

THE INTERSCHOLASTIC LEAGUER

Vol. 6

AUSTIN, TEXAS, FEBRUARY 15, 1923

No. 5

PUTS STRESS ON THE LOCAL MEET

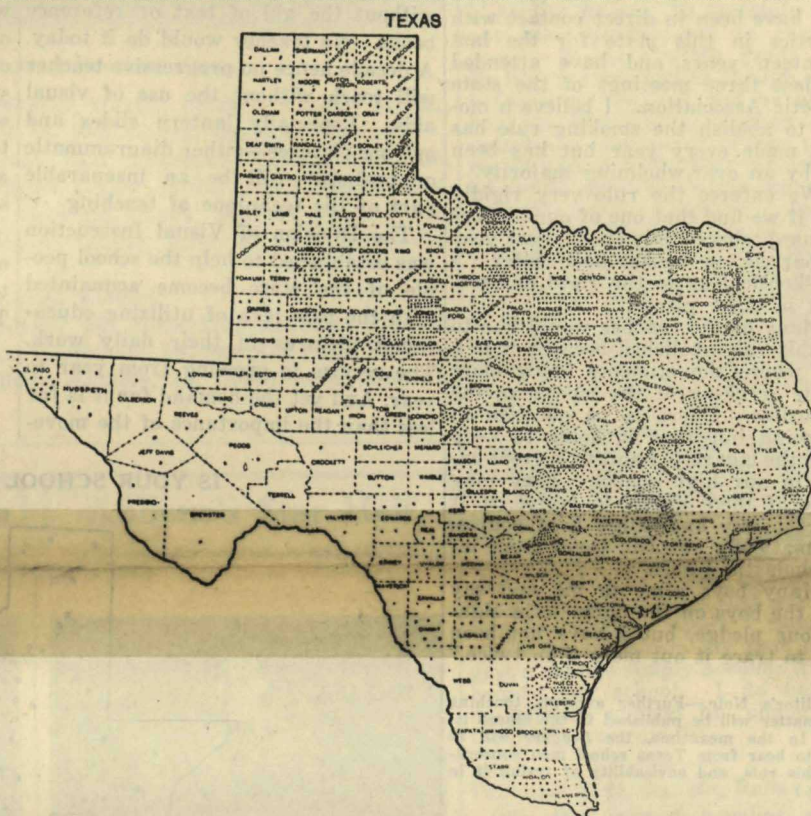
Gets 43 Entries for Local Declamation Try-Outs in Small School

Principal Taylor White of the Sealy high school delivered such an excellent speech at the Breakfast in Houston that we requested a copy of it for reproduction in the *Leaguer*. But, alas! When it came to reducing the speech to writing, Professor White forgot so much of it that we can hardly recognize the copy before us as being very much kin to the speech. However, the paragraphs which we selected from his remembered passages are interesting, especially in view of the fact that Professor White is one of the most successful teachers in local public speaking contests. Here are a few paragraphs that Prof White remembers of his Houston address:

Heretofore the work in declamation had consisted in selecting some pupil and after much persuasion on the part of the teachers he would consent to represent the school. This proved a very unsatisfactory means of securing the best talent and at the same time was no inducement to get students to do their best to win the contest. My idea was to create competition among the students for a place in the County Meet. The Parent-Teacher's Association and Business men were asked to give prizes and medals for the winners in the various divisions and they responded graciously to this appeal. We then announced to the students that suitable prizes would be offered to the winners in the various divisions of declamation and that the contest would be thrown open to the whole school. To our surprise, 26 pupils responded to the appeal and began working on a declamation. There was ample competition in all divisions and I think I have never seen a cleaner spirit of rivalry between students in any contest. We secured outside judges to pass upon the declamers and announced that the contest would be held in the local Opera House and invited the public. The building was filled with anxious parents and friends that had become interested in the contest from hearing the students talk about it. The

(Continued on Page Eight)

LEAGUE MEMBER-SCHOOLS IN ALL PARTS OF TEXAS



In the above map of Texas each dot represents a member-school in the Interscholastic League for last year. Already this year, there are more member-schools enrolled than there are dots in the above map, and the enrollment period is not over yet. The League membership will run more than four thousand this year. If there is an average participation of ten pupils to the school, there are in the state this year, more than forty thousand pupils engaging in Interscholastic League contests. We think that the average will run much higher than this. More than one thousand teachers are serving as county officers this year, and there are one hundred and ninety-two district officers.

Loan Library Furnishes Theme-Topics to Schools

The Extension Loan Library, University of Texas, loans to schools in the state many package libraries on subjects suitable for themes. A new list of subjects has just been prepared, and will be sent to any person who asks for it. A few subjects from this list are given below.

1. American Newspapers.
2. A Billion Dollar Bandit—the Boll Weevil.
3. Brazil—the Giant of South America.
4. The Camera's Gift to Man.
5. Child Prodigies.

6. How We Can Help the Immigrant to Become an American.
7. The County Unit Plan of School Organization.
8. The Jews in America.
9. The Long Arm of Radio Is Reaching Everywhere.
10. Louis Pasteur—The Immortal French Scientist.
11. The Most Popular Healer of the Day—Coué.
12. Painters of Indians.
13. Pressing Problems of Texas Rural Schools.
14. Results of Prohibition.
15. Texas Rangers.

(Continued on Page Eight)

ANTI-CIGARETTE RULE DISCUSSED

Three State Leagues Have Anti-Tobacco Eligibility Provision

(By the Editor)

There are three state high school athletic leagues in the Union, so far as we have been informed, that include among their eligibility requirements an anti-cigarette rule. These states are Minnesota, North Dakota, and Kansas.

The 1921 rule book of the Minnesota organization publishes the rule, as follows:

"He shall use no tobacco nor intoxicating liquors during any part of the school year.

"He shall before participating in any Interscholastic Athletic contest in any branch of athletics sign an official 'information card' declaring himself familiar with the rules of the Association, that he has not used tobacco since the opening of the school year, and that there is no rule, which, to the best of his knowledge, he would violate if permitted to play. These cards, witnessed by the principal or superintendent, shall be sent to the chairman of the district committee who shall send copies of the names of those having so signed to all the schools of the district. Separate cards must be signed for football, basketball, and baseball or track athletes."

The anti-cigarette rule is written into the rules of Kansas State High School Association (1921) as follows:

"No student who uses tobacco in any form during the season of a sport shall be declared eligible to compete in high school athletic contests in that sport."

The anti-cigarette rule of the North Dakota organization taken from the rule book of date November 5, 1919, reads, as follows:

"No student shall be able to participate in any League contest who uses tobacco."

It seems that this rule has been in effect in Minnesota for seven years and in Kansas and North Dakota for the last three or four years. They have experimented with it long enough to form some sort of opinion as to its efficacy. Having in mind the submis-

sion of this rule to the next State Meeting of Delegates, we circularized the high school principals of a number of towns in these three states, asking the following questions concerning the anti-tobacco rule:

1. How long have you been connected with the public schools in your state?
2. Do you feel that you are in a position to be a competent witness as to the effect of this rule?
3. Is the rule rigidly enforced?
4. What is the sentiment, in your opinion, of high school authorities generally with regard to the efficacy of this rule?
5. Would you vote to repeal this rule now?

We give the results of this questionnaire in the accompanying form, entitled "Questionnaire Results Summarized." Picked at random, all these high school authorities are for the rule, and the majority of them are enthusiastically for it. Not one of the school authorities answering favors the repeal of the rule. In answering the questions, several chose to write letters about it, from which we take the following excerpts:

M. P. Tobis, Superintendent of Schools, Northfield, Minn., says:

"The rule only serves to keep a team in training. Those who smoke begin when the training season is over.

"Boys dropped from the team last year for violation of this rule stopped smoking in August to get into condition for football this fall.

"This is the only value the rule has so far as physical effects are concerned.

"The worst feature is the fact that some authorities condone its violation."

