seems therefore, worth while to expound a little more explicitly what I take to be his view.

The chain of reasoning that leads to the solution of any problem in arithmetic is at bottom algebraic and the way to solve the problem invariably appears as an algebraic formula. The cost of 2 chickens at 75 cents each is reached so far as the reasoning is concerned by means of the formula $C = n p$ where C is the cost, n the number of chickens, p the price of an individual chicken. More complicated problems of course lead to more complicated formulas, for example the

$$\text{formula } P = A \left(\frac{R^n - 1}{R^n (R - 1)} \right), \text{ which}$$

gives the present value P of an annuity A which is to run for n years, (R-1) being the rate of interest.

Principal Paschal's point is this—to make use only of simple problems requiring simple formulas during the earlier school years, but to drill thoroughly in the arithmetic that arises when particular numbers replace the letters in the algebraic formula. Drill and yet more drill is his idea until the child can substitute rapidly and accurately in formulas, that is, until he can add, subtract, multiply and divide with speed and precision.

The truth is that this is all there is to arithmetic. There are no principles of arithmetic, no different kinds of arithmetic. There is in ordinary arithmetic, only addition, subtraction,

multiplication and division, only these and nothing more as the Raven said, only beans for supper and breakfast and dinner as the Confederates had in the Civil War.

In algebra, on the contrary, there is great variety, all sorts of different problems call for solution and the algebraist is often forced to invent new algebraic methods in order to reach solutions. It is, let me add, not quite fair to call every hard problem a puzzle. Newton and Gauss and Poincare were not puzzle solvers but explorers of the unknown using algebra as a torch in the darkness. When the problem is solved, however hard it was to solve it, the result is always a formula whenever there is a numerical application. Putting numbers for the letters brings us back to arithmetic, to numerical addition and subtraction and multiplication and division.

It comes to this, therefore: in the early years, deal only with simple problems and their solution formulas, but drill in the numerical application of the formulas until the youngsters can perform the four arithmetic operations with speed and accuracy. Then begin algebra, after its particular technique has been a little learned, solve some problems a little more complicated, arriving at a little more complicated formulas. But don't forget to continue the arithmetic drill, keeping the children "fit" arithmetically by frequent numerical substitutions in the new formulas. How complicated the problems eventually solved algebraically in the high school may become is of course a question of how much algebra may be taught in the high school in the time allowed and of how much time ought to be allowed.

Since many of the secrets of the Universe are hidden behind algebraic formulas I don't believe that one can really love God and really hate algebra at the same time.

INQUIRIES FLOOD PACKAGE LIBRARY

(Continued from Page One)

- 33-36. Mill tax.
37. Texas art.
38. Roman art compared with Greek art.
39. American portrait painters.
40. Cancellation of war debts.
- 41-43. Library books.
44. Description of Correggio's "Nativity."
45. Political party evils.
46. American financiers.
47. Division of Texas.
48. Ideal town.
49. Negro problem.
50. Government of England.
51. Single tax.
52. Tariff.
53. City congestion.
54. Russia.
55. Effect of religion on the development of America.
56. Declamations.
57. Parent-Teacher Associations.

January 5, 1923

1. Wells, H. G.
2. Bryant and Emerson.
3. Ridge.
4. Sandburg.

5. Japanese legends.
6. Hearn.
7. Wharton, Edith.
8. Parliamentary drill.
9. "Dust"—criticism.
10. MacDowell, Edward A.
11. Passion plays.
12. Burrough's treatment of nature.
13. Women's part in obtaining world peace.
14. Good roads for Texas.
15. History of the short story.
16. Lloyd George and Bonar Law—their policies in England.
17. Women in industry.
18. Songs of cowboys.
19. Cable's "Tate Poulette"—criticism.
20. Graneure—the Belgian Baritone.
21. Toy industry.
22. Compulsory school attendance.
23. Food.
24. Free public Schools and amusements.
25. Smith-Hughes Bill.
26. Texas educational institutions.
27. Famous men.
28. Free textbooks—repeal of law.
29. Hundred Year's War.
30. Mill tax
31. Recent excavations in Crete and Troy.
32. Greek architecture.
33. Architecture of the present as an index to our civilization.
34. Suspended sentence law.
35. Ku Klux Klan.
36. Immigration.
37. Public utilities.
38. Texas Laws.
39. Natural resources of Texas.
40. League of Nations.
41. Modern city problems.
42. Americanization.
43. Negro problem.
44. Achievements of negroes.
45. Woman suffrage.
46. Heroes of the Alamo.
47. Government ownership of Rys.
48. Decisions of Supreme Court.
49. Marriage and divorce.
50. The voter and political parties.
51. Negro Problem.
52. Observation of the Sabbath.
53. Dev. of Ku Klux Klan.
54. Children in factories.
55. Palestine.
56. Temporary marriages in Japan compared to American divorce system.
57. Results of recent election.
58. Ireland—government.
59. Turkish question and Lausanne Conference.
60. Soldier's bonus.
61. National defense of U. S.
62. Negro in literature.
64. Effect of War on art.
65. Tariff.

January 6, 1923

1. Shakespeare.
2. Ridge's "The Ghetto"—criticism.
3. Religious view of Tennyson.
4. Opera of today.
5. Improvement of public highways.
6. Chaucer's "Canterbury Tales"—criticism.
7. Ridge, the poet.
8. Bryan, Wm. J.
9. Carmen, Bliss.
10. Parliamentary rules.
11. "Heartbreak House"—criticism.
12. Minshurks and Bolsheviks.
13. Comparison of American and

- Russian fiction.
14. "If Winter Comes"—criticism.
15. May Sinclair.
16. Kipling.
17. Wells, H. G.
18. Galsworthy.
19. Mrs. W. Richard's poems.
20. Hutchinson, A. S. M.
21. Health.
22. Entrance of Southern women into politics.
23. Muscle Shoals project
24. Evolution of man.
25. School room discipline.
26. Busy work in school.
27. Flappers.
28. Life of a Chinaman.
29. Columbus.
30. Club entertainment.
31. Value of physical education.
32. History questions.
33. Planting trees in school grounds.
34. Interior decoration.
35. Art treasures of Washington.
36. Mill tax.
37. Texas flora.
38. Lamar.
- 39-40. Mill Tax.
41. "The Gleaners"
42. National parks.
43. Urban problems.
44. Division of Texas.
45. Labor and its wages.
46. Immigration—recent laws.
47. England in Australia.
- 48.49. Cancellation of war debts.
50. League of Nations.
51. Ratification of Treaty of Versailles.
52. Railways.
53. Negro problem.
54. Ku Klux Klan.
55. Turkey of today.
56. Relations between Chile and Peru.
57. Brazil.
58. Paraguay.
59. Uruguay.
60. Protective Tariff.
61. Cancellation of war debts
62. Unemployment.

Words and Their Ways

(By Miss Roberta Lavender)

(We have asked Miss Lavender, Adjunct Professor of Latin in the University of Texas, to prepare for each issue of the *Leaguer* a little study of the origin of words suitable for young pupils. It is our hope that English and language teachers will use these articles to interest their pupils in the history of words. It is a charming and helpful study, and we think there is no one in the country better qualified to prepare these studies than Miss Lavender.—*Editor's note.*)

Every word has a meaning. If you are a boy and named Felix, you should be happy, for the word *felix* means happy; if you are a girl whose name is Clara, you should be bright, for the word *clara* means bright and shining. A good name for a red-haired boy is Rufus, for *rufus* means red-haired. Likewise Cora is a good name for a girl with a heart; Flora for a girl who loves flowers, or one who looks

like a flower; and Amanda for a lovely girl.

