

THE INTERSCHOLASTIC LEAGUER

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No. 6

PROFESSOR BAIRD DEFENDS DEBATING

Bates College Man Thinks Roosevelt Criticism of Sys- tem Unjustified

The whole collegiate world—and Bates in particular—has been stirred by the criticism of American methods of debating, which appeared recently in *The Outlook*. Bates is especially interested, because of the prominence it has attained in debating through numerous victories, including many over teams from the largest universities in the country.

Hence it is natural that Prof. A. Craig Baird of the Lewiston College should take this criticism seriously and make formal answer. Professor Baird has been in charge of debating at this college for the last 10 years and speaks with authority.

Professor Baird says: "In the indictment of American college debating it has long been customary to quote the striking opinion of Roosevelt. This opinion certainly constitutes a severe challenge to those of us who, on one hand, warmly indorse undergraduate intercollegiate debating and, on the other, honor highly the judgment of the foremost American since Lincoln.

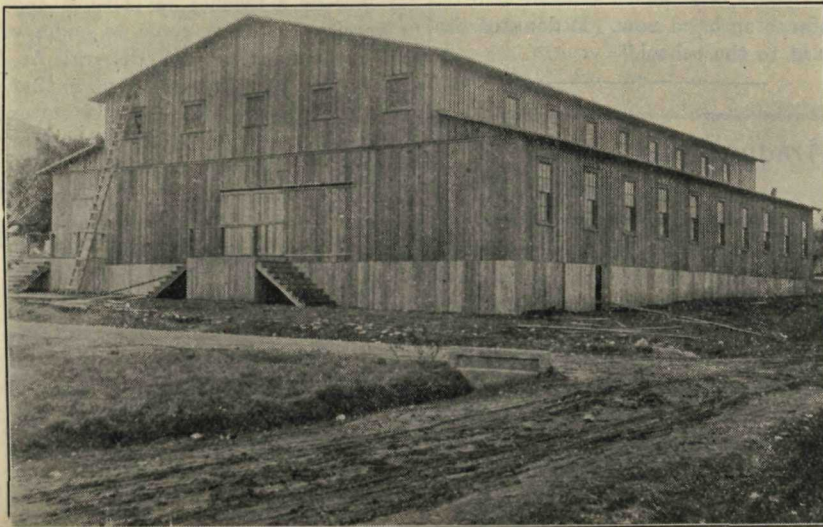
Denounced System

"Roosevelt denounced a system of college debating 'in which each side is arbitrarily assigned a given proposition and told to maintain it without the least reference to whether those maintaining it believe it or not.'" But as far as Professor Baird knows: "College instructors of debating do not arbitrarily assign students to a given side of a given proposition and order the victims to maintain it whether those doing so believe it or not."

On the contrary Professor Baird thinks members of collegiate courses in argumentation are usually urged to talk only in accordance with their real beliefs, and especially warned, even for the sake of practice, never to speak against their genuine convictions. The application of such strong arm pedagogy as Roosevelt and other critics have suggested would be a direct denial of the entire spirit and intent of a course in which freedom

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THIS IS THE HOUSE THAT JACK BUILT



Here is a picture of the new Belton Gym. It is located on the High School campus. The dimensions are 70 by 100 feet, and the central part of the building is 50 by 100 feet, with a height of 20 feet to the rafters. The playing field is 85 by 45 feet, which also allows for two smaller courts, each 45 by 42½ feet. The cost of material and labor for the completed building was slightly less than \$4,000.00. About three hundred dollars of labor was contributed free by the High School faculty and students. The building can be used as a community hall if occasion arises, having a floor space of 7000 square feet.

It was built largely through the efforts and enterprise of Supt. L. H., better known as Jack, Hubbard.

Loan Library's March List of Theme Topics

It was announced in last month's *Interscholastic Leaguer* that a list of theme subjects had been prepared by the Extension Loan Library, which would be sent to any person asking for it. Because of the great demand for package libraries, the staff has been too busy to get this list in final shape for distribution at the time expected. To take the place of it, a new list of subjects will be printed in each issue of the *Interscholastic Leaguer*. Here it is for this month:

1. The Agricultural Bloc.
2. A Century of Progress in Preventional Cure of Human Ills.
3. Cure for Rural Unrest.
4. The Fascisti Movement.
5. Fighting Malaria.
6. Illegal Practitioners and Fakers.
7. The Lincoln Memorial.
8. Men Who Have Amassed Mil-
9. Money—What Is It?

10. The National Budget.
11. The Oil Industry in Texas.
12. The Oldest Living Thing—a Tree.
13. Our Neighbor—Mexico.
14. Peace-Time Jobs for Poison Gas.
15. A Pasteur Century and Its Marvels.
16. Raising Poultry for Table and Market.
17. The Recovery of the Sick Man of Europe—Turkey.
18. Seventy-Five Years of Inventions.
19. A Silo on Every Farm.
20. Some Old Songs and Their Stories.
21. Stars of the Operatic World.
22. Texas, A Pecan-Growing State.
23. Utilization of Alfalfa.
24. What Can Be Done to Reduce Unemployment.
25. The Wonder-Working X-Ray.

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BANISH CIGARETTES FROM THE SCHOOLS

Three States Have Eligibility Rule Forbidding Use by Athletes

In the February issue of the *Leaguer*, we published a number of letters regarding the effect of the anti-cigarette rule in force in high school athletic associations of Kansas, North Dakota, and Minnesota. Other letters on the same subject are presented herewith.

Principal of High School, Albert Lea, Minn.:

"I have watched the operation of the rule since its adoption and I think it has done a great deal to hold down the tobacco habit in most high schools."

Nelson Sauvain, Superintendent of Schools, Devils Lake, North Dakota:

"The Tobacco Rule in North Dakota has been in force about four or five years, and has produced very marked results among the boys participating in athletics over the state. When the rule was adopted, it went through unanimously or practically so. But since that time some problems have arisen concerning its enforcement. I have talked with some of our superintendents, who are old inveterate smokers, regarding the desirability of repealing this rule; but I have found them especially favorable to the rule. They state that it is having such beneficial effects in their schools that they would oppose its repeal with all their might.

"The charge has been made that the tendency of the rule at present is to make pupils deceive, which is much worse than using tobacco. This complaint comes especially since the war, as there has been a very great increase in the use of tobacco among boys after the war.

"The Board of Control felt that the rule ought either to be repealed or rigidly enforced. A year ago we put out blanks for the purpose of putting teeth into the rule.

"These blanks place a certain responsibility on the members of the teams, and seem to result in a more rigid enforcement of the rule. When a boy signs a statement that is to be read by the referee to the spectators before the opening of a game, he is more careful than he would be if his report was to his principal and superintendent only. As a result we received complaints from boys in several of the high schools of the state when they learned that they would have to sign the yellow blanks for their eligibility before each game.

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TABOR COMMUNITY VERY MUCH ALIVE

School Is Center of Activities Which Promote General Welfare

Supt. G. M. Ammons, Tabor, writes such an interesting letter to the *Dallas News* concerning the work of his school that we reproduce it in full:

"As I never see anything in The News from our little community, I want to write you a little bit of school news, not just to be blowing our schools, but just some facts. First, we desire to say that our schools are not affected much by financial conditions, as the teachers took care of that in the beginning. We have nine white teachers in our district, who are receiving \$257.50 per month less this year than last year. This was purely voluntary with most of them. We lost only one teacher as a result of financial conditions. This was voluntary, as the teachers lived in the community and knew what was coming, but would not desert their posts in the face of danger.

"We will, therefore, have a school term of the same length as heretofore, which runs eight months for the high school and seven months for the grades. We also carry four full years of high school.

"We have a central school which employs six teachers, including the music teacher and the agriculture teacher, who is teaching under the Smith-Hughes plan. We have three other schools in the district which teach up through the seventh grade.

"These pupils all come, thus, to the Central High School, where they are offered four more years of school work.

"For three years we have had a class in home economics. It might be interesting to know that this class prepares every day a hot lunch for all the pupils that desire to have it at the small expense of 1c a day per pupil. The menu is never the same thing two days in succession. It consists of cream of tomato soup, cream of potato soup, beans, cocoa and rice cooked various ways. This menu was studied out and planned by the home economics teacher, Mrs. G. M. Ammons, and is entirely original with her.