Guy D. Smith, Principal of High School, Mankato, Minn.:

"I have had supervision of high schools in two other states for many years but have never found a place where the cigarette and tobacco habit

had so small an influence as it has in our high school here. I believe the stringent enforcement of the anti-tobacco rule among all students representing our school along every line is responsible."

H. V. Hoover, Director of Athletics, Marshall, Minn.:

"I have observed a few facts in regard to the enforcement of this rule. When the rule is first rigidly enforced the boys have a tendency to smoke on the quiet and it therefore has a tendency to make sneaks of them, but after a few years when they find that it is beneficial to have the rule enforced, it eliminates smoking among the high school boys to a very great extent."

A. P. Drotning, Chisholm, Minn. (Position not specified):

"I have been in direct contact with athletics in this state for the last seventeen years and have attended the last three meetings of the state Athletic Association. I believe a motion to abolish the smoking rule has been made every year but has been lost by an over-whelming majority.

"We enforce the rule very rigidly here if we find that one of our players has used tobacco only once. Last year we barred our basket ball center. I am skeptical as to the rigid enforcement in other places.

"Many of the coaches would like to see this rule abolished because it is a rule where the students know more of the breaking of the rule than the authorities. There is no question in my mind but that it helps to keep down the cigarette habit to a great extent in our high school. They may many of them smoke in secret, if it comes to my knowledge I, of course, automatically suspend them from interscholastic games.

"Many boys come to me and say that the boys on the team lie in signing our pledge, but I have not been able to trace it out more than twice."

(Editor's Note.—Further excerpts touching this matter will be published in the March issue. In the meantime, the *Leaguer* will be glad to hear from Texas school men concerning this rule, and advisability of trying it in Texas.)

Special Offer to Prospective Patrons By the Division of Visual Instruction

To Superintendents, Principals, and Teachers:

Are you anxious to make your work more interesting? If so, don't fail to read every word in this letter.

Photography, like printing, is now one of the practical arts; and visual aids are an instrument of civilization just as books are. By visual aids we mean maps, charts, diagrams, art prints, photographs, stereographs, lantern slides, and moving pictures.

Visual instruction should mean essentially using any or all of these visual aids to advantage in the school-room. A few centuries ago we taught without the aid of text or reference books. No teacher would do it today. A decade hence no progressive teacher will teach without the use of visual aids. Especially lantern slides and moving pictures—either diagrammatic or realistic—will be an inseparable part of the technique of teaching.

The Division of Visual Instruction was established to help the school people of the state become acquainted with the new idea of utilizing educational pictures in their daily work. The service is growing from year to year. And yet the demand for it is far less than the importance of the move-

ment warrants. Every teacher in every school of the state should be using visual aids as freely as she uses textbooks. The gain would be at least threefold: her pupils would be more interested, they would save time in learning, and the results would be more lasting.

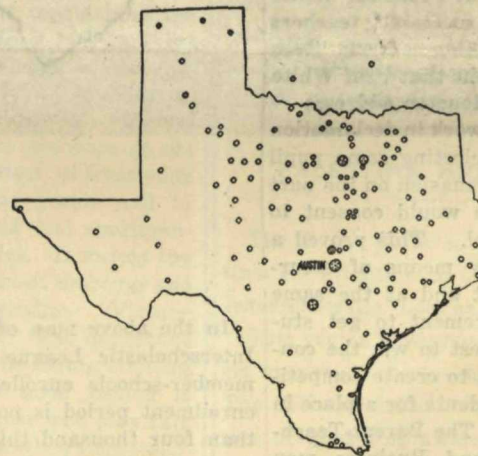
Earlier in the year we mailed you a catalogue entitled, *A List of Lantern Slides for School and Community Use*. If you read it through again, you will notice that our annual registration fee is \$5.00 for the slide service and \$1.00 for the film service. Since we plan to increase the film service fee, we make no reduction for the balance of the present school year. But in the case of lantern slides we make this special offer: \$2.50 will register your school for our service until next September. Take advantage of this offer at once. Be a leader in your profession.

Address all inquiries to the Division of Visual Instruction, Bureau of Extension, University of Texas, Austin, Texas.

Yours for progress,

JOSEPH J. WEBER,
Head, Visual Instruction.

IS YOUR SCHOOL ON THIS MAP?



Visual Instruction Service Map.

The circles on the above may represent schools and community centers in the towns listed below, which use visual aids distributed by this Division.

Agua Dulce, Alpine, Amarillo, Apple Springs, Aspermont, Austin, Avoca.

Beaumont, Beeville, Bellville, Belton, Brenham, Brownwood, Buckholts, Buda, Burkburnett.

Calvert, Canton, Celina, Cistern, Colorado, Crowell.

Dalhart, Dallas, Delia, Donna. Eagle Pass, Eddy, Edinburg, El Campo, El Paso.

Farmersville, Fort Worth, Ft. Stockton.

Gainesville, Georgetown, Giddings, Gonzales, Grandview, Granger, Grape-land, Greenville, Gulf.

Hamlin, Happy, Harrisburg, Haskell, Hillsboro, Houston, Huntsville.

Itasca. Jacksonville.

Keene. Laredo.

Madisonville, McAllen, Mission. New Braunfels.

Orange. Palestine, Port Arthur, Port Lavaca.

Quinlan. Raymondville, Rocksprings, Rosenberg, Rotan, Rule, Runge.

San Angelo, San Antonio, San Marcos, Santa Anna, Stephenville, Strawn.

Sugarland, Sonora. Taylor, Temple, Terrell, Tyler.

Van Horn, Victoria. Waco, Wallis, Waxahachie, Wichita Falls, Wills Point, Woodboro.

Yorktown.

QUESTIONNAIRE RESULTS SUMMARIZED

Name of Correspondent	How long have you taught in your state?	Do you feel competent to judge?	Is the rule rigidly enforced?	What is the general sentiment in your opinion regarding efficacy of this rule?	Would you vote to repeal it?
M. P. Tobis, Supt., Northfield, Minn.	20 Yrs.	Yes	In most schools	Very little permanent effect	No
Guy D. Smith, Prin. H.S. Mankato, Minn.	1 Year	Yes	Yes, absolutely in our school all the year round	Unanimous for it	No
Supt. H. K. Brown, Williston, N. Dak.	5 Years	Yes	Yes	Good ruling	No
H. V. Hoover, Director Ath., Marshall, Minn.	4 Years	Yes	Rigidly enforced in most places	Does a great deal of good	No
Willard N. Van Slyke, Salina, Kans.	8 Years	Yes	It is in my school	Good	No
Prin. H. S. Lawrence, Kansas	Long time	Only in a small way	No, not in sense I accept "rigidity"	Real help in management of teams	No
A. P. Drotning, Chisholm, Minn.	17 Years	Yes	Here, yes; but am very skeptical about enforcement in other places.	Motion to abolish lost by over-whelming majority each year.	No
N. J. Quicketad, Virginia, Minn.	13 Years	Yes	Yes	Very good rule - an essential rule.	No
Supt. of Schools, Albert Lee, Minn.	13 Years	Yes	Yes - in well supervised schools and their number is rapidly increasing.	It has done much to combat the tobacco habit.	No
Supt. Nelson Sauvain, Devils Lake, N. Dak.		Yes	Some problems have arisen concerning its enforcement.	Against repeal	No
H. C. High, Fargo, N. D. Pres. State H.S. Ath. League	10 Years	Yes	Yes	Favorable	No
Prin. High School, Grand Forks, N. Dak.	11 Years	Yes	I think so.	That it is an excellent deterrent from the tobacco habit.	No
Ward T. North, Prin. H. S., Rochester, Minn.	7 Years	Yes	Yes	We would not be without it.	No
H. Robert Kingsal, Supt. of Schools, Dawson, Minn.		Yes	Well enforced	Supported by at least 80% of our membership	No

It will be noted that out of fourteen replies received not one indicates a willingness on the part of the writer to repeal the anti-cigarette rule. The great majority of them are enthusiastically in favor of it. It will be noted that the replies are widely distributed over three states.