Many family names also have a meaning. The word *smith* means a worker in metal. For instance, a goldsmith is a worker in gold; a silversmith a worker in silver; a locksmith a lock maker or mender. Perhaps you have known a Mr. Goldsmith. We can fancy that some body once wittily said, "Good morning, Mr. Smith." Today thousands are included in the great Smith family.

In the same way, the word *wright* means a maker of things. So the word wheelwright means a maker of wheels; a playwright, a maker of plays. From the word *wright* arose the Wright family.

Not only proper names of individuals and of families have meanings, common nouns fall into groups and often a group or family has scores of words that can be recognized by their favor to one another and to the parent stock which is usually called the root. For instance, from the root *stare* which means to stand, many words grow. A stable or stall is a place where animals stand; a railroad station is a place where the train stands; a statue is a standing figure; stature is one's height when standing. See the root *stare* in these word: stadium, stamen, state, estate, establish, statute, standard, statistics, stanza. Consult your dictionary for the exact meaning of each one of them.

In following issues of the *Leaguer*, we shall talk about other roots and give lists of words from them. As you go through life, you must either carry a dictionary in your head or under your arm. Which do you think will be easier?

SAN ANGELO DISTRICT ACTIVE

Superintendent Smith is district director of the Interscholastic League and spent his time in making future plans for this district of the league. It was agreed that the district contests will be held in San Angelo on Friday and Saturday, April 13 and 14, 1923. The Board of City Development will raise funds to purchase loving cups for the winners and to secure out of town judges for the final events. The district basket ball arrangements will be made at 8:30 o'clock Thursday morning when the coaches of the different schools meet at the church with E. L. Nunally of the San Angelo school faculty.—*San Angelo Standard.*

WANTS VOLSTEAD ACT DEBATED

Miss Claudia Mercer, of Mercedes, submits the following suggestion:

"What would be the result of debating the repeal of the Volstead Act next year. I think it is a live question, and I am sure the debating of it in the League schools would result in much good."

We are getting very few suggestions from teachers with regard to next year's question. We want all the help available in making a selection.

Many Think Spelling List Is The Best Yet

The fame of the Interscholastic League Spelling lists seems to be spreading far beyond the confines of the state. The Head of the English Department in the University received the following letter from Sarah Louise Arnold, of Lincoln, Mass., who is widely known through the publication of her many text-books:

"In reading returns from the questionnaire which I recently sent through the country I am much interested to find frequent references to a list of words sent out by the University of Texas.

"I would very much like to secure a copy of these lists which are evidently designed to assist teachers of English or of spelling."

The following comments on the 1922 spelling list are taken from letters received within the last few weeks:

W. D. Jenkins, Principal Grammar School, Comanche: "I have purchased 250 of your spelling lists. We are using them every day and the good results are beyond my expectations."

Mrs. Ruby Grissom, Carrizo Springs: "I have been using your spelling lists for a month and a half. This dozen is just to replace lost copies. I like the list for every day use."

Supt. John J. Wilson, Lockney: "My little girl learned more last year from the spelling list than she did from her spelling book, I think they are fine."

B. Alsie Harper, Cass: "I expect to substitute this list for the state text-book in the higher grades."

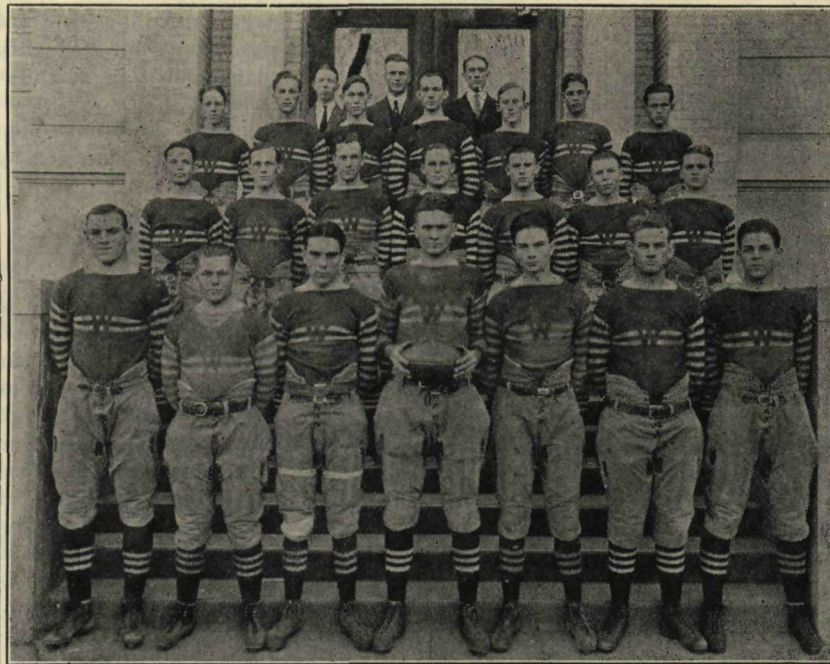
Supt. R. F. Riley, Newton: "I can truly say that the 1922 Interscholastic League Spelling list is the most complete set of words that has ever been compiled for the League. We want to place a copy of these lists in the hands of every pupil in the high school."

SUPT. A. W. EVANS RESIGNS

Superintendent A. W. Evans, of Uvalde, has resigned the position which he has held there for the past twenty years in order to accept the position of Chief Supervisor of Public High Schools in the State Department of Education, a position relinquished by Miss Katherine Gray who is going into foreign missionary work.

Mr. Evans holds an enviable record as a school executive in Texas. Previous to his long service in Uvalde, Mr. Evans was principal of the high school and superintendent of schools for eight years in Comanche. He began his career as a public school teacher in Texas in 1893 at Fairfield for the munificent sum of thirty dollars per month. He was one of the first superintendents in the state to enter enthusiastically into the work of the Interscholastic League, and has served for many years as Director General of the Uvalde District.

SUMMARY LEAGUE FOOTBALL SEASON 1922



Waco Team

Bottom Row:—Left to right. Coates, Rightend; Brandon, Righttackle; Wolfe, Rightguard; Sisco, Center; Loughridge, Leftguard; Harrell, Lefttackle; McCullough, Leftend.
 Second Row:—Groves, Halfback; Naylor, Jr., Righthalf; Fall, Quarter; Kelley, Fullback; Johnson, Lefthalf; Washam, Righthalf; Ish, Quarter.
 Third Row:—Martin, End; Saxon, Guard; Winchester, Guard; Taylor, Tackle; Bolton, End; Slade, End; Naylor, P., Center.
 Last Row:—McKennon, Mgr.; Bernhauser, Ass't. Coach; Tyson, Coach.

(By Roy B. Henderson)

The third high school championship football series scheduled by the University of Texas Interscholastic League was brought to a successful finish at Fort Worth December 22, when Waco and Abilene battled through four furious quarters of superb football for the coveted title. The achievements of these two teams have been so vividly portrayed by sport writers of the state that comment here is unnecessary. Suffice it to say that a team which is able to stand up under the grind of weekly eliminations, such as is necessary under the League's plan, and win the right to compete in the finals, must be a team of exceptional talent with stamina unlimited. It must know football, it must be well coached and above all it must be able to put into execution under fire, those things which it has been taught.