"We have a teacherage on the campus which was built three years ago. We also have a lighting system, which furnishes electric lights for the teacherage and school building; also the grounds are wired for outdoor entertainments, with the ball courts especially wired for playing basket ball at night.

"It also might be interesting to know that our boys have in the last three years played forty-three match games of basketball and have lost but four out of that number. In 1920-21 we played ten games and lost two. In 1921-22 we played twelve games and lost one. In 1922-23 we have played twenty-one and lost one. February 9 our boys met and defeated Bryan

High, 17 to 10; Navasota High, 18 to 10, and Beeville High, 30 to 10. All of this was done in five hours by five boys without even one substitution, and during which time they dressed three times and had lunch at the A. & M. mess hall.

"When it is known that this is purely a rural school, and noting these achievements, it will readily be seen the type of citizenship comprising the community. All that we do is just to know our jobs and work at them.

"This community has a 'community welfare' organization that is functioning, too. In the last four years it has put on four community fairs that would be a credit to any county. This Community Welfare Club bought and paid for the light plant and fixtures in two years, and has a handsome little balance on hand now. It donated the plant to the school."

Arkansas Governor Urges Millage Tax

The House passed Senator Whittaker's Bill placing the educational institutions of the state on a millage basis. The levies for the various institutions are: University of Arkansas, 4-9 mill; State Normal at Conway, 1-9 mill; Branch Normal at Pine Bluff and Medical Department at Little Rock, 1-9 mill; each of the four agricultural schools, 1-9 mill; total, 1 1-9 mills. This amount is to be deducted from the general revenue levy of 2 1-4 mills, which will leave 1 5-36 mills for the state's charitable institutions and the general expenses of government. It is estimated that the present assessment will produce \$93,000 for each ninth of a mill. The appropriations to be made by the present legislature for these institutions will be divided in two, the first half being paid as now provided, out of the general revenue for 1917, and the second half to be paid out of the revenues collected under the new system of levy in 1918. Out of these funds the various institutions must maintain themselves and provide for improvements.

The vote on bill was taken soon after the following special message was received from Governor Brough:

Governor Urges Measure

"You will be called upon to consider this morning, Senator Whittaker's important bill, No. 232, on a millage basis of one and one-ninth mills for the support of our state educational institutions, four-ninths for the university proper, one-ninth for each of the four agricultural schools, one-ninth for the State Normal, one-ninth for the support of the Medical School, and Branch Normal at Pine Bluff. At every meeting of the General Assembly, the question of making appropriations comes up for consideration. Under present conditions it is absolutely necessary for the presidents and representatives of these institutions to spend a considerable amount of time at Little Rock, attempting to secure the necessary appropriations for operation and maintenance expenses. This results in a scramble for appropriations and any

institution which does not engage in it, will almost certainly fail to secure the money needed to carry on this work.

"Furthermore, when the institution is unable to know, until after the meeting of the legislature, what appropriation it will receive for the following biennial period, it is impossible for that institution to follow consistently any plan of advancement and improvement. Often these institutions will hesitate to begin a line of work, which seems to be very necessary for the reason that it does not know whether it will have sufficient funds to continue it.

Tax for Other Institutions

"After a thorough study of the question, based on 18 years of experience as a teacher in colleges and universities, I have come to endorse and recommend to the General Assembly the adoption of a plan that has already been adopted in 18 states of the Union and has proved far better than the old system of making biennial appropriations from the general revenue fund. My recommendation is that a special tax be levied and collected each year for the support of our state-supported educational institutions, and I trust that the next General Assembly will see fit to place the charitable institutions also on a millage basis. The total amount of the taxes levied for this purpose is determined by the General Assembly and the percentage of the taxes to go to each individual institution is definitely stated in the splendid bill of Senator Whittaker's, which has been endorsed by the Budget Committee. This plan does not increase taxes, for when the amount of the special tax for this purpose is determined, it is deducted from the levy for general revenue purposes.

"The idea of the special tax for the state educational institutions is simply the extension of the idea of the specific tax levied in the various local school districts of the state. As is well known such a tax is levied in every school district in the state and no attempt is made to support the public schools from the general revenue fund of the counties, cities and towns. Three objections are being urged against the passage of this measure: First, that its effect would be to increase taxes; second, the levy of one and one-ninth mill for the support of the eight institutions will not leave an adequate amount for the support of our charitable institutions, and the legislative, executive, judicial expenses of government; third, that while one-ninth of a mill will only yield \$93,000 for the biennial period on the basis of the present assessment, as more property is put on the tax books under the terms of the splendid bills designed to increase the power of the State Tax Commission and to secure better assessment by local officers, that in a few years the revenue derived from this tax will be out of all proportion to the necessities of the institutions.

Answers All Objections

"The first objection is fallacious, because the 1 and 1-9 mills will be deducted from the general revenue

rate. The second objection is disproved by official figures, compiled by an expert, which show that if this millage basis is adopted there will still remain \$1,250,000 for the support of our charitable institutions and approximately \$825,000 for the support of the executive, legislative and judicial departments of government. There will absolutely be this much left for the charitable institutions and the department of our state government. The answer to the third objection is that if the amount derived from this tax is more than is needed for the support of the eight institutions in question, every succeeding legislature can cut the appropriations and the amount of the levy down. Gentlemen of the Assembly, I wish to impress upon you the fact that under the terms of the millage bill, you and your successors, working in conjunction with the governor, will be the sole judges of appropriations that are to be made. It might be further stated that the 12-mill tax, which was levied this summer, has no relation whatever to the eight higher institutions of learning, because they can not receive one dollar of this revenue collected under the 12-mill tax for public schools.

"It is unnecessary for me to set forth before such an intelligent and patriotic body of men the advantages of adequately supporting our higher institutions of learning. They are the capstones of our educational system. If they are not properly supported Arkansas's boys and girls will leave the state for their higher education, and those ties that link them to the state will be weakened. It is estimated that over a period of 25 years the value of higher education in actual dollars and cents is \$40,000 per individual, comparing his economic efficiency and earning power to those who are compelled to do without a higher education. Goldsmith's aphorism is true in every state of the Union,

"For just experience tells in every soil,

That those who think must govern those who toil."

—*Arkansas Gazette*, Feb. 20, 1917.

MANY STUDY LATIN BY CORRESPONDENCE

Reaction in Favor of Classics Reflected in Registrations for Latin

The Extension Teaching Division of the University of Texas has registered an unusual number of correspondence students for courses in Latin during the past year. The registration for courses in Latin for the period 1921-1922 exceeded the enrollments of the previous year in that subject by 29. This approximates 40% increase in the registrations for courses in Latin over the preceding year. There are now 102 students on the rolls. This increase is taken as a reaction in favor of the study of Latin as fundamental for the mod-

ern languages. The four languages known as Romance: Italian, French, Spanish, and Portuguese are fundamentally Latin. The Roumanian language is also Latin in origin. The five, therefore, are really modern Latin.

The need for Latin in English is likewise great. The fact that English is a composite language made up of Latin, Greek, and Anglo-Saxon is sufficient cause for an intense interest in Latin on the part of the English speaking race. And when it is remembered that approximately 70% of written English is Latin, the zest for the study of the language is easily understood. A factor in language must live as long as the language itself. Without a knowledge of Latin, a student of English is at a loss to express himself exactly or with any degree of fluency. The constant study of words properly grouped and analyzed makes a student understand the meaning in their setting. The word building required of a student of Latin enables him to enlarge his vocabulary in a scientific way. Then, too, the practice of defining words which is a natural outcome of word-study, is of inestimable benefit.

The instructors for correspondence in Latin urge those who desire to take reading courses to register first for Latin 102. This prose course is fundamental for all others. If an applicant feels that he has covered Latin 102, or its equivalent, he will be allowed to try Latin 104 which is advanced prose composition. Along with these courses can be had much of word analysis.