Runner-up Team in State Football Interscholastic Championship, 1922



Abilene High School Football Team

Top row, left to right: Bill Rathmell, Guard; Flesher, Tackle; Minter, Back; Oliver, Back; Sellers, End; B. E. McGlamory, Business Manager.

Middle row, left to right: Bounds, End (Captain); Grahame, Tackle; Wright, Guard; Bryan, Center; Hembree, Guard; Bond, Tackle; Moore, End.

Bottom row, left to right: P. E. Shotwell, Coach; Wooten, Back; Wells, Quarter; Hanna, Half; Estes, Fullback; Guitar, Half; E. L. Wickline, Assistant Coach.

The 1922 record of the Abilene team follows:

Abilene, 39, Sweetwater, 0; Abilene, 65, Haskell, 0; Abilene, 25, Big Spring, 0; Abilene, 27, Breckenridge, 0; Abilene, 13, San Angelo, 0; Abilene, 40, Ranger, 0; Abilene, 33, Amarillo, 0; Abilene, 13, Cleburne, 3; Abilene, 10, Waco, 13.

Captain Abilene Team



H. Bounds

This lad is one of Coach Shotwell's most valuable left-overs from the 1922 season. He has played three years and will be with the fighting Eagles again in the 1923 season. He is nineteen years old, and weighs 168 pounds. His punting during the 1922 season was a real feature of Abilene's splendid defense.

Abilene's Star Half



Earl Guitar

Coach Shotwell says of Earl Guitar, "He is one of the best backfield men I have ever had in spite of the fact that he is the lightest." This boy is nineteen, weighs 140 pounds, and made a wonderful record as a dashing halfback in the 1922 season. He will be graduated from the Abilene High School in June, and expects to go to college.

THE LEAGUE LETTER BOX

THE FOUR-YEAR RULE

Supt. Jake J. Hendricks, Kerens:

"On page 4 of the Interscholastic Leaguer of January 15th, I notice a discussion of the *Four-Year Rule*. The article calls for opinions:

"I am rather inclined to believe, as does the writer of the article. I have enrolled, in the Kerens High School, two boys seventeen years of age. They are bonafide students. They are splendid athletes, and splendid characters. One of them participated in only a part of one basketball game in the spring of 1919. He was used as a substitute during that season. At that time he did not know of the four-year rule. If he had known, he certainly would not have participated in that one game. He is a ninth grade pupil. He has two more years in high school. I fear that we will not be able to hold him in school the next two years unless he is permitted to take part in match games with other schools. If he should quit school now, his education is perhaps finished. To say nothing of the injustice of robbing the school of his services, it is an injustice to the boy. I think the motive of the executive committee was to bar the "ringer." This motive is to be commended, but do not the other rules bar him? I suggest that the age limit be cut from 21 years to 19 years.

This is not the first year that I have had this condition existing in my school. I have met with the same conditions in other schools. I have thought for several years that this rule ought to be changed, but have never mentioned it, because I knew that it would be almost impossible to draw up a set of rules that would satisfy everybody. Again I thought it would be selfish on my part to suggest a change simply because it would benefit my school. I do not now hesitate to suggest the changing of the four-year rule."

Principal J. M. Rankin, Ralls:

"In the current number of the Leaguer I find some very interesting discussions. The proposed change of the four-year rule would, I think, be extremely unjust. If, as is stated in the article, the average age of the high school athlete is seventeen, that leaves three years in which one could "gold-brick" around and help build up a championship team in any one of the sports. There is in our school one exceptional athlete who is doing his first year's work in high school, and who represented our school in high school athletics last year, and certainly I believe it would be unjust to exclude him from athletics after he has participated his four years. But I seriously believe that if we should adopt the change suggested, we should stir up more ill feeling and distrust of our neighbor in a month than we ought to find in two years. I agree with Mr. Erney that the transfer rule should be changed; I can conceive of various conditions under which it would be highly impracticable for one to transfer to the school nearest him."

"I like the football plan of elimination, likewise the basket ball plan, and hope some such plan may be evolved for baseball."

MUSIC MEMORY CONTEST

Miss Julia D. Owen, Chairman Department of Public School Music,

Texas Federation of Music Clubs, in a circular letter to all Texas members, requests a report from local clubs on how recommendations have been carried out, among which recommendations is the following:

"The music memory contest in city, town, county and state—clubs assisting (by financial or personal aid) the County Music Director of the Interscholastic League. Every club should sponsor one contest or more for school and community."

The circular letter, among additional recommendations, urges "Your support of the Interscholastic League in its state-wide Music Memory Contest."

(Editor's note. Music clubs, by the way, can be of great assistance by rendering programs in preparation of contestants, and by helping music directors with programs for county and district contests.)

Miss Owen, in a personal letter, says: "I congratulate you on the way the Music Memory Contest has progressed as an Interscholastic League venture."

Mary J. Kelso, Abilene: "We have begun work on the Music Memory Contest along with our other regular music work and we find the pupils greatly interested. This is the fourth year that Abilene has had a memory contest and the children are always eager to begin."

Stella Jean Dugon, Quanah: "I want to congratulate the League on the splendid work it is doing in music."

Bertha Heinatz, Liberty Hill: "We are very interested in the musical appreciation contest and hope that our efforts will encourage more people to love and appreciate music."

Mrs. Henry Hurr, Flatonia:

"Thanks for your reply to my recent inquiry in regard to the Music Memory Contest. Before writing you, at my suggestion, the Mothers' Club had already offered gold medals to the high school and to the sixth and seventh grades for the two contestants who made the highest grades in the Music Memory Contest."

"It is my opinion that when the bulletin for 1924 is issued that a junior and senior division in the Music Memory Contest could be provided for as in other contests. The same list of music could be furnished both divisions, and the contest in both could be held at the same time."

Ola Cunningham, Comanche:

"I am also county director and self-appointed local director of Music Memory. We are accomplishing good. We are carrying on the local contest throughout the grades, a special list of selections being used in the primary grades."

"Interested citizens have offered prizes. We have had splendid programs by local talent, and the neighboring college heads of music are giving free concerts. Since the Christmas holidays we have organized a band and a ladies' choral club. We

(Continued on Page Eight)

THE INTERSCHOLASTIC LEAGUER

Published eight times a year on the 15th of each month, from October to May, inclusive, by the Bureau of Extension, of the University of Texas at Austin, Texas.

Roy Bedichek, Editor

(Entered as second class matter Nov. 6, 1917, at the Postoffice at Austin, Texas, under Act of August 24, 1912.)

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

PROPAGANDA

Propaganda is a word which has acquired an evil connotation in the last decade, and justly so. The Russians used propaganda against the armies which were sent against them; the Germans used propaganda in this country to prevent our entering the war; England and America were using propaganda in Germany during the war to weaken the German morale; labor unions use propaganda, capitalists use it, friends of Mexico are using it and enemies of Mexico likewise. In short, the word has come to mean doctrine or principles propagated by 'interested' parties. It may be all lies, it may be half lies, it may be truth, but when propaganda is truth we quit calling it propaganda and begin calling it instruction.

In our opinion education and propaganda cannot be mixed. You can't be partially an educational organization, and partially a concern for propagandizing. No matter how worthy the cause may seem to those instigating the propaganda they must not befool themselves into thinking that their activities are necessarily educational. The fact that propaganda is deemed necessary is proof positive that there is another side to the contentions upon which the propaganda is based.

This brings us to say that the Interscholastic League as an organization should adopt no doctrine, principle or set of principles as truth and set out to convince the world of the verity of the same. Its function should be educational, and educational only. Applying this theory to the question to be selected for debate next year, the test should be not what "the people ought to hear discussed," but "what subject will interest school boys and girls and secure for them the best development in debating." One person writes in to suggest a question which he thinks should be debated, "for," he says, "the weakness of the argument against it ought to be exposed." Now that is just the character of question which should not be debated. We want an arguable question, one which does not have a weak side, one which gives the affirmative just as good grounds for contention as it gives the negative, and vice versa.