All of these qualities, and more, were possessed by the boys under coaches Tyson and Shotwell. It is the expressed opinion of many observers that these two men should be commended not so much upon their percentages in the standing of teams as upon the record of sportsmanship and clean play which each has left behind him. That which is called "proper spirit," "sportsmanship," or "the right ideal in athletics," is entirely a matter of leadership. As the coach is undoubtedly the leader in football in his particular school and community during the football season the responsibility for the type of sportsmanship displayed falls squarely upon him. Although the number of teams observ-

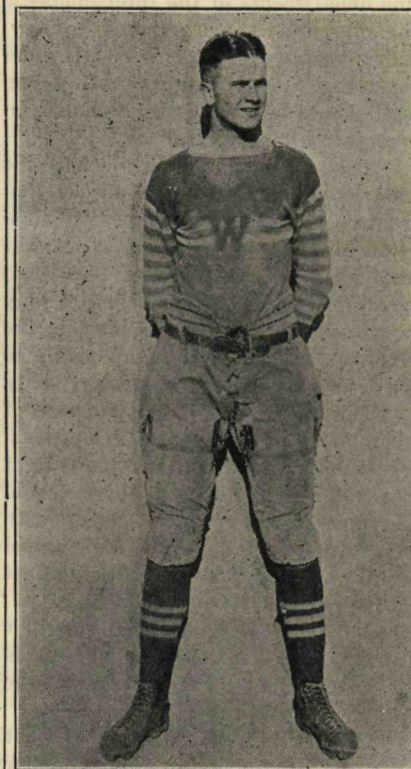
ing the "golden rule" in athletics is increasing rapidly each year, and although a finer spirit of sportsmanship is being manifested in all sections of the State, Tyson and Shotwell, because of their accomplishments, receive the largest portion of the credit publicly.

State championships in high school football have been awarded by the Interscholastic League, as follows: 1920, Cleburne and Houston Heights, tie; 1921, Bryan; 1922, Waco.

The orderly manner in which the championship was determined this season, as well as the great interest evidenced, by contrast, forces us to view the situation as it existed a few years ago. Without organization or any agency to enforce eligibility rules, each season closed with a score or more teams claiming the championship. In most cases no thought was given to the eligibility of players. Interest on the part of the community was at a low level, a thousand spectators at a game was a record crowd. Since 1920, the first year of Interscholastic League football, interest has grown in high school circles until today it is no uncommon thing for business men to shut up shop in order to attend the game, and 5000 people is a very ordinary crowd. Heretofore the student body filled the stands; today the adult population is in the majority. This interest on the part of the men of the community in the school is already bearing fruit in the way of larger school buildings and better equipment in all lines. Participation under the League's plan is

entirely voluntary, but the fact that 258 schools entered this past year shows the widespread character of the competition and the demand for the service.

There is a great deal of comment at the present time as to the advisability of conducting a state championship in high school football. (Note the letters of Supt. J. B. Layne and Principal B. H. McLain, published in this issue.) All agree that athletics, properly conducted, are serving a real purpose in the school. They occupy a prominent place and are here to stay. They have an educational and moral value in direct proportion to the character and ability of the school authorities. Observance of a rigid code of eligibility rules is absolutely necessary if high school athletics are to serve the highest purpose in the school. League officials are of the opinion that the championship affords a leverage for enforcing eligibility rules which could not be secured in any other way. If there is nothing to win there is nothing with which to penalize a school guilty of violating rules. More than one hundred eligibility cases have been passed upon by the League during the season just closed. This means that school men are taking a greater interest than ever before in matters of eligibility. As rules are becoming better known the League applies stiffer and stiffer penalties for violations. Instead of being discouraged by the large number of infringements brought to light, school and League authorities are encouraged, as it points to better conditions in the future.



JACK SISCO
 Capt., Waco Team, 1922

The following standing of teams is made up from records on file at League headquarters. In many instances schedules have not been uniform and in such cases percentages do not show the actual relative strength

(Continued on Page Seven)

THE INTERSCHOLASTIC LEAGUER

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Roy Bedichek, Editor

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The inability to take defeat is the spirit of the gambler and not the sportsman.

WHAT DO YOU SAY?

Competition in football has come in for some pretty severe criticism from time to time. On the other hand, many schoolmen express themselves to the effect that it is the most valuable event which is scheduled in the Interscholastic League. We quote the following earnest letter from Supt. J. B. Layne, Comanche:

"If something is not done to prevent the strife and even bitterness that has sprung up this year in various sections of Texas, I think the football portion of the League is harmful instead of beneficial.

"I desire the boys and girls to have a good time, but I want a boy or a girl to be made not only better physically, but I shall hope to see him or her a nobler citizen by having participated in the League program. For many years I have encouraged our boys and girls to participate in all the departments of the Interscholastic League, but I am opposed to anything that would engender strife and hatred. Such thoughts are wrong and should be avoided by a change in our football performances.

"The state championship and the district championships should be eliminated—I mean inter-district championships. I am in favor of smaller districts and every school that competes in football be compelled to play a game with every other team in the district, and district championship to be determined on the percentage basis.

"This letter is for the purpose of registering my emphatic disapproval of the bitterness that has come to light through recent games. There should be some plan by which schools with 400 or more pupils in the high school should not be allowed to play against smaller schools of less number of pupils. I am for the greatest spirit of fairness and want the smaller schools to have a better show against the larger schools.

"This letter is written in the spirit of a greater, a better, and a nobler Interscholastic League."

Writing in somewhat the same vein, B. H. McLain, Principal of the McKinney High School, says:

"We have had a very satisfactory season, winning a fair proportion of our games and playing only the strongest teams in North Texas. We do not like the idea of playing a state championship race, for we believe the

inevitable publicity and confusion defeat the real purposes of high school athletics. This is the view of one who admits himself to be a conservative. This idea comes from one who has been strong for the League, and is not made in a spirit of destructive criticism nor with a view to antagonize nor raise an issue. I believe when thought over calmly in an office, away from the excitement of the game, most, serious minded school men who are principals will agree that there are inevitable bad features that follow championship races, where every team starts a championship possibility. This is dropped for calm reflection on the part of those in charge, and is meant to be only a helpful hint coming from the silent friends of the league."

SUMMER BASEBALL AGAIN

Fred G. Erney, Cleburne, was on the program at the Houston meeting of the League, but his duties as coach of the Cleburne Football Team kept him away. He had prepared and ready to spring, a resolution, which would doubtless have evoked an interesting discussion. He serves notice now that he intends to present this resolution at the State Meeting of the Delegates in Austin the first Saturday in May which will be May 5. The resolution follows:

1. WHEREAS, it is recognized among all people who understand athletics that professionalism or semi-professionalism is a bad feature of athletics, and

WHEREAS, semi-professionalism destroys an athlete's eligibility under the rules of the Amateur Athletic Union, and

WHEREAS, the Southwestern Intercollegiate Athletic Conference is the only one of importance in the United States which permits semi-professionalism among its participants, and

WHEREAS, the Southwestern Intercollegiate Athletic Conference is the leading factor in athletic thought for Texas, and

WHEREAS, there is a great sentiment among the membership of the Southwestern Intercollegiate Athletic Conference that semi-professionalism should be destroyed, therefore

BE IT RESOLVED, that this body respectfully request the Southwestern Intercollegiate Conference to take such steps as it may deem fit and proper at its next general meeting to rid itself of semi-professionalism as a growing menace to our secondary schools, and

BE IT FURTHER RESOLVED that the Secretary of this meeting be instructed to send a copy of this resolution to the Secretary of the Southwestern Intercollegiate Athletic Conference.