VALUABLE "PLAY" LEAFLETS

Two ten-page leaflets, and one containing seventeen pages have recently been printed by the Extension Bureau, University Station, Austin, dealing with the very important subject of play. The titles follow: "Plays and Games," "Why Children Need Play," and "Why Grown-ups Need Play." They are all written by Miss Amanda Stoltzfus, lecturer on Rural Education, and they are all decidedly worth while. Miss Stoltzfus is a play expert, and her enthusiasm, even through the medium of the printed page, is infectious. These leaflets contain bibliographies on the subject of play, so that anyone interested in pursuing the matter further will have plenty of references available. If you want these leaflets, apply to Bureau of Extension. Please do not send requests to the League office.

Papa, what is an orator?

An orator, my son, is one who is willing to lay down your life for his country.

Every great poet is a teacher. I desire either to be considered as a teacher or as nothing.—Wordsworth.

OAK CLIFF CARRIES OFF STATE HONORS

Defeats El Paso in Final Championship Basketball Game of Tournament

The State Basketball Tournament, which is the culmination of a long series of eliminations in county, district, and bi-district games, was held in the Men's Gym of the University March 2 and 3, Oakcliff (Dallas) winning first place with El Paso runner-up, a thrilling final game, score 17-15. Stephenville and Brackenridge High (San Antonio) were the two teams defeated in the semi-finals. It has been estimated that nearly thirteen hundred teams, involving about thirteen thousand players, took part first and last in the basketball games of the League this year. Certainly it was the most hotly contested series in the history of Interscholastic League basketball.

The drawing was made at 9:00 Friday morning, and games were matched with the following results:

San Antonio (Brackenridge High), 34, Joaquin, 19; Athens, 24, Tabor, 19; El Paso, 45; Bogata, 19; Shiner, 28, Freeport, 13; Dallas (Oak Cliff), 42, Kenedy, 2; Whitney, 20, Ralls, 19; Stephenville, 39, San Angelo, 15; Wichita Falls, 37, Mathis, 8.

The second round resulted as follows: San Antonio (Brackenridge High) 51, Athens, 18; El Paso, 30, Shiner, 4; Dallas (Oak Cliff), 24, Whitney, 11; Stephenville, 24, Wichita Falls, 8.

In the semi-finals El Paso defeated San Antonio (Brackenridge High), 31 to 24, and Dallas (Oak Cliff) defeated Stephenville, 20 to 16.

A handsome silver loving cup donated by the University Cooperative Society was awarded Dallas (Oak Cliff) as a permanent trophy, the presentation speech being made by Lieutenant Governor Davidson, who presented all the trophies.

El Paso received the runner-up cup, given by the Stelfox Company.

Gold medals were awarded individuals on Oak Cliff team as follows:

Schroeder, Hopper, King, Sasse, Higgins, Lynch, Parks.

Silver medals were awarded the members of the El Paso team as follows:

Lozano, Porter, Brown, Dawson, Ponsford, Carson, Uhlig.

Gold medals were awarded the all-state selections, as follows:

Lozano (El Paso), forward; McMillan (Stephenville), forward; King (Oak Cliff), Center; Dawson (El Paso), guard; Carver (Brackenridge, guard, (Sportsmanship medal also).

The second all-state team, which is not awarded medals, was announced, as follows:

Porter (El Paso), forward; Whitney (Brackenridge), forward; Brown (El Paso), center; Higgins (Oak Cliff), guard; Lovelace (Stephenville), guard.

HIGH SCHOOL PRESS

A number of new faces showed up this month on our exchange list. Here are their names:

The Oriole, Rogers.

The High School News, Beaumont.

The Bronte Broadcaster, Bronte.

The Round-up, Coleman.

The Waxa Beacon, Waxahachie.

The Frost Bite, Frost.

The Reflector, Tularosa, N. M.

The Silver Echo, Silverton.

The Fargo Yellow Jacket, Fargo.

Besides these high school papers proper, there are several Interscholastic League county papers in evidence. From Calvert comes Vol. I, No. 1 of the *Robertson County Interscholastic Meet News*, and from Jack County, O. B. Powell, editor, *The Jack County Interscholastic League Bulletin*, Vol. I, No. 1.

We will let you high school editors in on a secret if you will promise not to say anything about it, and also promise not to cause our office any additional correspondence until a more definite announcement can be made. We are going to try to persuade the University School of Journalism to undertake a contest among high school papers, arranged in appropriate divisions, and then secure, if possible rebate privileges to the State Meet for the editors of winning publications. This is tentative, but probable.

The masthead of *The Round-up* is very cleverly done by G. M. S., showing a figure of a cowboy on horseback throwing a rope which spells out the letters of the title, while the noose on the far end captures the words "School News." This is a neglected matter with most school papers, we mean the masthead. Nothing contributes more to the right appearance of a front page than a properly executed and appropriate design incorporating the name of the publication. The Interscholastic Leaguer sins in this respect grievously. We have had many designs for a new Leaguer masthead submitted, but have rejected them all. We want a design showing the various activities which the League promotes—that is, public speaking, athletics, art appreciation, etc. But we have never had one submitted that pleased us sufficiently to move its adoption.

The Bronte Broadcaster is on the magazine order, and comes out but once a month. It has a grayish blue or bluish gray cover, is neatly printed, and contains eight pages exclusive of cover-pages. Bronte, as we remember, is away up in the mountains of Coke county, of which Robert Lee is county seat. Long ago we hunted blue quail in the purlieus of Bronte, and breathed the fresh and invigorating air of that charming region. And knowing the country and knowing the people as we do, we naturally expect just such

a clean, buoyant, intelligent school paper as the students of this school are turning out.

Although a monthly, *The Frost Bite* has a newspaperly look. Here is a streamer across the front page, a three-column head, boxed in material, and so on. Fully two-thirds of this publication is consumed with local advertising. We don't much like the advertising on the front page. School papers, we believe, will do well to make the advertisers take a back seat to the extent, at least, of keeping the front page inviolate for the most important news which the staff has collected. Otherwise this paper is among the best which we have received.

The Waxa Beacon is one of the largest high school weeklies in the state. Eight good-sized pages are filled with live school news, cartoons, and a liberal amount of advertising. We have a fair proportion preserved between athletic and other news. This is an excellent point. In too many schools athletic news runs away with the school paper. Of course, this is but natural since in many schools athletics is perhaps uppermost in the composite student-mind. But it is the business of the newspaper not only to give news but to direct public interest into proper channels. One way to preserve the right proportion is to set apart a column or a page to athletics, and allow an overflow into the other columns only on special occasions. This device has been adopted for a long time by the regular newspapers.

The Beaumont High School gets out quite an elaborate magazine, if we are to judge by the February issue of *The High School News*. We might quarrel with this name a little, for it leads one to suppose that the publication is a newspaper, whereas it is strictly speaking, a magazine. Its scope is indicated by the following list taken from the table of contents: Juniors, Literature, Cartoons, Organizations, Athletics, Editorials, Fun, Exchanges, Alumni. This, we take it, covers adequately the scope of a high school magazine. The publication is well-edited and well-printed.

A three-column, ten-page paper, published monthly, comes from the Rogers High School, and is called *The Oriole*. Wallace Reid (the tragedy of his life) is used in the leading editorial to point a moral and adorn a tale. The editor lectures his readers soundly in this connection. While this is a high school paper, we find news of all the grades in it. There is also a well-written account of a father-and-son banquet recently held in Rogers. There is a generous assortment of jokes and humorous verse included in its columns.

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.

NEWS AND VIEWS

There is an article in the January 13 issue of *The Dearborn Independent* by Lewis Harper which ought to be read by students in high school who are interested in journalism or newspaper work. If it were not so long and so much copyrighted we would reproduce it in the *Leaguer*. We shall have to be content with stating one or two salient points which it contains. In the first place the writer calls attention to the fact that newspapers nowadays are given to printing *views* instead of *news*. Instead of reporters, we are now served by journalists. *News* is what has appened: *views* is someone's interpretation of what has happened or forecast or prognostication. One is based on facts, the other on opinion, prejudice, bias, temperament or what not. *News* is important; *views* may or may not be important. One is gotten by hard work, by eternal persistence, by courage, by terrific fight and struggle; the other may be obtained in a Morris chair by a warm fire. One is inspired by a passion for truth, the other may find its genesis in a simple wish to hold a job, or please a boss, or favor a friend. Time was when the American reporter was known the world over for his enterprise, audacity, fearless pursuit, capture and exhibition of facts; today we have sleek well-fed 'journalists' (for the most part), toasting their toes and writing 'dope' and 'forecast' stories, presenting either the capitalist's or the labor union's side of strike happenings instead of presenting just what happened; or politically biased statements or propaganda of one sort or another.