The same is true in a measure of the declamation contest. Selections should not be forced upon contestants because these selections voice a senti-

ment or bolster up a conclusion of some one who happens to have the authority to prescribe the selection. It should be selected by the individual teacher and the individual contestant on the basis of whether or not it to them rings true, to them voices a sound sentiment, and in their opinion is worth memorizing, absorbing, and speaking to an assembly of people. The declamation contestant ought to believe in the truth of the piece he speaks, ought thoroughly and wholeheartedly to sympathize with the sentiment thereof, ought to feel in his own soul the passion of the person who is the author of the piece. If selections are rigidly prescribed, no matter how well-meaning such person or group of persons making the prescription is, the contestant will often find himself out of sympathy with the piece he is reciting, in which case sincere and earnest delivery is not possible.

Education, not propaganda, is the purpose of the Interscholastic League.

THE ESSAY WRITING CONTEST

The State Office has issued the following circular concerning the Essay Writing Contest:

"For rules governing this contest, please consult pages 42-45 of the Constitution and Rules, Bulletin 2222. Teachers who are training contestants in this event, should note carefully (d) under Rule 3, page 42, which reads in part, as follows:

"The State Office shall furnish the county superintendent of schools prior to the county meet two subjects in the general field of Americanization, and three subjects within the pupil's range of study, observation and experience, the county superintendent of schools to hand these subjects to the Director of Essay Writing on the day of the contest."

"It will be noted that the contestant will need no preparation, so far as subject-matter is concerned, in the three subjects which are to be 'within the range of the pupil's study, observation and experience.' His preparation in Americanization subjects should be gotten largely, of course, through his study of history and civics. The general subjects will include such titles as 'Our Most Successful Fishing Trip,' 'My Favorite Pet,' 'The Old Home Place,' 'How to Test Seed for Fertility,' 'Driving an Automobile—Safety First,' and so on. In the list of Americanization subjects will be included such titles as, 'Why a Trial by Jury?' 'The Need of a New Constitution for Texas,' 'A new Constitution for Texas is Unnecessary,' 'My Favorite Hero of the Texas Revolution,' 'Why Every Citizen Should Vote,' etc. Likely none of these subjects will be assigned. They are given to illustrate the character of the subjects which will be included in the contest-list.

"It is apparent, therefore, that this contest has no element of propaganda in it. It is strictly educational. You should drill your prospective contestants in *Composition*, that is, you

should teach them how to organize a subject, how to outline it, how to give due proportion to each part. The art of paragraphing should be stressed. You should teach them how to punctuate properly, how to spell, and above all, drill them in neatness in execution and accuracy in expression, that is, saying just what is meant, no more, no less."

NO MORE MUSIC BULLETINS

We regret that we cannot fill further orders for Bulletin No. 2248, "Reading Lessons in Music Appreciation" for the reason that our supply is exhausted.

The first edition of this bulletin, 3,500 copies, was distributed to schools ordering them early in December. We then had another edition of two thousand printed, and these, also, have been distributed. The demand for them cannot last much longer, and we therefore think it inadvisable to undertake the risk of printing another edition and having many copies left on our hands, and thus wasted.

While this bulletin is a distinct help in preparing contestants in the Music Memory Contest, still it is not absolutely essential. Much of the information it contains may be gotten from the books issued by the various phonograph companies. Many supervisors of music have not used this bulletin at all in preparing students for the contest, evidently trusting to other sources for information. We hope that you will not be discouraged by the fact that this bulletin is no longer available, but that you will go right ahead with your preparation of contestants for this event.

We tried faithfully to estimate the number of bulletins we would need, but we had not previous experience upon which to base any such estimate.

DECLAMATION MATERIAL

Relative to suitable selections in the declamation contest, we wish to call your attention to rule 2, p. 35, of our Constitution and Rules. You will find there a very wide latitude allowed in the selection of declamations. They are not confined to any particular book. They cover such a wide range of subjects that we feel that you will not have to purchase any particular book in order to get satisfactory selections. We published last year a bulletin of about sixty pages giving a number of prose selections which are admissible in any one of the three following divisions: Senior Boys, Senior Girls, and Junior Boys. If you have a copy of this bulletin, you will likely find a suitable selection for contestants in any one of these three divisions. If you do not have a copy and wish one, we shall be glad to send it to you for 15c to cover the cost of printing. So far as the poems for Junior Girls are concerned, any poem appearing in any of the basic or supplementary school readers is admissible with the exception of purely "funny pieces" and dramatic impersonations. Please note rule 3 on page 36 in this connection.

It is impossible to advise one concerning a suitable declamation for a given student. One student may do remarkably well with a given selection, whereas this selection would not be suitable at all to another individual. The teacher of declamation must exercise his own judgment in suiting selections to individual contestants. We hope that you will have no difficulty in getting plenty of material.

PEDDLING PATRIOTISM

When that sturdy British patriot of the 18th century, Dr. Samuel Johnson, said that "patriotism is the last refuge of the scoundrel," he meant no disparagement of the sentiment itself, but he did mean to dig the scallywags who were at that time promoting patriotism for a consideration. He entertained the same scorn which we have today for the professional purveyor of patriotism, and he had no hesitancy in lambasting the windy shyster who takes this sentiment as so much merchandise for marketing at a profit.

And today the woods are full of educational goldbrick artists who are cashing in on the great patriotic sentiment which was built up in this country during the war, and they look upon the school as easy money. School men are not, as a class, distrustful; and they are, as a rule, patriotic. They are too often susceptible to the wily appeal of the skilled promoter. A good test to apply in case someone is endeavoring to work you up to the 100 per cent pitch is this: "Is this person or organization trying to separate me from any good sound cash for making me 100 per cent American? Can this same 100 per cent Americanism be purchased cheaper in any other market? Should it not be, after all, like salvation, free?"

COYOTE

The following from Ila Burnett, student in the Gober school, is self-explanatory:

"Permit me to correct a mistake found in the list of spelling words for 1923. In column 26, page 17, I find the word 'cayote.' It should be 'coyote.' Am I right about this?"

You certainly are right, and thanks for sending in the correction. Spelling Directors will please note Rule 3 of "Instruction to Judges," page 47 of the Constitution and Rules, in this connection.

SECURE OUTSIDE JUDGES

Each year we urge upon county and district officers the advisability of securing judges from outside the county or the district, as the case may be. It is not too early now to engage your judges. A number of forehanded county officials have already engaged judges from the University for their county meets. If you are located near an institution of higher learning, write to the President, or to some one in authority whom you know, for competent judges. It will save time,

trouble, worry and money. Often a protest has arisen which has cost the schools involved ten times as much money as it would have cost to have secured competent officials. Most of the trouble which has arisen in county meets can be traced to incompetent officiating. In the northern part of the state, there are the Denton and Commerce normals to draw from, as well as T. C. U. at Fort Worth and S. M. U. at Dallas. In the central part of the state, Baylor at Waco and the University, at Austin; in East Texas, the Sam Houston Normal Institute at Huntsville, A. & M. College, College Station; and so on. We do not intend to make a complete list, but a suggestive one. And if you cannot get the help of an institution of higher learning, why get lawyers, judges, ministers and school teachers from outside your county for the literary events, and appeal to the Y. M. C. A.'s for athletic judges. Do it in time. Don't wait until the last minute.

ENTRY BLANKS MAILED

Look out in your mail for a long envelope with a one-cent stamp on it, postmarked "University Station," and bearing the Interscholastic League return-card in the upper left-hand corner. Don't throw it in the wastepaper basket along with other third-class mail, for it contains a complete entry-blank for your use in making entries in your county meet. Put this blank away in a safe place, but do not put it away so safely that you will be unable to find it again. Use it, by all means, in making your entries, for in this way you will avoid making mistakes and you will assist your county officers very materially in arranging a successful county meet. Save, also, the list of district directors contained in the same envelope. You will want this for reference in case any of your contestants win in the county meet. If this material does not reach you within a week after this Leaguer does, please write us to that effect. The material, however, will be mailed to the person who remitted the fee for your school, since that is the only address, perhaps, that we have for your school, so do not write us until you have inquired of this person whether or not he has received these forms. This is the first time in the history of the League that the State Office has undertaken to furnish entry-blanks for county meets. It is quite an expense, but we believe it will be found to be worth while.