KNOX CO. RESOLUTIONS

We have the following from Supt. H. D. Arnold, Goree, Chairman of the Resolutions Committee of the Knox County Institute:

"The teachers of Knox County, in Institute held at Munday, Texas, on December the twenty-first of this year adopted a series of resolutions among which the following relate to the Interscholastic League:

"2. Second, that we favor the for-

mation of a new Interscholastic League district for Knox and adjoining counties with Stamford as the center.

"4. Fourth, that we favor the rule as recommended by the Executive Committee of the University Interscholastic League, providing that the smoking of cigarettes shall disqualify any one from participating in Interscholastic activities.

"We submit these resolutions, hoping they will receive consideration by the Executive Committee."

THE FOUR-YEAR RULE

One of the eligibility rules which is causing a great deal of dissatisfaction in its application is the Four-Year Rule. It is found that many times an athlete has been used on a high school team of some sort when he was a pupil in the grammar grades thus counting a part of the four years of participation allowed, thus depriving his school of his services when he is at his best and at a time when he is a bona fide high school student. Again, a boy may have participated while attending a rural school, barely qualifying as a high school, when not more than one or two high school grades are taught. He goes to a higher class school for additional work but finds he is ineligible under the 4-year rule. If a boy is a true undergraduate in high school, eligible in every other respect why shouldn't he be allowed to represent his school in athletics even though four years ago, when he was in the lower grades, he may have been entered in some contest as a substitute and participated for a few minutes.

At the present time the average high school athlete is seventeen years old. The age of the average graduate is about the same. In the face of these facts 21 years is too high a limit in the age requirement for League contests. The suggested remedy is this: Eliminate the four-year rule entirely and cut the age limit to 20 years. Allow no student who has passed his 20th birthday to take part in high school athletics and pay no attention to the length of time he has previously participated.

Think this over. Shall the change be made? Let us hear from you.

JUDGES' DECISIONS

Teachers who are using Interscholastic League contests to teach their pupils good sportsmanship are already suggesting to their prospective contestants at the county meet, and to the school as a whole, the proper attitude to take toward judges' decisions. We heard one teacher recently make a talk somewhat like this to a group of contestants in declamation:

"The excellence of a declamation cannot be judged as accurately as a broad jump. One judge has this ideal for a perfect declamation, another judge has another ideal. Both may be excellent. The ideal that a judge holds of a perfect declamation must influence him in judging. Your entry into a contest constitutes an agree-

ment on your part to accept cheerfully the decision of the judges. No matter how far wrong you think the judges' decision is, it should be accepted without question; and it is especially bad taste to question the good faith of a judge in any particular. Remember when the judge consents to serve, he is doing so in an effort to render everyone connected with the contest a service. He is not paid. Oftentimes he serves at a distinct personal sacrifice. Does it not behoove us, therefore, to make this service as easy and pleasant for him as we would if he were rendering us any other self-sacrificing and gratuitous service?

"Don't take too seriously the well-intended remarks of certain 'unprejudiced' auditors who tell you that they fully expected you to win the contest. They tell you this, many times, merely to soften the sting of defeat, but frequently it has the opposite effect. It often makes you feel that the judges have done you an injustice. Pass such comments off as lightly as they are intended to be taken. In other words, be a good sport. Realize that if you have made a thorough preparation for the contest, you have already won a thing that is more beneficial and enduring than any medal that is awarded, for you have improved yourself for the duties of life."

We think this teacher was giving excellent advice. She was preparing her pupils for realizing one hundred per cent on the effort put forth.

"YEOMAN" MISPELLED

We thought that we had eliminated all errors in the printing of the spelling list this year, and were resting secure in this belief, when a letter drifted into the office from J. H. Kanenberg, of Satin, advising us that the *e* comes before the *o* in the word *yeoman*. We can offer no excuse for this except that we were carrying on an extensive correspondence with Supt. Yoe, of Brownsville, at the time we were preparing the spelling list for the press and hence got accustomed to seeing the *o* before the *e*. This, of course, is a rather thin excuse, but an error should have a thin covering rather than none at all. The misspelling occurs page 12, column 2. The attention of Spelling Directors is called in this connection to Rule 3, Instruction to Judges, page 47 of the Constitution and Rules, which reads as follows:

"In case any word is misspelled in any edition of the spelling list, that word is not to be considered in grading the spelling papers."

HIGH SCHOOL PRESS

Why a high school paper? Because it is one means, and an excellent one, for encouraging self-expression on the part of the students. It is largely a student enterprise, calls for initiative, for overcoming difficulties, gives valuable practice in composition, and

should be a boon to the English teacher in stimulating earnest endeavor in the field of written expression. Moreover, it gives solidarity to the school, promotes unity and school spirit, and so on.

But says one, printing facilities in our community are lacking; such an enterprise cannot be financed; the students take no interest in it; and so on. This may be true, and, of course, there are many schools in which such an enterprise is impracticable. But let us take a glance at some of the papers that are published without the aid of a printing press.

Here, for instance, is the *Javelina*, of Jarrell school, concerning the issuance of which Supt, Mack Stoker says:

"We bought a mimeograph especially to publish the little paper with and it is paying for itself and at the same time furnishing excellent means of advertising school activities."

The *Javelina* is a genuine magazine in form, cover page containing a cartoon, executed with some spirit, and advertisements of local business firms on the inside back cover page, and on the back. The Christmas number has a crayon-colored cartoon, as a cover-design, giving it the appearance of a genuine magazine. The cartoons are among the best we have seen in high school papers, and the publication as a whole gives evidence that it is prepared with extreme care.

The Jacksboro *Radio* is another paper of the same general character. Concerning this venture, Supt. O. B. Powell writes:

"I am sending you a copy of our school paper. We put it out on a mimeograph machine. The pupils do all the work with the exception of cutting the stencils. I do this myself. I find this little paper the best medium for reaching our school patrons of anything that I have ever tried. As you will notice the subscription price is very low. (The subscription price of the *Radio* is five cents per month at school, and ten cents per month by mail.) We put it out at actual cost so that as many will take it as possible. We have 150 subscribers in the school and town. We put out 200 papers each issue."

The *Radio* is a bi-weekly of eight-pages, each one of which is choke-full of good school news interestingly presented.

A less ambitious enterprise, as perhaps the name *Hot Dog* implies, is put out at Dayton. The following note signed by The Staff (Gilbert A. Youngs, Roy Pederson, and Principal S. K. Bright, accompanied a copy of the first issue reaching this office:

"Enclosed you will find a copy of *The Hot Dog*, a paper gotten out every two weeks from Dayton High School by pupils of that institution.

"The purpose of the paper is not to give news, but to get together some of the sentiment of the school, and to relate some of the better jokes secured from various sources. Some of the more gifted boys have an opportunity to publish cartoons and drawings. The sheet is printed on a hektograph, and is the only one of its kind in the state, we believe."

The Hot Dog takes a hot shot at certain boys who are capable of playing basketball, but who break training and fail for one reason or another to practice. It also makes a stirring announcement concerning Dayton High's prowess in debate. Illustrative of its name, a cartoon on the front page exhibits a dog in a steam-bath.

The *Cuero Gobbler* takes occasion to correct the impression given in the last issue of the *Leaguer* that the copy therein reviewed was so elaborate that it must be a special issue. We are furnished copies of several issues, all decked out in two-color cover, and upon one of which is inscribed "Every day dress."

The Hi-Life, Sulphur Springs, is a new and welcome visitor at the League office. It is a dignified four-page publication printed on a regular printing press, and full of high school spirit and worthwhile school news.

We now take pleasure in announcing the oldest high school paper that has reached the *Leaguer* editorial desk. It is "Daisy Chain," now in its eighteenth volume, "A Chain of Memories of Waco High School" published by the Senior Class. It is a 32-page publication, of magazine character, issued monthly. The copy we have before us is the "Tiger Number" and celebrates the exploits of Waco's winning football team.