"Some city editors," says Mr. Harper, "blamed the public schools. They said that the average cub nowadays never knows anything about the geography of his own state, scarcely anything about local governments. Few know the difference between a county and a congressional district—most of them never heard a judicial circuit; and all, without exception, have the idea that the Federal Government has power to intervene in any sort of situation."

Mr. Harper does not accept this explanation, but seems inclined to place the blame squarely upon the shoulders of the newspaper proprietors themselves, who will not make the pay of

a reporter sufficiently attractive to induce boys with the right kind of stuff in them to undertake the work.

What do you think is the matter with the newspapers, if anything? Do people have as much confidence in them as formerly? If something is the matter, what is the remedy? Name some qualifications which an ideal reporter should have. Does advertising ever influence a newspaper deleteriously? Does it ever exert a wholesome influence? Here are a few questions for high school editors, reporters, advertising managers, and other students interested in the matter to investigate, think and write about.

WACO TIGERS GET TROPHY

The cabaret dinner given by Waco citizens complimentary to the Waco High School Football Team, Raleigh Hotel, evening of March 6, was one of the pleasantest functions of its kind which we ever had the privilege of attending. More than three hundred citizens gathered around the banquet table to see the 1922 Interscholastic League champion football team receive the beautiful Lansdowne-Barritt trophy, a regulation-sized silver football, exquisitely engraved and handsomely mounted. T. H. Shelby, Director of Extension, and Chairman of the Interscholastic League State Executive Committee, made the presentation speech (a good one) and Jack Sisco, Captain, received the shining memorial of victory with becoming grace and a few appropriate words, immediately passing it on to Boody Johnson, 1923 Captain.

Under the skilful management of A. J. Bush, Jr., Chairman of the Athletic Council, the affair was brilliantly staged. The well-assorted cabaret of nine numbers included one number and several encores by the High School Girls' Glee Club, as well as intercalary music by the High School Orchestra, which gave the entertainment a local talent effect which was pleasing in the extreme. It may be indicative of congenial lowbrowism on our part, but the number which gave us the keenest delight was "Freeman, the Great—Harpist and Imitator." Freeman, they told us, hails from Temple, and is an honest-to-goodness negro, with a marvelous power of imitating sounds. His repertoire is cornfield to the core. No dainty little singing birds or elfland melodies for him, but sounds that hit the ear hard and produce a vivid picture; for instance, a bull-dog chasing a sow out of a sweet-potato patch. You hear the burr in the bull-dog's growl, you hear the first startled grunts of the disturbed intruder, you hear the notes of excitement in the sounds issuing from pursuer and pursued as the distance is lessened between them to a threatening propinquity, and, lastly, in a burst of barks, growls, groans, and piercing squeals the listener not only hears but sees the two actors in the drama go the mat together, the jaws of the bull-dog snapped like a steel trap on the ear of his protesting quarry. It is a genuine finale, rendered with all of

the dramatic intensity of one in grand opera. The hunt with the hounds after the bobcat, the Katy train coming into Waco, the dog-fight, the cat-fight, were among other presentations—all artistically done.

A. J. Bush, Jr., responded to the toast "Our Championship Team" with a sincere and effective tribute to the boys who fought so gallantly throughout the 1922 season for the honor of their school. Clint Padgett was toastmaster. His masterly handling of the individual members of the squad as he introduced them brought down the house. He really tackled a number of these doughty gridiron warriors when they weren't looking and, in nearly every case, he threw his man for a loss.

Coach Paul Tyson talked with some optimism about the outlook for 1923. He received an ovation. The editor of the *Leaguer* outlined the general work of the League, and Roy B. Henderson, who has the athletic work immediately in charge, discussed the third championship football race, giving credit where credit was due. Coach Frank Bridges, of Baylor University, was the last speaker, confining himself to a eulogy of Coach Tyson, which eulogy was enthusiastically received.

The most striking impression we got from this meeting was that of the absolute unity of feeling and purpose evident from the beginning to end. Pride in the achievement of their team, confidence in the future, conviction that nothing is too good, or quite good enough, for their schools, willingness to cooperate, team-work, all pull together—the air was simply charged with this kind of thing. All hail athletics, about the only thing left with a pull in it for everybody!

TWO CASES

Rules are difficult things to administer. There was never a rule made or a law passed that did not in some instance or individual case work an injustice. For illustration, here is the case of a boy whose father makes affidavit that he is absolutely independent and is making his own living, and has made his own living for several years, and the fact is that he is now working his way through school.

"There can be no question," says the superintendent of schools, "about his being a bona fide resident whose home is here. He is merely a poor boy working his way through school. He did not come here for athletic purposes and so far has taken no part this year. In view of these facts, is he not eligible to take part in our coming Interscholastic League meet?"

We were compelled to rule this boy ineligible under the transfer rule, since he is attending that school for the first time this year, and his parents do not reside within the district. Yet we feel that in this boy's case, the rule works an injustice.

Now here is another case involving the transfer rule:

"The superintendent of schools has made two boys his wards, that is, he has had himself made their legal

guardian in court and court record shows this fact. The boys receive a certain sum per month for the school board for janitor service and they pay exactly this amount each month to their legal guardian for board. Are these boys eligible?"

We are compelled to rule that they are eligible for the simple reason that no rule is violated. The circumstances seem a trifle suspicious, but rules cannot be interpreted upon suspicions.

So, in the one case, the rules perhaps debar a bona fide student from participation, while in the latter case it is possible that the rule is being cleverly evaded. We have to remember that rules are made for the majority of cases, and are expected to work good only on a large scale, on the average of a thousand or ten thousand cases. Ingenuity cannot devise a rule which will fit each individual case like a glove.

TEXAS LEGENDS

The Texas Folk-Lore Society announces the intention of publishing next year a volume of Texas Legends. It will be, if we are any judge, a supremely interesting book. Texas is simply "lousy with legends," as some legendary and some real folks in Texas would phrase it, meaning thereby that there are many legends extant between the Red River and the Rio Grande.

"Of buried treasure stories alone," says James Frank Dobie, Secretary of the Society, "there must be as many as there ever were Mexican inhabitants in Texas. Apparently wherever Santa Anna marched, he buried wagon loads of silver; wherever burros trod, they staggered under aparejos of silver bulion destined to be buried in flight from Indians. There are more lost mines in Texas by far than known ones. Men have gone broke and committed suicide following legendary directions to buried treasure. There are legends of cunning lobos, of wily and beautiful mustangs, like the famous 'Pacing White Stallion' or like some 'man-killer' horse such as Philip Ashton Rollins tells of in his excellent book, *The Cowboy*. There are legends of daring mavericks, glimpsed only by moonlight, that lived without water, of snow white deer with mad-stones in their stomachs, of the

"sly coyote here and there
And the little grey hawk hanging aloof in the air."

There are legends of 'lovers' leaps,' of old fords, of caves, of springs, of trees and plants. There are legends of hermits and of haunted houses."

If you have any legends or can secure one or a dozen, send them in to the *Leaguer*, and if they are not too long and are otherwise suitable, we shall be glad to publish them, and in any case, we shall pass them on to the Folk-Lore Society. Such work will be interesting, instructive, and, at the same time, a genuine service to posterity.

ADVERTISE JOHNSON COUNTY MEET

W. H. Norwood, Director General for Johnson County, has mailed us a circular letter which was issued by the Executive Committee of the county and sent to all schools in the county. The circular is very neatly printed, and contains explicit directions for those desiring to participate, and at the same time gives the program in detail. All of the various officers are listed, and the whole affair looks very business-like indeed. We like this kind of thing, and wish that more counties would follow suit. There is nothing like thorough preparation if you want your county meet to run smoothly and please a maximum number of people.