WORDS

We hope that at least a few readers of the *Leaguer* are able to use practically in the classroom the short feature which we publish each month entitled "Words and Their Ways," by Miss Roberta Lavender, Adjunct Professor of Latin in the University of Texas. Naturally gifted in the languages anyway, Miss Lavender has, by long study and years of everyday practice in the classroom, acquired that rare, almost unique thing—mastery of a subject. Fortunate are those

who fall under the spell of her enthusiasm for the classics; and fortunate is the student in the public school who has an English teacher who imparts to him in his early years an interest in words, for such an interest is a beginning of culture. Of course, there are many other sources for this information, but we present one, and a handy one, each month in the *Leaguer* which teachers of language classes may well avail themselves of.

EDUCATIONAL TESTS

There is a general interest among teachers in Texas in educational tests and measurements. Hardly an institute program is considered complete without at least one number being devoted to some phase of this subject, and educational literature of today is replete with references to it. Irrespective of whether everything can be done by tests and measurements which enthusiasts claim, it behooves those teachers wishing to keep abreast of the times to know what it is all about. We have, therefore, asked Dr. C. T. Gray, Associate Professor of the Philosophy of Education, University of Texas, to furnish a series of articles on the subject. Dr. Gray is, perhaps, as thoroughly familiar with this subject as anyone in the state.

CAN STUDENTS HELP GOVERN?

We published in the December *Leaguer* an account of a school in the government of which the students participate. We shall be glad to receive for publication short accounts of other schools in which student participation in government has been tried. Whether it is a success or failure, the account of any experiments in this line will be interesting to many readers of the *Leaguer*. For the past twenty or thirty years, certain school executives have rebelled against autocracy in the government of schools. It is the claim of these men that in training pupils for citizenship in a democracy, it is logical to teach them to govern themselves. Many interesting experiments in student participation in the government of a school are on record. Let us have an account of your experience in this matter if you have any.

HIGH SCHOOL PRESS

The high school paper, considered from the standpoint of the composition teachers of the school, is a project in composition. It is for this reason that we find high school papers and magazines promoted by the English faculty as a rule. One successful composition teacher reports that he made the magazine, published monthly, serve as the basis for an entire year's work in composition. There is no denying the fact that a high school paper is a socializing factor in composition study, or rather, it is one device whereby work in composition may be socialized to a cer-

tain degree. It satisfies, as nothing else can, the demand so urgent in many talented boys and girls for self-expression.

Even the department set apart to the schools in a local paper is a good thing. For illustration, the *Bay City Daily Tribune* gives a column to the Van Vleck school, and an editorial staff in the school fills this column with interesting information concerning the work and play of the school room and school grounds. Again the Bellaire rural school has a blackboard newspaper, and a regular staff edits the copy, which must for the sake of economy, be reduced almost to bulletin form.

The *Runge Rattler*, Vol. 1, No. 4, is a monthly visiting the Interscholastic League office for the first time.

It doesn't have quite that proportion of advertising which puts a publication upon a firm financial basis, but the space unsold is devoted to news which is of interest to the pupils of the school and to the people of the town. We note with pleasure a great deal of "literary society" news, and we judge from this that the Runge school will make a strong showing in the public speaking contests of the League. Nothing fosters public speaking in a school quite so effectively as vigorous literary societies.

From Atlanta, a town which has recently completed a handsome school building, and from a school which was among the strong contenders for district championship in football, comes *The Trail Blazer*, a monthly, Vol. 1, No. 1. This publication is dressed in an olive green cover in the center of which in bold-faced type appears the following declaration:

"Atlanta Education extends to you and yours best wishes for a year full of fruitfulness. The determination of everyone concerned with Atlanta education is to raise the standard of value and service to the community so that it may merit your continued good will and encouragement."

The copy before us is the freshman number and was edited by Harriett McClung. Since a freshman class can do so well, we should like to examine an issue edited by one of the upper classes.

We refrain from reviewing *The Yapper*, a new and welcome visitor, preferring to let the review be in rhyme from the pen of a student in the Cleburne High School, Marian Oldfather:

The Yapper yaps once every month,
It yaps both loud and clear,
For it is our school paper,
Of which I'm writing here.

Both first and best is football news
About our gallant team;
Next are the jokes, from which al-
ways
Both fun and laughter beam.

Our Houses' doing all throughout,
From Addams down to Barton,
Then up to Mr. Ownsby's house,
The students all report on.

The literary page of which

We all are very proud,
Is where all our budding authors
To the public first have bowed.

So here's to Cleburne's Yapper,
May it yap from year to year,
Here's to the chief and all his staff,
Let's give them all a cheer.

Covers the case pretty well, and we shall content ourselves with commending the care with which the headlines of this paper are written.

The *Tri-Hi Stampede* is the official organ of the junior high schools of El Paso, the initial issue appearing January 27. The purpose and methods of the paper are outlined so succinctly in two paragraphs of the leading editorial that we quote them:

"We recognize rivalry as an essential to success, and our desire is that our rivalry be the sincere, friendly type which arouses in students the desire to produce, to create, to excel in vividly expressing themselves in original articles and in the effective retelling of incidents relative to school life, an impetus to endeavor.

"Our aims are identical. May our endeavors be mutual. Three necessary parts of an harmonious whole! San Jacinto extends the glad hand to her fellow junior high students in this—our mutual adventure in the land of journalism.

This quotation shows that the students themselves realize the socializing aspect of this venture.

It's curious how high school students reach out for a name which expresses vigor, energy, power, even though the connotation of the term is not exactly suitable. Heretofore we have mentioned *The Hurricane*, of Wolvin, *The Broncho*, of Sonora, and above we note the *Stampede*. We have now before us *The Whirlwind*, of Devine. The *Whirlwind* is full of enthusiasm for athletics and for the representatives of the Devine school in Interscholastic League contests. If there is anything in Dr. Coue's auto-suggestion theory, Devine ought to win its share in the county and district meets, for the *Whirlwind* never tires of putting out the suggestion of victory. Besides a stirring editorial on "Pep and What It Can Do," we have an earnest talk with the rooting squad advising it, now that the football season is over, to keep the yells going strong for utilization in volley ball and basket ball, and incidentally throwing out the suggestion that it might be well for the rooting squad to "pass the examinations" first, and then get down to work in real earnest on some new yells.

The most dignified publication in general appearance we have yet received is *The Forum*, the thirty-three-page monthly of the South End Junior High School, Houston. It has a cover somewhat the color of University bulletin, with the name printed in bold, solemn type, a crown of bay-leaves and a neat border being the only things approaching decorations. Inside, however, it begins to look more highschooly. Here, for instance, are two pages of type in tabular form

suggesting very important statistics, but upon examination it proves to be a list of probably fifty names of boys and girls with the "Ambition," "Pastime," "Expression," and "Nickname" of each listed opposite his name. It's all in good humor, and doubtless full of local hits. Four general departments are maintained: "Literary," "News," "Sports," and "Humor." Advertising is a feature of this journal—there's enough in it to pay for its publication several times over if a fair rate is charged.

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.)

Last month's issue of the *Latin Leaflet* contained an article under the heading given above. It would be well to read it again, so as to connect the general current of thought which is to run through the articles that shall be found in this space from month to month.

The main idea to be kept in mind is that every word has a meaning and that words, like boys and girls, belong to families. There is a large group of words, for instance, that belong to the *curr* family. This *curr* family comes from the Latin word *currere* which means to run. The current of a stream is, then, the part that runs. To carry a horse is to run over it with a brush called a curry-comb. To curry favor is to run around among your friends in an undignified way when you desire a favor. A curriculum is a race track, and in school terms, it is a course of study. The word *course* is also built on the root *currere*. Think, then, of all these words: incur, recur, occur, concur, excursion, cursory, concourse, discourse, succor. If you do not know them, look them up in your dictionary. What is current opinion? What is currency in money?