We find the *Dilley Bobcat* about as newsy and well-gotten-up a school paper as we have examined this month. Perhaps one reason why it is so interesting to us is that it is filled with Interscholastic League news. Evidently Dilley is preparing to make a record in the contests this year. It is a four-page four-column paper published on the first and third Fridays of each month.

The Boomerang, "Dedicated to our School—Dear Old Hillsboro High" has the distinction of exhibiting a variety of newspaper headlines which would do credit to any small town daily in the state. The art of displaying news in headlines, and at the same time giving the page an artistic appearance, is one of which many newspaper men have made a life-long study. The amateurs on the *Boomerang* are certainly on the right trail. One little error we mention: a word in one of the headlines is divided—there should be no hyphenated headlines nor Americans. Study the *Dallas News* for good, conservative headlines, and the *San Antonio Express* for the headlines of a more sensational type, but still tempered with reason and good judgment.

The Chaparral is an eight-page monthly, magazine form, published by the students of the San Angelo high school. News, literary productions, and humor fill its columns. Advertisements are relegated to the cover pages.

We find an excellent assortment of epigrams in this magazine from which we select the following examples:

"You cannot corner a square man."
"Some people grow under responsibility; others merely swell."

We have been much interested in determining the most popular poet among the high school editors, and after examining some hundreds of papers, must award the palm to Edgar A. Guest. We dislike Mr. Guest's poems very heartily, although we have stolen one or two for publication in the *Leaguer*. We think the reason why we dislike him is that he is insufferably didactic. He is always preaching in his verses, always pointing a moral, always urging us to do this or do that. Seems the very kind of a man likely to be unpopular with high school students, doesn't he? But he isn't. They like him. They quote him. I wonder how many do as he says. Anyway, here in the editorial column of the *Willis School Index*, we find the inevitable poem from Mr. Guest, giving us in rhyme the old idea that a book is a man's best friend. Except for Mr. Guest's poem, we like the *Index* very much. The advertising manager is an industrious person, judging from the amount of advertising published. The issue we have before us is intent upon promoting a school movie, and we take this as another evidence that Willis High School is enterprising and progressive.

A paper which runs the Hillsboro *Boomerang* a close race in the art of displaying its news is the *Brackenridge Times*, although it, also, is guilty of dividing words in its headlines. This paper publishes many pictures, and has neat and illustrative department cuts to enliven its pages; indeed, in one issue, the two full inside pages are devoted to a pictorial review of school activities, making quite an attractive lay-out.

The Hurricane, of the Wolvin High School, is in its second volume, and has about the same tendency to run to athletics that the average college daily has. However, other school activities receive a share of attention, and we gather from reading this paper that it is the organ of a school with plenty of school spirit. It is published monthly.

Since saying that the Waco *Daisy Chain* is the oldest high school paper reaching us, we have received a copy of *The Aegis*, Houston Central High School, Vol. LXXI. At one volume per year, the usual case, *The Aegis*, has been going for seventy-one years.

TWO 100 PER CENTS FOR DIMMITT

Not only is Dimmitt county 100 per cent in the Interscholastic League, but it has 100 per cent membership in the State Teachers' Association. We issue this general challenge that no other county in the state has so far equalled this record.

One Hundred Per Cent Enrollment In Jones Co.

Sometimes the county superintendent of schools is not on the job so far as the schools of his county are concerned. This is certainly not the case in Jones County, where County Supt John C. Thompson is devoting a great deal of his time to promoting the welfare of the schools of his county. We found him in attendance at the Stamford Institute recently, and he was not only present, but he was working. It was largely through his efforts that Jones county went one hundred per cent in League membership.



JNO. C. THOMPSON

SIX SAFETY LESSONS FOR ELEMENTARY SCHOOLS

To encourage further intelligent study in schools of the subject of safety, the Highway Education Board has published a bulletin containing sixty safety lessons by elementary-school teachers. These lessons were selected from about 50,000 submitted in a national safety lesson contest conducted by the board in 1921. The prize lesson, by Mrs. Anne Rogers, of Sterling, Colo., is included. Each one of the lessons printed has been used in the classroom with good results, and they are offered with the expectation that they will be adapted for use according to the individual requirements of schools. The office of the board is in the Willard Building, Washington, D. C.

DO NOT NEED YEAST TO SUPPLY VITAMINES

There is no reason for buying yeast to furnish vitamins for our diet.

E. B. Hart, department of agricultural chemistry, University of Wisconsin, points out that while some yeast is rich in the water soluble vitamins, so also are cereals, milk, bread, and many other foods.

Mr. Hart believes that the wide advertising of yeast as furnishing necessary vitamins is wholly wasteful and sadly misleading. Money spent for yeast, he points out, would supply many necessary foods equally as rich as yeast in the water soluble vitamins for which yeast is advertised.

The University of Wisconsin's chemists have probably done as much or more work with vitamin experiments as any other institution. It is the opinion of these investigators that the vitamins in yeast is misleading advertising to get people to buy.

BETTER TEACHING IS AIM IN ILLINOIS

Commission Will Endeavor to Have State Make Equal Coun- try and City Schools

Boys and girls living in the poorer sections of Illinois are to have the same grade school advantages as those in more fortunate districts if plans of the Illinois Educational Commission to assist "needy districts" are adopted by the state Legislature.

The commission has been at work for almost two years on a revision of the method by which the millions of dollars of state school funds are distributed. The result of their work will appear in two bills proposing a radical departure from the present plan of distributing the fund on the basis of the school census.

One of the chief provisions of the proposed legislation is the assistance to be given the school districts that are too weak financially to maintain good schools. Under this provision every district that has an assessed valuation of less than \$35,000 for each teacher employed is to be tendered special aid.

This arbitrary sum of \$35,000 is fixed as the minimum standard. The difference between the actual assessed valuation of the district and this \$35,000 minimum standard is, in the words of the proposed new law, a "deficit assessed valuation," and upon this "deficit" the State will pay to the district the same rate of tax levy as the district pays upon its actual assessed valuation.

Provides for Two Funds

Eight million dollars is now distributed annually by the State to the elementary schools of Illinois. The share to each district is based on the number of persons under 21 in the district, regardless of whether they attend public or private schools, or whether the district is needy or wealthy. The purpose of the new plan according to A. M. Shelton, who was chairman of the educational commission when the bills were framed, is to equalize school burdens and especially to raise the standard of education in poor districts.

"The members of the Legislature felt," said Mr. Shelton, "that this \$8,000,000 should be distributed upon a fair and just basis determined by the clearly established needs of the district. With this thought in mind, the commission has undertaken to produce a formula based upon not only the clearly established financial needs of the district determined by the local tax rate, but also upon the experience and training of the teachers employed, the length of the school term, and the attendance of the children.

"Its plan of distribution provides for two funds, special state aid and general state aid. The special aid is given only to needy districts, whereas the general state support goes to all districts, including the needy districts."

Five Cents a Day for Attendance

In addition to this special aid, the needy districts also would be tendered the general state support, which includes the following:

Payment of \$1 a day for every day that each teacher is employed; a special grant of \$200 paid directly to the normal school graduate who teaches a full term in a one-room school; five cents a day to the district for each day's attendance of each child.

For each teacher trained at a normal school, teaching in a district, the following scale of appropriations to be paid the districts is proposed: For a teacher who has had at least 18 weeks in a recognized normal, \$4 a week for the first 36 weeks; for at least one year of such training, \$8 a week for the first 36 weeks; for each graduate of a recognized normal, \$12 a week for the first 36 weeks.