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.*)

I wonder how many readers of the *Interscholastic Leaguer* have noticed the caption: *Words and Their Ways*. I wonder whether many boys and girls have begun to have a curiosity as to the meaning of words. The word *league* means a compact or a club made up of members bound together. The Latin word from which it is derived is *ligare*, to bind. The change in spelling makes it hard for us to recognize the relationship. You recognize *ligare* in the word *ligament*, in *obliged* and *obligation*. The word *scholastic* is an adjective made on *schola*, the Latin word for school, which is borrowed from the Greek. The word *inter* is a Latin prefix that means between, so the *Interscholastic League* means a compact or club among the schools and the term *Interscholastic Leaguer* stands for the paper which is an instrument for binding together the schools in this league.

Let us talk further about school words. For instance to be a scholar is to have been to school. The word *scholar* comes from *scholaris*, an adjective that means relating to school. Boys and girls cannot be called scholars, however, for this word now is applied to those who have studied deeply in great schools. To say that a man is a scholar is the same as to say he is a man of great scholarship.

If a boy or girl studies, the name to apply is student, from *studere*, which means to study. One who studies, learns. The word *discere* means to learn. Therefore, the Latin word for student is *discipulus*. From this word, *disciple* is derived. The twelve who followed the Master and learned from him were therefore called disciples. The word *book* is Anglo-Saxon. The Latin word for book is *liber*. This origin is seen in the word *library*, which comes from *librarium*, which means a place where books are kept.

just as herbarium is a place where herbs are kept. The Greek word for book is *biblios*. You can see that from *biblios*, *Bible* is derived. The word looks upon the Bible as the Book of all books, and writes it with a capital letter.

The word *gradus* (for grade) means a step. In the first grade, you take your first step, in the second grade, a second step. Gradually (note that gradually is also from *gradus*), you take ten or eleven annual steps and then you graduate. This means that you take the last step in the graded school. If you go to college, you take four additional steps and again you graduate. Then if you like to study, you will continue to be a student and many of you will become scholars.

As a present for your birthday, for Christmas, or for graduation, ask your parents to buy for you a copy of this English dictionary: *The Concise Oxford Dictionary of Current English*. (Clarendon Press).

Measurements in Education

II. Extent of the Movement

By Dr. C. T. Gray

Very few movements in education have received the attention that the present one has. This is shown by the large number of institutions in which courses pertaining to measurements are given. A very large per cent of those universities, colleges, and normal schools in which education courses are now given, have one or more courses in measurements.

Nearly every national educational journal devotes more or less space to articles which pertain to problems of measurements. At least one journal has been founded with a view to promoting this type of work.

Some three or four national distributing agencies have been established from which most of the tests and scales now extant may be procured. In addition to this there are a number of state agencies which are intended to serve the teachers of particular states.

A cursory survey of the articles and books which are being published indicates clearly that the men who are doing research work in education are very much interested in the problems of measurements. It should be emphasized that these books and articles are being written by men who are recognized leaders in their lines.

Another way in which measurement work is being emphasized is in School Service Bureaus which are being established in Universities, State Departments of Education, and Normal Schools. In such bureaus there is usually placed one or more persons who are experts in some type of measurement work, and who are expected to render service to superintendents and principals in the state who are attempting to do this type of work in their schools.

The extent of the movement may also be emphasized by calling atten-

tion to the various phases of educational work to which measurements are being applied. Not only are the educational psychologists attempting to apply measurement methods to their problems but the same general type of procedure is being followed out by the administrators, by those who are interested in revising the curriculum, and by those who are making contributions to the field of methods as well as those who deal with other types of educational problems.

This probably carries the discussion far enough to indicate to the reader the tremendous grip which measurements have upon the educational world at the present time, and to indicate to some who are critical of all this kind of work, and who question the value of such work, that the extent of the movement makes it almost necessary that they be familiar with its progress and development.

Test as a Method of Measurement

It has already been suggested that the contribution which Binet made to the measurement movement was the use of the test as a method for determining degrees of intelligence. The critics of Wundt and his experimental methods often say that such methods are applied with great difficulty to the higher mental activities such as reasoning and judgment. The proponents of Binet claim that his method makes possible an attack on many, if not all, phases of the higher forms of mental activity.

Another interesting point concerning the test is that it is an indirect measure of mental ability. The thing which is measured directly is usually performance. In other words, the test usually requires: first, that the child do something; second, that the result of the performance be scored; third, that the score be taken as a measure of performance; and fourth, since the performance is so closely related to mental ability that it be taken as a measure of ability. It is at this point that criticisms are often made of tests. It is said that there are so many things, such as the physical condition of the child, time of day, personality of the one giving the test, etc., which affect performance that it cannot be taken as a measure of ability. The reply made to this is that if care is taken many of these factors can be eliminated and the effect of others can be reduced to a minimum so that for practical purposes performance can be taken as a measure of ability.

Another criticism of the testing method is that there are certain important phases of mental activity which do not lend themselves to measurement. This seems to be true of many feelings and motions. To illustrate, the question is often asked how can appreciation or emulation or patriotism be measured. The answer made to this criticism is that because a method is not applicable to all problems is no reason why it should not be used. Another answer is that later work will probably bring about mod-

ifications of the method which will meet this criticism.

(In the next issue of the *Leaguer*, Dr. Gray will discuss What Measurement Means to Education. 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.*)

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 a recent 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.*)

Congressmen

Q. By what number of men is each political party represented in the 67th Congress?

A. In the senate there are 59 Republicans, 36 Democrats, and 1 Progressive. In the house there are 298 Republicans, 131 Democrats, 1 Socialist, and 5 vacancies.

Famous Women

Q. Give the names of some women who have become famous after having overcome great obstacles.

A. Susan B. Anthony, Sarah Bernhart, Clara Barton, Catherine Breckovskoy, Helen Keller, Joan of Arc, Florence Nightingale, Elizabeth Ney, Frances E. Williard.

Mill Tax

Q. What is the average cost to the state per student for one year in one of our higher institutions of learning?

A. "There are various ways of arriving at an answer, no two of which will reach the same conclusion. By the method we have used, which is the best we could devise, we found that the average cost per student for a period of twelve scholastic months, which is the time our school runs, is \$156.09. If a nine month's basis is taken, as is usually done, the per capita cost would be three-fourths of \$156.09, or \$117.07." This is the statement of Mr. J. A. Hill, President of the West Texas State Normal College, taken from a report made by him to the Committee on Survey of the State Institutions of Higher Education, and printed in Senate Journal of January 24, 1923.

Q. What per cent of the actual property value was taken in assessing the taxes used for educational purposes?

A. On page 43 of the bulletin printed by the College of Industrial Arts, called "How May Texas Adequately Support Her Institutions of Higher Learning" the statement is made that the per cent the assessed value is of the real value in Texas is from 15 per cent to 60 per cent, de-

pending upon the kind of property and the county in which it is assessed.

Pictures for Schools

Q. Please give the addresses of several firms from which good prints may be obtained for schools.

A. University Prints, 136 Stuart St., Boston, Mass.; Elson Art Publication Co., Belmont, Mass.; Perry Pictures Company, Malden, Mass.; Brown-Robertson Company, 434 Lafayette St., New York.

School Plays

Q. Will you suggest classical plays suitable for rendition by a high school Latin department, and tell me where they may be purchased?

A. "Phormio," a Latin comedy by Terence; and "The Twins," a Latin farce by Plautus, upon which Shakespeare founded his "Comedy of Errors." These plays may be purchased from Samuel French, 28 West 38th St., N. Y. No royalty has to be paid for either of them.

Texas Song

Q. What is the name of an appropriate song for March 2nd, and other patriotic Texas programs? Where can I buy a copy of it?

A. "Flag Song of Texas." This was written by Lee C. Harby, and won the \$100 prize given by Dr. W. A. Prather to be placed at the disposal of the Daughters of the Republic of Texas to be offered for the best original song on the subject of the Texas Flag. It is sold for 25c by the Daughters of the Republic of Texas, and may be obtained by addressing Mrs. Fred S. Cloud, 1001 Riverside Drive, Austin, Texas.