Closely akin to the *curr* family of words is the *flu* family. This group comes from the Latin root *fluere* which means to flow. The confluence of two rivers is the place where they flow together. A fluid is something that flows, as opposed to something that is a solid. The word solid comes from *solus*, which means alone. Any material, therefore, which stands alone is called a solid. Iron is a solid; wood is a solid; whereas gasoline is a fluid. A flume is an artificial channel through which water flows. Look up influence, affluence, superfluous, influenza (called "the flu"), flux, influx, fluctuate, flue.

There is a family of words related to the *currere* group and to the *fluere* group. This is the *fundere* family and its general meaning is to pour. The participle is *fusus*. Sometimes the English derivative will have und

in it, and sometimes *us*, e. g.: refund, refuse. What is a funnel? It is clearly something through which a fluid is poured. To refuse a glass of wine is literally to pour it back. When things are in confusion they are all poured together. If a healthy boy has a pale faced friend who needs extra blood, he becomes a hero if he allows the doctor to draw some blood from his arm and put it into the arm of his friend. This is called transfusion of blood. When a girl talks fast and the words seem to pour out of her mouth, people say that she is effusive. Look up these words: fund, refund, fundamental, fuse, profuse, profusion, diffuse, diffusion, infuse, infusion.

Bear in mind that every word has a right to have a meaning. There are three main sources from which our English words are derived. Of the 100,000 words in the English language, 60,000 come from Latin, the language once spoken in Italy; 30,000 come from Anglo-Saxon, the language our forefathers spoke centuries ago; and the remaining 10,000 are from Greek for the most part, and from a few other sources, such as Indian, Turkish, Russian, etc. English is a composite language. The words that children use (the short monosyllabic words) and the words that everybody uses in oral conversation are from the Anglo-Saxon. The words you find in your books, for the most part, are from Latin and Greek. In another issue we shall give lists of examples for illustration.

What People Want to Know

By the
Extension Loan Library

(The Extension Loan Library is rapidly becoming a Bureau of Information for Texas correspondents. We published in the last issue of the *Leaguer* a list of several hundred questions received in half a dozen mails by this Library and answered carefully and promptly. If lack of some specific information about something is annoying you, and you cannot find it in an encyclopedia or other work of reference, send in your request for the information to the Extension Loan Library, and it will be given careful consideration, and answered in this column or by special letter. Questions should be made specific.—Editor's note.)

The Alamo

Q. Who owns the Alamo, and what price was paid for it?

A. The Alamo is owned by the State of Texas, under the custodianship of the Daughters of the Republic of Texas. It was bought in 1905 for \$75,000, the legislature appropriating \$65,000 and the other \$10,000 being raised by the Daughters of the Republic of Texas.

High School Glee Clubs

Q. Where can I obtain information in regard to high school glee clubs?

A. The Department of Music of the University of Texas offers the following suggestions:

Secure the bulletin of the State Department of Education on high school music, by addressing the State Superintendent of Public Instruction, Aus-

tin. In addition to suggestions on the conduct of glee clubs, this bulletin contains lists of suitable material and addresses of publishers.

Directors of high school music should have their names placed on the mailing lists of publishers to secure notice of new publications, both separate numbers and collections, and to receive sample copies, or copies for examination, from time to time. Copies will always be sent for examination, to be returned if not wanted, the only expense being transportation. In doing this publishers should be informed of the particular combinations used—whether for male, female, or mixed voices, size and ability of the organizations.

The list of publishers in the bulletin is fairly complete, but special attention is called to the list below.

C. C. Birchard & Co., 221 Boylston St., Boston. Laurel Songs for Girls—a collection of choruses especially designed for Schools. Extensive list of separate numbers similarly adapted.

H. W. Gray Co., 2 W. 45th St., New York. Assembly Songs, Vols. I and II—collections of excellent material, but not particularly easy. Large list of separate numbers, including the publications of Novello & Co., London, who are perhaps the largest firm for choral music in English.

J. Fisher & Bro., 2 Bible House, New York. (Not listed in bulletin.) Catalog of separate numbers, of all grades.

Oliver Ditson & Co., Tremont St., Boston. Separate numbers.

G. Schirmer, Inc., 3 E. 43d St., New York. Probably largest publishers in the United States. Academic chorus collections for girls.

Arthur B. Schmidt, Boylston St., Boston. Catalog of many excellent separate numbers. Some collections for women's voices.

National Prisons

Q. How many national prisons are there in the United States and where are they located?

A. There are six national prisons. Penitentiaries are located at Atlanta, Ga.; Fort Leavenworth, Kans.; McNeil's Island, Washington; Mare Island, Cal. Naval prisons are located at Boston, Mass., and Portsmouth, N. H.

Texas Artists

Q. Name some Texas artists who have attained national fame. How many of them are living?

A. Texas Sculptors: Chandler, Clyde, Dallas; Coppini, Pompei; Eberle, Elizabeth, San Antonio; McLeary, Bonnie, Dallas; Ney, Elisabeth, Austin.

Texas Painters: Cherry, Mrs. E. Richardson, Houston; Eisenlohr, E. G., Dallas; Onderdonk, Julian, San Antonio.

All of these artists are living, except Elisabeth Ney and Julian Onderdonk. Mr. Onderdonk died in October, 1922. Elisabeth Ney died in 1907.

Measurements in Education

By Dr. C. T. Gray
University of Texas

It is the purpose of this short article and others which will follow to give a few general points in regard to the type of work indicated by the title above. All technical terms will be omitted and only a few general

points will be discussed. These general discussions should serve as a background for more concrete and detailed discussions which will probably follow next year.

History of the Movement

The rise of this movement has been rapid and so large in its proportions that many teachers have been at a loss to understand it. The question which the writer encounters more often than any other is, what is the origin of the measurement work, which is being attempted in so many schools? An answer which is often given to this question is that it began in 1894, with Rice's investigation in spelling. This investigator recorded results upon spelling ability by having a considerable number of children spell the same list of words. This method of dealing with an educational problem was so novel to most school people that Rice's results became the center of a storm of criticism. This was followed by Stone's reasoning test in Arithmetic.

The next forward step in the movement was the publication of Thorndike's Handwriting Scale in 1909. From this time the development of all phases of measurement as it applies to the school has been phenomenal.

There are, however, other points to the history of this work which are often emphasized. This movement in education is but a part of a larger movement which is attempting to deal in a scientific way with all phases of mental activity. A very important factor in this work was the establishment of Wundt's psychological laboratory in 1875. Many American students who attended German universities during the latter part of the last century came home thoroughly imbued with Wundt's methods and as a result psychological laboratories have been established in most American universities and colleges. It is well known that some of the most detailed and accurate work which has been done upon educational problems has employed the laboratory method.

Another phase of this larger movement had its origin in France with the French Psychologist Binet. His work with feeble-minded children resulted in the Binet-Simon test of intelligence published in 1908. This work demonstrated the value of the test as a method of dealing with mental activity. The method has been further developed in this country by Goddard, Terman, and others. The same procedure has also been used extensively in investigating normal children with results which seem to warrant its further use.

Still another part of the larger problem previously mentioned had its beginning in England in the investigations of Galton and Pierson. A part of the work of these men had to do with biological problems which involved large numbers of cases. This made necessary the development of statistical methods. Many of these methods are now being applied by Professor Thorndike and his students to the problems of education.

The point to be gained from this

brief history is that measurement work as it is now being developed in education is not a mere mushroom which has sprung up over night. It is rather a part of the scientific movement which is dominating so many phases of human affairs. This should not be taken as meaning that measurements have taken on their final form. Many changes in methods will doubtless be made but it seems highly probable that from this time on some form of scientific method will prevail in educational work.