The total amount available for the district in all these cases is distributed only where the tax rate reaches at least \$2 on each \$100 of assessed valuation. Where the local rate falls below this, the amount distributed is multiplied by a fraction whose numerator is the local rate and whose denominator is \$2.—*Christian Science Monitor.*

Leaves Public Schools For Presidency Southwestern

Dr. Horn is probably known to more school teachers in Texas than any other one man. He has been identified with the public schools of Texas for more than a quarter of a century and is still a young man—young in feeling, looks and outlook. For nearly twenty years he was superintendent of schools in Houston. For a brief period, he was engaged in public school work in the City of Mexico, and has



DR. P. W. HORN

now returned to Texas to take charge of one of the oldest and most distinguished of the denominational colleges of the state, viz., Southwestern University at Georgetown. The snap herewith reproduced was taken in front of Stamford Inn, at Stamford, December 22. Dr. Horn was one of the lecturers at the Stamford joint institute, December, 1922.

STEPHENVILLE INTERESTED

We take the following excerpt from a letter from Supt J. D. Bramlette, of the Stephenville schools:

"We are deeply interested in this section in the League's work, and, in fact, in all Extension work. We appreciate the fine work that this organization is doing in Texas—wonderful progress since 1910!"

Statement by the Extension Council

The Extension Council of the University of Texas regrets the necessity of calling the attention of the public generally to the fact that no connection exists between the University Interscholastic League—a division of the Bureau of Extension—and the organization now being promoted in Texas calling itself the "American Interscholastic Citizenship League." The term "interscholastic league" is so well advertised in Texas, and the people have for so long a time been accustomed to associating this term with the division of the Bureau of Extension functioning under that title, that it seems difficult for many persons interested in this character of work to realize that another organization having no connection whatever with the University, but operating as a private corporation, has assumed a title including the words "interscholastic league." A connection between the two organizations has been inferred by many, and the confusion in mail, remittances, etc., has been such that the Extension Council feels that it should do all in its power to correct this erroneous inference.

The tendency to confuse the organizations is increased by the fact that Mr. E. D. Shurter, of Dallas, for some time identified with the work of the University organization, but whose connection with the University Interscholastic League was severed September 1, last is now promoting the new organization. Moreover, in the publicity matter issued by the promoters of the new league, the distinction between it and the University Interscholastic League is not clearly defined, as is evidenced by the following quotations:

1. Page 21, December issue of "American Citizenship Magazine," which is the official organ of Mr. Shurter's new league, contains "Significant Recommendations of the American Bar Association," in Section 5 of which is the following erroneous statement:

"Your committee is impressed with the wonderful work done in past years through the University Scholastic League organized in Texas, and now expanded under the title 'The Citizenship League of American Schools and Colleges.'"

The Council desires to state that no such expansion and change of name has occurred. The University Interscholastic League is still operating under the same name and organization that it has for many years, and contemplates no changes in either.

2. In an Associated Press report purporting to be an interview with Mr. E. D. Shurter, of Dallas, dated October 24, and published in Texas papers on October 25, the following individuals are listed among the Directors of the new league which Mr. Shurter is promoting:

"W. R. Duffey, head of the visual instruction division, Bureau

of Extension, University of Texas, Austin, and E. D. Shurter, professor of public speaking and chairman of the University Interscholastic League.'

The Extension Council directs attention to the fact that W. R. Duffey is not in any way connected with the Bureau of Extension, his connection with the Bureau and the University having been terminated on August 1, last. We further wish to state that Mr. Shurter is not chairman of the University Interscholastic League and has not been since September 1, 1922. In our judgment the erroneous title given each of these two individuals in this connection is calculated to emphasize still further the confusion which already exists because of the similarity between the names of the two distinct organizations.

3. In the press report of October 24, referred to above, and in numerous other press reports apparently emanating from Mr. Shurter, the statement is made that Mr. Shurter has been granted a year's leave of absence from the University for the purpose of promoting the new league. The Extension Council has called the attention of President Vinson, of the University, to this statement, and to the fact that readers of the statement might be led to infer that the University authorities are endorsing the proposed new league. President Vinson states that in his formal request for a leave of absence Mr. Shurter asked for leave for the purpose of promoting the proposed league as a private corporation, but that in granting the request for a leave of absence, it was not in the mind either of the President or of the Board of Regents to endorse or stand sponsor, in any way, for the proposed national organization.

There is on the market an Interscholastic League Theme Tablet. Agents of this tablet, have, from time to time, claimed that this is the official tablet of the University Interscholastic League, and have endeavored to get the local school authorities to endorse the tablet with a view to getting local dealers to order the tablets for the purpose of selling them to public school children. Representatives have further stated that a percentage of the profits will go to the University Interscholastic League. More recently the statement on the inside of the back cover is that the Interscholastic League of America will get a percentage of the profits. This confusion has caused much embarrassment to patrons and members of the League. Correspondence on file in the University Interscholastic League offices clearly shows this. The claim that this is the official tablet of the League was, and is, unauthorized by the Extension Council or the Executive Committee of the University Interscholastic League. Any claim that the League participates or has participated or will in the future participate in the profits, directly or indirectly, is without foundation in fact.

It should be clearly understood that

SUMMARY LEAGUE FOOTBALL SEASON 1923

(Continued from Page Three)

of the teams. As a whole, however, the purpose of classifying the teams is fairly well accomplished.

So that the summary may be better understood these explanations are made:

1. This is a state standing listed by sections.
2. No team is shown unless four games have been reported.
3. Teams which have lost all games reported are not listed.
4. No team is listed unless Eligibility Blanks for players have been filed.
5. Two victories over the same team are counted as one.
6. Only Texas high school games are considered.
7. Teams that lost only in inter-sectional contests are shown in separate standing.



"BOODY" JOHNSON
Capt., Waco Team, 1923

Standing of Teams

Waco, 1.000 per cent; Abilene, .889 per cent; Corpus Christi, .889 per cent; Cleburne, .889 per cent; Beaumont, .889 per cent; Comanche, .875 per cent; Amarillo, .857 per cent; Denison, .857 per cent; Sulphur Springs, .857 per cent; Temple, .833 per cent; Del Rio, .800 per cent.

Section 1—.833, Canadian; .800, Pampa; .625 Childress; .500, Clarendon, McLean; .429, Memphis.

Section 2—.833, Plainview; .750, Paducah; .714, Floydada; .667, Lubbock; .500, Ralls; .400, Slaton.

Section 3—.889, Stamford; .833 San Angelo; .750, Breckenridge; .714, Cisco; .667, Ranger; .500, Big Springs; .400, Albany; .200, Haskell.

Section 4—.875, Bridgeport; .857, Vernon; .800, Wichita Falls; .778, Electra; .625, Strawn; .500, Henrietta, Seymour; .333, Mineral Wells.

Section 5—.857, Honey Grove; .833, Forney; .800, Greenville; .667, Denton; .500, Bonham, Farmersville; .250, Terrell.

Section 6—.875, Tyler; .750, Atlanta, Mount Pleasant; .500, Longview, Clarksville, Texarkana; .250, Mineola.

Section 7—.625, Pecos; .500, Midland.

Section 8—.800, DeLeon; .750, Junction; .667, Brownwood, Dublin; .583, Gatesville; .500, Mason.

Section 9—.889, Marlin; .875, Waxahatchie; .750, Corsicana, Hillsboro, Milford; .667 Itasca, Mexia, Teague; .625, Rosebud; .500, Athens; .250, Italy.