Texas University Shacks

Q. How many of the temporary wooden buildings, called shacks, are there on the University Campus, when was the first one built, and what was the total cost of erecting them?

A. There are 22 shacks on the campus. The first one was built in 1912. The total cost of erecting them was approximately \$150,000.

LEAGUE LETTER-HEADS

Now comes Brown County with a neat Interscholastic League Letter-head giving the names and addresses of all county directors, and the encouraging slogan printed at the top "We Are Working for a Hundred Per Cent Membership." M. R. Franklin, Brownwood, I. C. Route, is Director General, and we predict a banner year for the League in Brown County under his leadership.

And speaking further of letter-head advertising, we have the letter stationery of *The Peptomist*, the high school paper of Sagamore Hill, and we find this legend printed down the left-hand margin: "Tarrant County Interscholastic League meets with our school March 17, 1923. We are expecting 2,000 people to be our guests on that day. Are you going to be one of them?" This is signed "S. T. Willis, Director General."

Coryell County, Roy Whisenhunt Director General, Gatesville, also has a fine letter-head giving the names and addresses of the numerous directors.

THE LEAGUE LETTER BOX

SPELLING TEAMS

J. Ben Whitenberg, Gatesville:

"The rules specify a team of two as an entry in spelling. Does that imply that a school may not enter the contest unless it has two representatives?"

"Then in counting points toward championship. Shall the grades be averaged or be considered individually? To illustrate: One member of a team makes 90% the other 70%, then shall the school grade be 80%?"

Answer: "You have correctly interpreted the rules in the spelling contest. In each division there is a team of two. For illustration: Your school is entitled to enter three teams in the county meet in spelling; one a sub-junior team, one a junior team, and one a senior team. Some schools not having any seniors in attendance are, of course, unable to enter in the senior divisions. Other schools, such as high schools having no sub-juniors in attendance are, of course, unable to enter in the sub-junior divisions.

"The two papers turned in by the team are worth one hundred per cent, provided no mistakes occur in either one of them. For every mistake that occurs in either paper, the team is graded down one point. Thus, if one member of the team misspells two words, and the other member of the team misspells three words, the grade of the team in the county contest will be 95.

MUSIC MEMORY BULLETIN

Marian A. Webb, Librarian, Ft. Wayne, Ind.:

"We were very sorry not to be able to obtain copies of your Reading Lessons in Music Appreciation. We did not want to use it in connection with the Music Memory Contests but it seemed to contain very splendid material on the various composers and their compositions. In our Children's Department we have constant requests from the schools for something of this sort and you no doubt know the material for children on Music appreciation is very limited so we thought we had struck a regular gold mine of information and were very much disappointed at not being able to obtain them from you."

GRADUATE RULE

Supt. W. T. Lofland, Hillsboro:

"It had occurred to me that your rules for next year ought to include some kind of a reasonable provision against the boy who attempts to delay his high school graduation one year. I am correctly advised that in some parts that there is a feeling that an athlete could delay his graduation one year, with the expectation of playing through the football season. I thought best to write you of this last matter so that you could make provision against it for personally I do not consider it best from

the standpoint of scholarship for any student to remain in high school after he has virtually graduated."

THE FOUR-YEAR RULE

Supt. C. L. Sone, Slaton:

"Grade pupils should not be encouraged to play on first teams unless they will have become twenty-one before they would, as good students, finish high school. One of the greatest incentives for our large backward boys to try to get into high school is that they may have a chance in athletics. The four-year rule is, I think, one of the wisest provisions. The athlete is thus inspired to enter college at the end of that time.

"We plead with you that you do not lower the age limit. If you do you will cause schools to break faith with thousands of young men whom we have influenced to enter school and who are now interested in school activities. I have been a loyal Leaguer but I can't see how we can remain in the league and break faith with our young men in our schools. Other schools will take the same view, I am sure, and they will play these young fellows either out of the League or by misrepresentations. It will surely furnish one of the greatest temptations to dishonesty and falsehood that would be found. I can't help but believe that these people who are offering these changes have some peculiar cases they want to fit or some opposing teams they want to weaken. Let us leave alone a set of rules that has made one of the finest organizations for schools ever known.

"We are after victories. We want our young men to stay on in school and go into college. When we cut out those who are twenty-one we will rob the schools of some of the best material we have and cause an irreparable loss to our colleges and our young citizenship.—Again, we plead for the boys."

J. C. Wilkerson, Clifton:

"I think if the 4-year rule is done away with, there should be a provision that no one should be allowed to play the fifth year unless he was regularly promoted the preceding year. This would prevent certain players from remaining in school just to play ball, thus cheating some hard working student out of a place on the team."

OPPOSE PERCENTAGE PLAN

Supt. Roger A. Burgess, Merkel:

"At a meeting of the executive committee of Abilene District, No. 7, it was the unanimous decision of the committee that they oppose the proposed percentage plan for the reason that it is almost impossible to make each team play a representative schedule. A team would pick out easy teams in order to keep its schedule or rating 100%. There would be even more trouble than we now have

in making teams follow or arrange a representative schedule.

"What coaches I have talked to are also much opposed to the percentage plan."

Supt. L. T. Cook, Breckenridge:

"I have carefully studied the football plan for the coming year and the proposed changes in our district.

"I do not believe the percentage plan will work at all if it is left to the respective schools to arrange their schedules. As I understand it, the idea is to get the strongest team from each district. It is well known that some teams had very easy schedules last year. I know one or two teams that could repeat their schedules and with a reversal of one game come out with one hundred percent when in fact there are at least ten teams in the proposed district that are the stronger. The trouble will be with their playing a representative schedule 'based on last year's showing.' That would not get the strongest team from most any district if the percentage plan is used. The only way that I can see for the percentage plan to succeed is for you to require all entries to be in at an early date and then group the adjacent teams of the district and require each team to play each other team of the group, then let the group winners play for the district championship. I think that this would simplify the schedule question also, for it is a well known fact that many teams will not play the nearest neighboring team for fear of being eliminated at an early date.

"Allow me to make another suggestion while I am at it. I find that there is a deal of complaint due to the fact that teams have been allowed to cancel games with defeated teams prior to November 11th. We had some schedules torn wide open as early as three weeks before this date. If teams are required to play out this schedule up to the date set the chances will be that the defeated team will eliminate the undefeated team. I believe that my suggestion of grouping the adjacent teams that wish to enter the championship race requiring each team to play each other team of the group will correct this trouble.

"I note that you ask for opinions on the proposition of charging a student's activity while in grammar school against his four years high school. I believe that the grammar school student should be allowed to represent his school at least one year without its being charged against his four years high school. Many schools can not get teams without using a few grammar school boys. The boy is, by the present rule, penalized because he helps out his school."

TRANSFER RULE

Supt. L. F. Connell, Honey Grove:

"In the January fifteenth *Interscholastic Leaguer* is a proposed change in the transfer rule that would base the eligibility of the transfer on the condition as to whether the school from which the boy transferred is fully affiliated. I wish to give the

reasons why the proposed change would not be for the better.

"In the first place, there is little transferring done from a school that is fully affiliated. A school that is fully affiliated usually has built up a team strength and team spirit that enables it to make a bid for at least the district championship. Therefore, even a larger school that might be willing to induce players to transfer can not persuade the best players from such schools to leave their home teams.

"On the other hand there are many schools of the state that have partial affiliation, and because of the small student body, there will be from one to three or four promising athletes to the school. Such schools will undertake a football schedule and furnish practice games for the larger schools in the same locality. And because these schools can not hope to put out a winning team, the best athletes become discouraged with the outlook and are willing to make a transfer. In such cases the reason given for the change of schools is to get college entrance with graduation from high school, but in many instances the real reason is the inducements held out by the larger school because of football and other athletic ability of the boy.

"The present rule is none too drastic."