(In the next issue of the *Leaguer*, Dr. Gray will discuss the Extent of the Movement. In the meantime, and, indeed, at any time, he will be glad to answer either personally or through the *Leaguer* questions which teachers in Texas may care to ask him concerning any phase of the educational tests and measurements. His address is University Station, Austin, Texas.—*Editor's Note.*)

Music Supervisors and Directors Take Notice

Since the Music Memory Contest is a new one in the League this year, we are hopeful that music supervisors and others having charge of the training of contestants in this event, will take great pains to see that rules are complied with. At the same time we hope that none will enter this contest with a contentious spirit, but solely with a view to getting the greatest educational benefit possible out of it for the children participating. There is a high moral value in a contest properly conducted; much injury, however, results from overstressing the importance of merely winning whether or no, and working up the contest fever among the contestants to too high a pitch. Remember that your contestants will acquit themselves better and get a great deal more benefit out of the contest if they enter it merely with a determination to do the best they can without feeling that any disgrace or, indeed, any great embarrassment, will result if they fail to make the highest score. Children with the ability to appreciate music are often of nervous temperament anyway, and great care should be taken to prevent their getting unduly excited.

We wish to call your attention to the following points:

1) In Contest Selection No. 44, page 54 of the Constitution and Rules, "Il Trovatore" is misspelled. This misspelling, if it occurs in a county, district or state contest will not be considered a miss. Train your contestants, however, to spell it properly.

(2) In "2" under Rule 4, page 52, "the full name of the author" applies in only one selection, that is, *Francois Schubert* to distinguish him from the other Schubert. In all the others students should be trained to write the name of the composer just as it is given in the official list, pages 53 and 54.

(3) The term "Correct Spelling" in Rule Five includes capitalization. For illustration "In the Hall of the Mountain King" contains some words that are capitalized and some that

are not. If the word "of," for instance, in this title is capitalized, the mistake will count as a misspelling, and the answer graded off one point. Use the spelling found in official list and not that found upon phonograph records. A special committee should check over carefully all papers graded 100 per cent by the judges to see that no errors in grading are made.

(4) The preliminary in the contest will always consist of twenty selections. In case any perfect score is made, all teams failing to make perfect scores are eliminated. Those surviving should be given plenty of rest, preferably half a day, and another contest given, based upon twenty other selections. In this contest, contestants should be instructed as per Rule 7, except that remarks should not be written during the rendition of the selection, but at its close.

(5) We shall have for distribution score-cards, and county and district directors should write us in advance of meets about the number required. Remember to include in your estimate enough cards to take care of a second contest for breaking ties. This second contest, however, will rarely be necessary, and when it is, a small number of cards will suffice. If you do not have sufficient cards, cut up some pasteboard, and rule them off as nearly like the official score-cards as possible. *We cannot furnish score-cards for local contests.*

(6) Do not use the back of the score-cards except to break ties. If you get no winning team from the first contest, drop all teams making less than one hundred per cent (unless there is no 100 per cent team and two or more teams are tied on the highest score made), and hold another contest, instructing contestants to make their remarks on the back of the cards. In case it is necessary, you may then take into consideration the "remarks" to decide a winner.

(7) The Director of Music Memory should see to it that an auditorium is provided for the Music Memory Contest and that either phonograph with proper records are available, or that competent performers are present to execute the selections. The Music Memory Director should leave the matter of making the selections from the list to a committee of the local music club, or lodge this responsibility with some disinterested party. This is especially necessary if the Music Director herself has contestants in the meet. She should not herself know the selections to be rendered until the day of the contest, that is, she should not know exactly which twenty selections are chosen from the fifty contest-selections. The words of the songs should not be sung. If given on phonograph, records should be selected in which the melody is carried by an instrument; if a singer is secured to render the songs, he should reproduce the melody without pronouncing the words.

Sixty-Eight Declamation Selections For 15 Cents

We still have a few copies left of Bulletin 2147, "Selections on American Citizenship," which was issued and distributed to the member-schools last year. It contains a number of good prose declamations, and schools which do not have a copy of this bulletin available will do well to order a copy. We have reduced the price to fifteen cents per copy, which is considerably less than cost of printing. The bulletin contains the following declamations:

The Fundamental Principles of American Constitutional Government, Thomas Jefferson.

The Constitution of the United States, Elihu Root.

The Battles of Peace, Pat M. Neff.

Development of the Human Resources of Texas Through Education, Robert E. Vinson.

Respect to the Flag, Alvin M. Owsley.

A Toast to the Flag, Arthur E. Staples.

Hallowed Ground, Warren G. Harding.

International Relations, Charles E. Hughes.

We Can't Afford War, George Horace Lorimer.

Pay Back and Work Back, Calvin Coolidge.

Self Starters, President Ray Lyman Wilbur.

At the Gate, A Brooklyn Prize Essay.

A Yank's Opinion of the Statue of Liberty, Anonymous.

Arguments for a Federal Department of Education, Hugh S. McGill.

The Spirit of America, Woodrow Wilson.

My Americanism, Warren G. Harding.

Texas—Undivided and Indivisible, Joseph W. Bailey.

Everett and Lincoln at Gettysburg, Adapted.

The Good American, J. B. Robertson.

True Americanism, Henry Van Dyke.

The American Spirit, S. P. Brooks.

What about the Immigrant? Frederick A. Wallis.

"What Doth Strengthen and What Maim", Henry Van Dyke.

Equal Justice and Popular Rule, Theodore Roosevelt.

Constitutional Government, Louis J. Wortham.

Columbus Day, B. D. Tarlton.

A Plea for Disarmament, John G. Hibben.

The Modern Ku Klux Klan, James R. Hamilton.

Work, Love, and Service, Stockton Axson.

Tribute to the American Army, Marshal Foch.

Is There a Labor Problem? W. L. Huggins.

Trippers and Stoppers, The Saturday Evening Post.

Cultivating Courage, The Saturday Evening Post.

Our National Heritage, Selden P. Spencer.

National Propaganda, Selden P. Spencer.

Trade and Patriotism, Selden P. Spencer.

The Spirit of the Pilgrims, John Kelman.

Making Americans, Burges Johnson.

The Value and Limitations of Contests, Arthur T. Hadley.

How the University Interscholastic League Promotes Training for Citizenship, E. D. Shurter.

America Is Calling, Woodworth Clum.

I Am the Farmer, James P. McDonnell.

Keep God in American History, Harry F. Atwood.

Heroes in Homespun, Henry Watterson.

Patience, Joseph Henry George.

The Effect of Psychology of Americanism, George Tames Barstow.

The Revolt of the Inefficient, Harold MacGrath.

Only the Stump of Dagon Was Left, George Horace Lorimer.

The Man in Gray, Henry Watterson.

Democracy and Personality, William M. Grosvenor.

Citizenship Clubs for Coming Citizens, Henry E. Jackson.

Am I a Good Citizen? Meredith Nicholson.

The Man America Needs, Ralph Waldo Emerson.

Economic Liberalism in Its Fundamental Features Cannot Be Abandoned, David Kinley.

The Value of a Background, John Kelman.

Wasting Billions in Smoke, S. W. Straus.

Liberty and Law, James A. Moyer.

George Washington and Present American Problems, Albert J. Beveridge.

Americanski, The Saturday Evening Post.

The Pilgrim Spirit, Howard C. Robbins.

Deflating the Taxgatherer, The Saturday Evening Post.

Dante's Dream of Universal Peace, New York Times.

Nation Builders, Frederick H. Gillett.

America's Need of Youth, James M. Beck.

From Mars to the Master, College Oration.

The Other Fellow's Rights, Stewart Edward White.

The Men to Make a State, George Washington Doane.

At the Grave of an Unknown Soldier, Warren G. Harding.

THE LEAGUE LETTER BOX

Continued from Page Three

hope to have a supervisor of music in our school in the near future."

Supt. H. T. Brown, Jacksonville:

"In order to stimulate interest in the local Music Memory contest, George Williamson has offered the winner a Columbia machine, and the Jacksonville Drug Company has offered the second ranking contestant \$5.00 worth of records, or a credit of \$5.00 on a Victrola."

Miss Tommie Chenoweth, White-wright:

"I have been working in the schools here for a number of years as music supervisor and have felt that we need some objective for our public school music. The Music Memory Contest meets the need extremely well."