Section 10—.800 Nacogdoches; .714, Palestine; .667, Lufkin; .571, Rusk; .200, Jack-sonville.

Section 11—.750, Eagle Pass; .571, Devine; .500, Hondo, Sabinal.

Section 12—.889, San Antonio, Main Ave.; .857, Smithville; .800, Belton, Granger; .750, Taylor; .714, Austin; .571, Cameron; .500, Georgetown, LaGrange, San Antonio (Brackenridge); .286, Lockhart; .200, Rockdale.

Section 13—.750, Hearne; .600, Bryan, Caldwell; .400, Navasota.

Section 14—.800, Beaumont, (So. Park), Houston (Central), La Porte; .750, Bay City, Port Arthur; .667, Houston Heights; .250, Galveston, Sour Lake.

Section 15—.857, Beeville; .800, Floresville; .750, Kenedy; .667, Gonzales; .500, Victoria.

Section 16—.857, Mercedes; .800, San Benito; .750, Robstown; .667, Donna, Sodville; .600, Brownsville; .571, Mathis; .333, McAllen; .250, Harlingen, Taft; .143, Edinburg.

This Is The Way They Do It In District No. 8

We take pleasure in publishing a circular letter lately issued from the office of the Director General Geo. M. Crutsinger, of the Eighth District, and recommend it as a model for promotion work of this character. The letter is addressed to "members in the Eighth District of the Interscholastic League" and reads, as follows:

"A meeting of the directors of this district was held in Fort Worth last Saturday. It was there decided to hold the annual district contests at the North Texas State Normal College in Denton on Friday and Saturday, April 13 and 14, next.

"The Denton Chamber of Commerce, of which Bala Williams is President; A. G. Koenig, Vice-Pres.; W. C. Orr, Treasurer, and H. F. Browder, Secretary, has agreed to defray the expenses of the meet. In addition to this, the Chamber will provide a handsome silver cup to be awarded to the winning school in one of the contests. Prizes of some sort will be provided for all winners.

"The Normal College will be pleased to act as host to the meet, and to offer its buildings and athletic fields for conducting the contests. The reception committee from the faculty will arrange for board and rooms for visitors at a dollar per day for board and room.

"As you know the State rules do not provide for athletic events for girls except tennis. The committee instructed me to ascertain whether or not the schools desired that girls basketball, volley ball or track and field contests be included in the program. If your school desires any of these, or others, will you please inform me within the next two weeks. If a sufficient number are interested, these contests will be provided for and properly announced. Don't fail to let me know your wishes.

"The committee passed a rule requiring that names of contestants, and certificates of their eligibility, who propose to enter any contest *must* be filed with the director of that contest by April 10th. These entries are not to be sent to me, but to the separate directors. Names and addresses of these directors are given at the bottom of this letter. Will principals please bear this ruling in mind.

"Athletic Director, Fouts, announced district basketball meet will be held at the Normal College in Denton, on February 9 and 10. All entries and certificates of eligibility *must* be in his hands by February 7th.

Attention is directed to State Rule Book, page 58, Rule 9, which requires that all teams entering basketball tournament pay a State fee of \$1.00. All Teams entering the district meet will please show receipt for this fee.

Each team should have a representative in Denton at the Normal College Gymnasium, at 10 a. m., Friday, February 9th, to draw for places. Teams will not be allowed to enter without complying with these regulations. Players will be expected to pay their own room and meals; lowest possible rates will be arranged.

"Music Memory contests will be included. No entry fee will be charged at the district meet, and admission to all contests will be without charge to spectators. The directors desire to conduct a meet satisfactory to all members in the district and to that end solicit your cooperation."

List of Directors

Geo. M. Crutsinger, Director General, Eighth District. 1612 West Sycamore Street. Phone: Home 974-J.

R. M. Parker, Director of Debate. 2823 Ave. E, Polytechnic. Phones: Office, Rosedale 4857; Home R-6536.

T. W. Stanley, Director of Declamation. Weatherford. Phones: Office 267; Home 428.

S. T. Willis, Director of Essay Writing. Fort Worth, Route 4, Box 166-A. Phone Lamar 5498-J.

T. J. Fouts, Director of Athletics. Denton. 1711 West Chestnut Street. Phone: 451-W.

Music a Socializing Force

"One touch of nature makes the whole world kin." This touch of nature is simply something which evokes a mood that is good and universally experienced. It is these broad, universal, human moods with which music deals; and consequently people exhibit, under the appeal of music, a closeness of sympathy and a unity of feeling that surpass any other unity ordinarily experienced. The fact that music can enlist the participation of large numbers of people at the same time, though they be young and old and diverse in many ways, is again a matter of profound significance. In a cosmopolitan community the hour of song in the public schools, or of community chorus practice by adults, may be the only time when complete social solidarity is attained by a community group.

The character of modern industrial and commercial life tends toward the mechanization of human life. In many callings men are never so little their own true selves as when they are at work. It is during the leisure hours that the individual powers and qualities are restored and developed. Music holds a safe and strong regenerative power for the individual during these hours immeasurably greater than the wearing excitements into which he is so often led.

Character in Athletics

The foundation of a football team is character, declares Sherman W. Finger, director of athletics at Cornell College.

"Courage, a clean mind, clean speech, fair play, the spirit of give and take, the fighting heart, there together make up the character of a successful football player," he says. "The man with character is the most valuable to his team.

"I would a lot rather play a losing game with men of character, of the right kind of brain power, than with a team which is superior on paper but without the deep-seated character which is fundamental to a win-or-die spirit.

"The athletic field teaches lessons you can't learn out of books—moral lessons, lessons of spiritual advantages.

"The man who can act wisely when things are going against him, who can think in a storm of adversity, that is the man who succeeds—anywhere.

"If your opponent resorts to under-hand methods, you immediately have him at a disadvantage. He expects you to take an eye for an eye, and watches for you to try. When his attention is diverted from his game—outwit him.

"The fellow who bites the closest ear when he finds himself in a pile of players, or slugs in scrimmage, or does any kind of underhanded work is getting little out of athletics.

"There is a lot of give and take in life—and it is the way you give and take that determines whether you are an athlete or a mucker."

Director Finger, known throughout the Middle West for his maxims on "Clean Athletics" and "Sports for All" played, fullback on the University of Chicago eleven twenty years ago, "when candidates were tested by the tape measure and scale rather than by an intelligence test," as he modestly puts it. Finger played with Chicago the year they blanked Illinois, 63 to 0.