(EDITOR'S NOTE.—We think Professor Connell has failed to catch the meaning of the suggested change in the rule affecting transfers to a higher class school. For illustration, Roxton is a first class school but has only eight credits of affiliation. Paris, with thirty-three affiliated units, is also classified as a first class school. The idea of a suggested change in this respect was to permit a transfer from a school with less than fifteen affiliated units go to the nearest first class school of more than fifteen affiliated credits and be eligible for athletics the first year. It was not meant that a contestant from a full affiliated high school be allowed to transfer and remain eligible the first year.)

BRONTE GETTING BUSY

Supt. J. H. Hollingsworth, Bronte:

"We are now getting busy in a genuinely earnest way in the work of the Interscholastic League. On Saturday, January 27, the final game in the basketball contests of Coke county was played on our court, resulting in the winning of the county championship by the Bronte High School team. The Sterling county champions and our boys will contest for bi-county honors at San Angelo February 6.

"Our school is also preparing to enter the contests in spelling, essay writing, declamation, debating, and the field and track events.

"Have just read the January issue of the *Leaguer* and enjoyed every article in it. The "High School Press" was especially interesting, as we have just distributed the first issue of our High School paper, the *Bronte Broadcaster*, a copy of which I am mailing you under separate cover.

"With sincerest appreciation of the work the Interscholastic League is doing in our State, and with heartiest good wishes for its continued success, I am, etc."

BANISH CIGARETTES FROM THE SCHOOLS

(Continued from page 1)

And since the use of these blanks has come into effect, we have received practically no complaints about this rule being evaded.

"With the experience that we have had with this rule, I believe that one could secure very little consideration for its repeal, if in fact any of the superintendents would entertain that motion seriously."

Principal of High School, Grand Forks, North Dakota:

"While there may be some few places where there is laxity, and some boys who may not be on the square, yet we feel that it would be a step backward to take this anti-cigarette rule out of our regulations."

N. Robert Ringdahl, Superintendent of Schools, Dawson, Minn.:

"The rule was put into effect about six years ago, soon after the organization of our state association. I personally made the motion the second year to have the rule apply during the Christmas and other vacations. It carried without an opposing vote. Last spring I was responsible for 9 amendments, including one calling for signed information cards, like the one I enclose. This carried with practically no opposition. My experience as to its enforcement has been this, five years ago I barred a pitcher, catcher and second baseman for having smoked in middle of season, and three years ago, and also two years ago I barred in all, six or seven, some of whom were regular members of the team at that time. In our neighboring town, Madison, two men have been ruled out, both of whom were first team players. Some schools have been barred from competing in finals on account of this rule. I would say therefore, that it is well enforced, but as with most regulations, it is violated in many cases. Several have expressed the opinion that these information cards will result in much better enforcement. North Dakota has a somewhat similar rule. If the rule is violated the player is barred from all athletics for the rest of the school year. To this there has been no exception. We are this year ruling out one school from the Football Guide for violation of a 3-credit per semester rule.

"I am certain that the rule reduces materially the use of tobacco on the part of high school boys. It influences the boys way down in the grades. I have heard grade boys say, 'I am not going to smoke because when I get into high school I want to play basketball.' In my opinion it reduces smoking by 75%. I presume many coaches would rather not have the rule. A coach looks to victory only. I have never had any one object to it, but I know that some do. Coaches should not rule athletics in high schools. On the whole I feel safe in saying these rules are effective, and were supported at our last annual meeting by at least, 80% of the vote.

Following is the statement which each athlete is required to sign before his eligibility may be certified:

"I hereby declare upon my word of honor that I am familiar with the eligibility rules of the Minnesota State High School Athletic Association, that I have not used tobacco nor intoxicating liquor since the beginning of the present school year, and that there is no rule which, to the best of my knowledge, I would violate if permitted to play.

The following public announcement is read before the spectators assembled for the athletic contest in which high school teams participate:

"As required by the Board of Control of the High School League of North Dakota, it is hereby publicly announced that these players have all signed statements that they have not used tobacco since Sept. 12 of the current school year and that they will not use tobacco while they continue as members of a high school team. Their respective superintendents and principals have certified in writing that these players meet all the other eligibility requirements of the High School League of North Dakota."

PROFESSOR BAIRD DEFENDS DEBATING

(Continued from page 1)

of utterance is essential, in the opinion of the Bates professor.

The Outlook editorial has charged that "there is no effort to instill sincerity and intensity of conviction" in the training of our intercollegiate debaters. Professor Baird contends that "every teacher of public speaking and debating in the American college of today recognizes that sincerity and downright earnestness are the cornerstone of argumentative proficiency. Undergraduates learn through instruction and experience that without sincerity a speaker may entertain his hearers, but can do no more. They know that to win hearts and votes the must have honest convictions and unmistakable earnestness."

Few Matured Convictions

How, then, does it happen that college students usually are ready to debate "immigration," "compulsory voting," "cabinet government," "direct primaries," etc.? Professor Baird maintains that on most of these questions involving policies of governmental expediency few students have matured convictions. He says: "Natural or inherited prejudice rather than intelligent moral beliefs exists in their minds. It is my opinion that one of the best ways to form a stable judgment on a great national issue is to argue it freely.

"This process means a full investigation of both sides, analysis, a discovery of the real issues, a marshalling of the evidence, and a presentation of the completed case before opponents equally skilled. Thus debating, properly conducted and supervised, removes the real peril to sincerity—namely, blind passion and unreasoning prejudice. The real debater, as distinguished from the contentious quibbler, develops broadmindedness and a spirit of fairness because the debater applies constantly the habit of judicial investigation and of reflection."

Professor Baird notes that Roosevelt said: "What we need is to turn out of our colleges men with ardent convictions on the side of the right; not young men who can make good argument for their right or wrong as their interest bids them." The Bates professor of argumentation is of the same opinion. "Surely," he declares, "this statement accurately de-

scribes what is the primary function of the liberal college—the production of men of character and conviction. To this end we recommend the encouragement of debating courses. Like Roosevelt we have noticed the temptation to young men to 'make a good argument for either right or wrong as their interest bids them'."

Argument May Be Perverted

"We freely admit that argumentation, like literature and other arts may be perverted. Some lawyers may have Lincoln's serene faith that right makes might and his loyalty to that faith; others may practice courtroom or political platform demagogery. Some literary geniuses may dedicate their talents to the use of certain degenerate magazines. Skillful debaters, too, may err.

"A far graver danger, in my opinion, is that of giving college degrees to men and women who have loose opinions, snap judgments, narrow prejudices. What America needs above all things today is a body of college-trained leaders who can think 'heir way rationally through the immense and confusing issues that beset us. The American method of training in debate serves this end definitely and effectively."

Finally Professor Baird maintains: "If college debating is suffering an eclipse, and we reserve judgment on the matter, I think we shall find that the real cause is in the constant multiplication of the extra-curriculum activities of the student, the 'side-shows', former President Wilson calls them. How can a student find time for serious preparation of a debate if he must make the college frat, the glee club, the paper, to say nothing of that small group who become immortalized forever by a victory in the bowl or stadium?"

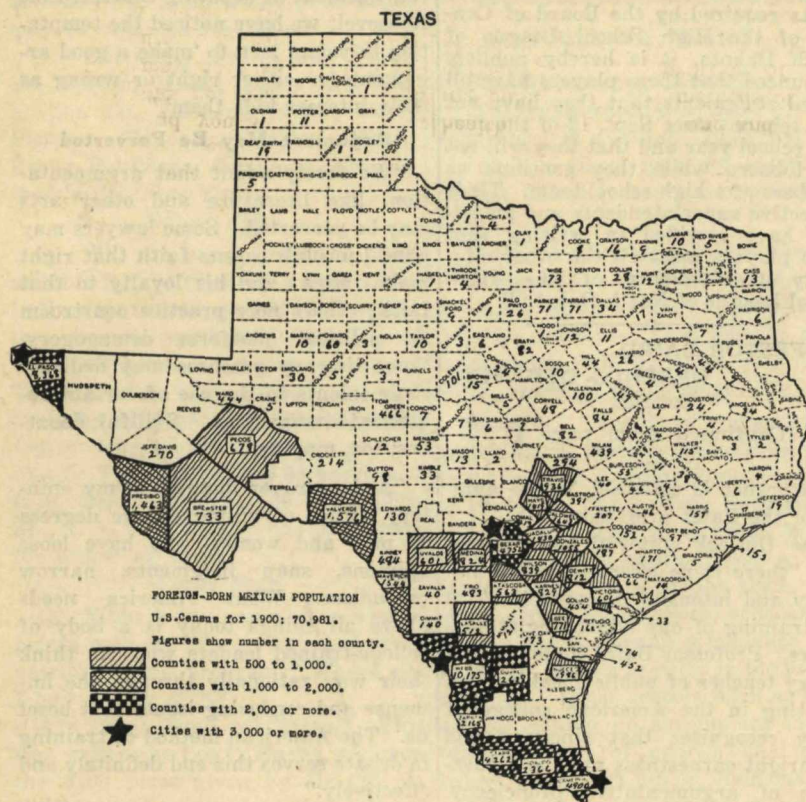
In the opinion of Professor Baird debating is not to be condemned but rather the ever-lengthening list of other college activities and the diversions identified with our hurried and practical mode of living. "Let us simplify the undergraduate program," Professor Baird states, "and recall—if necessary the student to his real intellectual destiny and to that end spur him on to sound and thorough thinking. So will interest in debating revive."—*Christian Science Monitor*.