SPELLING LIST TALK

Congratulates Texas

Miss Sarah Louise Arnold, of Simmons College, Boston, Mass. famous throughout the country for her many valuable school-texts, writes concerning the Interscholastic League Spelling List, as follows:

"I am very much obliged to you for sending me your spelling bulletin. I have found it exceedingly interesting. I am still at work upon my text book and shall hope when it is completed to visit some of the departments that have so generously co-operated in the making. It seems plain to me that we have quite missed the point in teaching spelling thus far. I congratulate Texas upon this valuable contribution."

Mrs. Lee Fulton, Slaton, Rt. 1: "I like the list exceedingly well—in fact, so well I'm teaching these words instead of the text."

Supt. B. C. Schulkey, Alvord: "I think the lists are good and practical and intend to find a place in my high school curriculum to use them regularly."

E. O. Elliott, Principal, Tiffin: "I am going to start my spelling classes in the list of words furnished by the League. I like the words much better than those our present spellers give, so please send me four dozen."

Marvin Jordan, Art: "We want to adopt the spelling list in our school."

W. M. Cavness, San Marcos: "We are very well pleased with this year's spelling list."

J. Andrews, Principal West Ward School, Eastland: "We use the spelling list in departmental work for a spelling book three months of the year."

Principal I. G. Kennon, Bono: "It's a great spelling book!"

Donald Brickley, Violet: "The list is excellent and we shall use it in our regular spelling work."

Sadie Westbrook, Katemcy: "In the League spelling lists for this year I find the word 'cayote.' Is not this word misspelled? Should it not be

"coyote"? What about the word 'yeoman'? The o is before the e in the list."

GRATIFYING COMMENT

Principal J. F. Bailey, West End Ward, Nacogdoches:

"It was inspiring to read your account of your visit to the Bellaire School in the December issue of the Leaguer. We have a system of Student Auxiliary in our school similar to the one you found there, and we find it to work admirably well. It stimulates self-responsibility and student activity. I wish you could pay our school a few hours' visit."

"My schools have been a member of the League for the past 8 years and have always realized great benefit for my pupils. We hope to win credit for our school this year."

Supt. E. K. Barden, Livingston:

"You may be interested in knowing that four of our public spirited patrons have offered gold medals for the winners of each division in declamation in our local contest. The condition is that at least five must compete in each division, and all contests comply with League rules."

C. V. Compton, Principal San Jacinto Junior High School, El Paso:

"I am glad to have the privilege of serving as director of the Interscholastic League. It is in my estimation one of the greatest for Americanization, citizenship and community welfare which we have ever had inaugurated."

LOAN LIBRARY FURNISHES
THEME-TOPICS TO SCHOOL

(Continued from Page One)

16. What Science Has Done for the Housewife.

17. What Women Have Done in Politics.

Timely Debate Subjects

The Extension Loan Library also has a list of debate subjects for free distribution. A few subjects of recent interest are as follows:

1. Resolved, That Bible reading should be made compulsory in all public schools.

2. Resolved, That a state college should be established in West Texas.

3. Resolved, That a constitutional convention should be called in Texas within the next two years.

4. Resolved, That France is justified in occupying the Ruhr Valley.

The Extension Loan Library is prepared to lend material to debaters on all these subjects, but as the amount of material is limited the borrower should indicate whether he wants his name put on the waiting list if no package libraries are available when his request is received.

The United States Bureau of Education now has for free distribution circulars and leaflets on such subjects as Consolidation of Schools, Transportation of Pupils, Supervision of Rural Schools, Equipment for One-Teacher Schools, System of Agricultural instruction, Salaries of Teachers in Rural Schools, Distribution of State Funds Affecting Consolidation, Home Economics in Rural Schools, Rural Life and Culture Bibliography, and Teachers' Homes.

Papers East Carry Tall
Story Waco-Abilene Game

Rhodes Ingerton, of Amarillo, star football player on the Center College team, returned to Danville, Ky., recently, and gave to the local paper a tall story concerning Texas high school football, which story has been since going the rounds of the sporting pages all over the United States.

Ingerton witnessed the Interscholastic League championship football game between Waco and Abilene, and he makes the eyes of the easterners bug out with the following picturesque account of the battle:

"The Waco team came out on the field first to warm up like teams up in this country. The coach brought out a sack of rabbits. He would turn a rabbit loose on the fifty-yard line and if the boy didn't catch the rabbit before he passed the ten-yard mark he couldn't qualify for the game."

"The Abilene crowd came out and had a bag of rabbits that had been starved for about a week, and began turning them loose. Every now and then a rabbit would win and the young aspirant would sit down and cry as though his heart would break. After the rabbit chasing contest, each team practiced kicking."

"Johnson of Waco walked indifferently out on the fifty-yard line and drop-kicked the 'ole pigskin' through the crossbars so fast that it whistled like a bullet. After the first kick, he sauntered around the field and drop-kicked goals from all angles and distances. Every now and then he would kick a ball lopsided or bust one, but the Waco coach didn't seem to mind this much as I guess he was accustomed to it."

"Finally the game was called. Waco kicked the ball through the bars and over the fence for the first kick-off. During the game the ball was kicked out of the park on each occasion. They usually put the ball on the twenty-yard line, but since this was to be a championship game, they thought it best to kick off each time."

"At the beginning of the game each player had blood in his eyes and before the game ended had it all over him. There was not any squabbling or fussing over the rules. Each team seemed to realize that it was a 'battle unto death' and fought desperately from whistle to whistle."

"It was the best high school game I ever witnessed. Both teams played smart football and were well coached. Either team would compare favorably with the average college team in size and speed."

"Johnson, Coates, Wolfe, Sisco, and Fall of Waco, and Guitar, Estes, Graham, Moore, and Bounds of Abilene, would gladden the heart of any college coach in the country. If any of these boys come to Center it will cause some one to 'hitch' his trousers up a notch and take an extra lap every afternoon."

MUSIC MEMORY DISTRICT
PRIZES

Due to the generosity of the National Bureau for the Advancement of Music, C. M. Tremaine, Director, 105 West 40th Street, New York, thirty-two gold and thirty-two silver medals will be awarded producers of best and next best papers, respectively, in the district meets.

PUTS STRESS ON
THE LOCAL MEET

(Continued from page 1)

project was a success in every respect and parents and friends were free to express their hearty approval of the plan. The delivery was splendid and seemed to impress many of the hearers.

This same plan was followed last year and we were happy to enroll 43 pupils in the contest last year. Students are already inquiring into the program for this year and we hope to have a larger group this year.

In our recent election in which we voted bonds for a modern High School these same students who were so enthusiastic for the work in declamation delivered 4 minute addresses at the Theatre during the campaign. It is needless for me to tell you that the bond issue carried overwhelmingly. Public speaking has become a part of the work in the Sealy High School and henceforth will have permanent place in the program of our school.

To make the rural schools as good as the city schools we are told that the country schools should be kept open at least nine months in the year, should be taught by better teachers receiving better pay, in better school-houses with better equipment. Money will buy these and all the other things that now go to make our city schools better than most rural schools.

Important Notice

The University Interscholastic League is a division in the Bureau of Extension. To facilitate collections, all checks, money orders, and other forms of remittance should be drawn in favor of the "Interscholastic League" and *not in favor of any individual* who is at present, or who in the past, has been, connected with the organization. Thousands or such remittances are received and you can readily see how much time is wasted if some individual indorsement is required in order to cash remittances. Moreover, when mail intended for the League is addressed to an individual rather than to the "Interscholastic League," it is often delayed as long as a week in reaching the proper office.

More inconvenience than usual is being occasioned this year by remittances being sent to Mr. E. D. Shurter, who was formerly connected with the League, but who is not connected with it any longer.

Much time and trouble, therefore, will be saved, and you will get prompter service, if, in the future, you will address all communications and make all remittances intended for the Interscholastic League as suggested above.

T. H. SHELBY,
Director, Bureau of Extension.