JIM WELLS 100 PER CENT

We have the following from Lela Blanche DuBose, county superintendent of Jim Wells County:

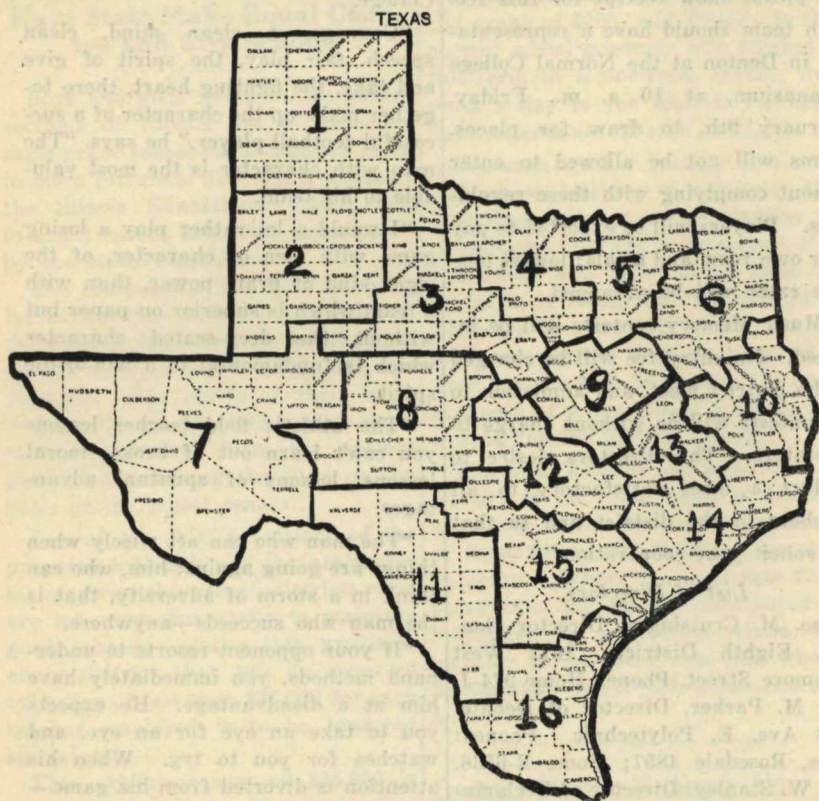
"Enclosed you will find checks and a list of teachers and their addresses. This enrolls every rural school in Jim Wells County and the High School in Alice Independent School District. Therefore you will report that Jim Wells County schools have enrolled one hundred per cent."

LEAGUE IMPARTS ENTHUSIASM

In a letter enclosing the fee for the Rice school, Supt. J. C. R. Sanders, takes occasion to say:

"I thought of remaining out of the League this year, but I find that I cannot and maintain a school with life and enthusiasm—characteristics which I think are essential to good school work."

PERCENTAGE BASIS FOR FOOTBALL ELIMINATIONS?



Above is a suggested division of the state for football next season. The League desires to have a division satisfactory to as many schools as possible. For that reason, we want you to write us just how this arrangement suits your particular school. If you think some other grouping of counties would be better, please send in definite suggestions. Keep in mind that no division can possibly be made which will be ideal for all schools. Some schools must occupy positions around the edges.

It is understood that in the larger sections, sub-sections will be made for early season competition.

Many schools were disappointed last fall because acceptances of the plan were not sent in on time. Please consider this notice that no school will be listed for participation unless formal acceptance in writing of the plan is made to the state office by October 1st. Do it now and you will be supplied with all of the necessary material early in September.

Allow us to suggest that you study the matter carefully before you request a change. See how your change would affect the other sections and the state as a whole before submitting it. Remember, however, we want the best possible arrangement, so fire away. Let's hear what you have to say.

Tentative Draft of New Plan

I. Sections: (See map above.)

II. Rules:

1. Only schools which have paid their League membership fees and accepted the plan by October 1st shall be allowed to participate.

2. Each team shall play at least five games with different high school

teams within its designated section not later than November 12th. Sectional championship to be awarded to the school having the highest percentage in its section. Each section shall be allowed representation in the inter-sectional series unless the sectional champion has lost to an out of section, or to a non-member team.

3. A defeat by a non-member high school, or by a high school of another section shall be counted in determining a team's percentage.

4. The sixteen sectional champions, determined by the percentage method, shall participate in the final series for state championship according to the schedule which will be arranged by the League.

5. The League retains the right to eliminate from the state championship series a team that fails to play a representative schedule judged on the basis of strength shown last season.

6. Each team shall report every game to the League office as soon as possible, or arrange for the home team to do so.

7. Each team shall observe faithfully Interscholastic League rules.

8. By accepting this plan, individual members, as well as the coach of each team, pledge themselves to act in the spirit of the "Football Code."

9. Each player shall fill out an eligibility blank furnished by the League, these blanks to be signed by Superintendent or Principal and mailed to the state office before the contestant is allowed to take part in any game. At the end of the season the Superintendent or Principal of each school shall send to the State Office a list of all players who have participated in football during the season as representatives of the school.

10. A guarantee demanded in excess of 50 per cent of the net gate receipts for any game shall, upon action of the State Executive Committee, disqualify offending team from further participation.

(Note).—In this connection, expenses of visiting team shall be considered as expenses of the game. Number of men allowed upon expense account to be agreed upon by coaches or managers of teams involved.

11. Officials.—All officials must be satisfactory to both parties and agreed upon in advance. Teams are urged to always secure outside officials. Beginning a game with an official constitutes agreement.

12. Protests.—A protest must be made to the State Executive Committee within twenty-four hours after a game is played, except that a protest based on the alleged ineligibility of a player may be made at any time during the season; provided, it is made immediately upon discovery of the facts on which the protest is based. Protests based upon decisions of officials will not be considered. Protests must be made in writing and signed by Superintendent or Principal.

THE FOOTBALL CODE

The football code means to play the game in the spirit of fairness and clean sportsmanship, to observe all rules and not attempt to hold, "beat the ball" or coach from the side lines because it can be done without the knowledge of the referee, or to resort to trickery in equipping or preparing players. It means to accept decisions of officials without protest, to treat your opponents as your guests and to put clean play and real sportsmanship above victories. It means the ability to win without boasting and to lose without grudge. "Victory is no great matter. The important thing in sport is the manly striving to excell and the good feeling it fosters between those who play fair and have no excuse when they lose."

STATEMENT OF THE EXTENSION COUNCIL

(Continued from Page Six)

the Council does not desire to place itself in opposition to any American Citizenship program. The foregoing statement is made solely for the purpose of clearing up the confusion as to the identity of these organizations in the minds of the friends of the University and of the public generally, and of conserving the interests of the University Interscholastic League.

C. S. POTTS,
ELVA LUCILE BASCOM,
A. CASWELL ELLIS,
MARY E. GEARING,
ROBERTA E. LAVENDER,
E. K. MCGINNIS,
C. P. PATTERSON,
J. E. PEARCE,
J. B. WHAREY,
Members of Extension Council,
University of Texas.

Fifty Acre Campus For Stamford High School

When a certain cowboy, we won't say how many years ago, sold his saddle, turned his pony loose on the range, discarded his spurs, and strode



N. S. HOLLAND

into a little west Texas college to get an education. the cattle industry doubtless suffered the loss of an efficient hand but the schools of Stamford made a compensating gain in the acquisition of an efficient head. We refer, of course to N. S. Holland.

Under his leadership, the schools of Stamford are fit to show beside those of Texas cities twice or thrice its size. Acquiring a fifty-acre campus of an old college on the edge of town, a magnificent high school building, modern in every respect, has been erected, and work is going forward to make the campus into a most approved kind of athletic field. A track not inferior to that of Clark Field is being built, many Tennis courts are in building, baseball park is laid out, and provision is being made for both indoor and out-door basketball.

PALESTINE HIGH BUSY

The P. H. S. is now beginning to turn its attention to the work of the Interscholastic League.

This year a new phase—that of music memory contests—has been added. The B-Natural Club, under the direction of Miss Fullinwider, is taking a great interest in this.

Our school made something of a reputation for itself last year in this work, and we are hoping and planning to do still better this year. We are proud of our athletic record—it has advertised us over the state; now we are desirous to achieve a literary record that will make us equally known to Texas.

There is no more lasting good than comes to a student during his school life than that derived from participation in debates, declamations, essays, or other phases of the Interscholastic League work. It gives him poise, self-possession, and ability to think logically and quickly, all of which will be of untold value to him in his future life. This work is not only for the talented few; it is for every student in school, and we hope that no one will deny himself the benefits to be derived from the work.—Palestine Herald.