LOAN LIBRARY'S MARCH LIST OF THEME TOPICS

(Continued from page 1)

on these subjects, please indicate a second choice and give the latest date on which the material can be used. Not more than one package library will be sent to the same person, unless the request comes from a teacher who states that he is ordering material for a number of students. One library can be used at the same time by several students. Address all communications to the Extension Loan Library, University of Texas.

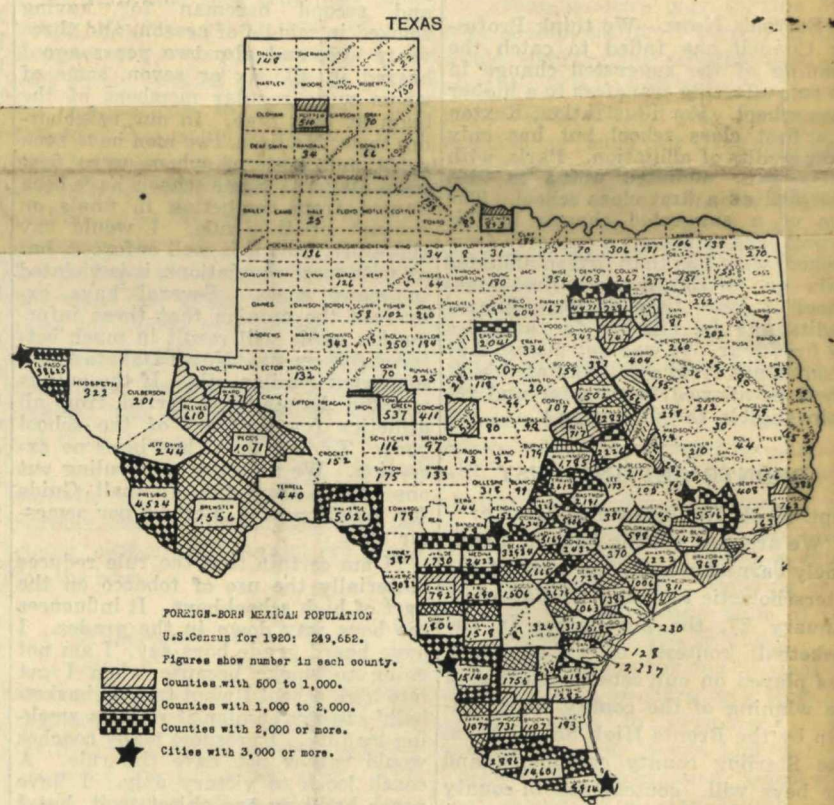
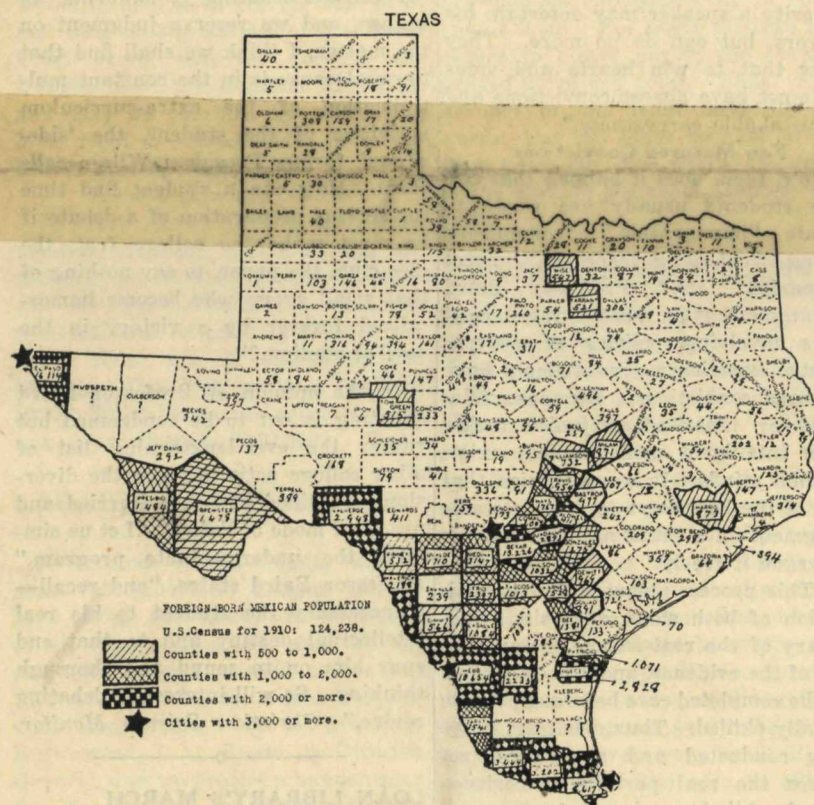
THE FOREIGN-BORN MEXICANS IN TEXAS



The accompanying maps were prepared by E. E. Davis, Specialist in Rural Research, Bureau of Extension, University of Texas. Concerning the facts indicated, Mr. Davis says:

"These maps show the increase and the movement of the foreign-born Mexican population in Texas for the twenty-year period from 1900 to 1920. In 1900 there were 70,981 foreign-born Mexicans in Texas. By 1910 the number had increased to 124,238. By 1920 it was 249,652.

"Many people imagine that most of the Mexicans in Texas live along the Rio Grande frontier. This is a great mistake. The greatest density of rural foreign-born Mexican population in Texas is in Caldwell County, 90 miles to the east of San Antonio. The main current of the Mexican migration to Texas for the past twenty years extends to the northeast from San Antonio. It passes Austin and is showing a tendency to follow the blackland counties toward Waco and Dallas."



Community Centers

Did you ever sit on a store box at the corner grocery of your village and discuss local, State, and National problems with other men? Of course you have, and you will admit that your time was not wasted, although the grocer may have secretly anathematized you as a nuisance, or, to say the least, a loafer. But the corner store, post office, and other places are passing as social centers and community forums and must be replaced

with something better. The better locality is the public-school building which is now being used in many communities as the common meeting place of the people. There are discussed such questions as good roads, public health, methods of raising and spending public funds, or methods of production and transportation of food products. In many school buildings there is created that neighborhood spirit so essential for concerted action. The means employed are various—games, folk dances, dramas, chorus

singing—which require the subordination of self to cooperative effort.

The use of the school building as a community center or forum will furnish the key to the possible solution of a variety of problems, the Americanization problem, for example. The great object of the community center is to break down the barriers of racial and religious prejudices and to promote a spirit of fraternity among the native and foreign born. Citizenship means membership. It is obvious that the teaching of English to aliens is

not sufficient to make them members of America. To acquire the language as a means of communication with their fellows is, of course, necessary. But it is only a means to an end. If they are ever to feel that they belong with us, the right hand of fellowship must be extended to them. The neighborhood spirit alone can create in them the spirit of America.

The Bureau of Extension, University Station, Austin, is able through experts in its employ to assist communities in establishing successful centers.